

Bridging the Divide

*Promoting Rigorous Science and
Inclusive Affirming Therapies*



Association for Behavioral and Cognitive Therapies

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Welcome

From the Program Chairs



Brooke G. Rogers, Ph.D., M.P.H. (she/her), Program Chair
*Clinical Psychologist, Boston Medical Center; Clinical Associate Professor,
Boston University School of Medicine, Department of Psychiatry*



**Elliott R. Weinstein, Ph.D., M.P.H. (he/him),
Associate Program Chair**

*Clinical Research Fellow, Department of Psychiatry,
Massachusetts General Hospital Affiliate Faculty, The Fenway Institute*

As your 2025 ABCT Program Chairs, we joyfully welcome you to ABCT's 59th Annual Convention in New Orleans, LA.

New Orleans is a vibrant city known for its unique blend of cultures, its lively atmosphere, and distinct architecture with influences from French, Spanish, and African traditions. The city is famous for its music scene (and especially its jazz), its Mardi Gras celebrations, and its Cajun and Creole cuisine. We hope that between conference programming you take some time to explore the city and appreciate its history and culture.

Our 2025 Convention is organized around the theme of Bridging the Divide: Promoting Rigorous Science and Inclusive Affirming Therapies. At a time of cultural divisiveness, both within the United States and globally, this year's conference centers on pillars of unity and inclusivity. We hope that this 2025 Convention serves as a reminder of our field's dedication to advancing rigorous science, science which seeks to develop evidence-based psychotherapy that can be widely applied across cultures, genders, and ages to promote mental well-being for any patient entering the consulting room. The convention's research and clinical presentations focus on cutting-edge analytical methods, novel interventions, and implementation of cognitive and behavioral therapy in real-world, scalable settings. As conference chairs, we made it a priority to accept presentations grounded in rigorous scientific methods that were aligned with the conference theme.

In addition to submissions from our members, we selected the following invited addresses, which will occur in a new plenary session format each morning of the convention. We are grateful to welcome six amazing speakers across three morning sessions:

Friday, November 21, 2025, 8:30–9:45 AM

Debra Kaysen, Ph.D., Stanford University –

"Bridging Cultures: Collaborative Approaches to Culturally Adapting Evidence-Based Psychotherapies for Diverse Populations"

Douglas Mennin, Ph.D., Columbia University –

"Intervening on the Emotional Moment for Those in Distress"

Saturday, November 22, 2025, 8:30–9:45 AM

Mark Hatzenbuehler, Ph.D., Harvard University – *“A Multidisciplinary Approach to the Study of Social Policies and Mental Health Disparities among Sexual and Gender Minorities: Insights from Stigma Research”*

Diane Chen, Ph.D., Lurie’s Children Hospital at Northwestern Feinberg University – *“State of the Science and Emerging Research on Gender Affirmative Medical Care for Transgender Youth”*

Sunday, November 23, 2025, 8:30–9:45 AM

Laura Miller-Graff, Ph.D., University of Notre Dame – *“Evaluating a Family-Focused Intervention to Support Palestinian Parents and Adolescents”*

Jonathan Huppert, Ph.D., Hebrew University of Jerusalem – *“Responding to Mass Trauma: Adapting Evidence-based Treatments to Scale in Israel After October 7th”*

We are also pleased to once again offer Advanced Clinician Seminars, a novel format piloted by last year’s program chairs with much success. These Advanced Clinician Seminars are designed for highly skilled practitioners looking to take their abilities to the next level with experts who will engage in instruction, roleplay, and case consultation. We are proud to announce that this year’s Advanced Clinician Seminars are:

Michael Otto, Ph.D., Boston University –

“Creating Clinical Experiences that Count: Enhancing Adaptive Learning from Experiential Interventions (Exposure Therapy and Activity Assignments)”

Anne Marie Albano, Ph.D., Columbia University –

“Stepping in and Stepping Up: Strategies for Fostering Parent and Teen/Young Adult Collaboration in Managing Anxiety and Meeting the Tasks of Adulthood”

Shireen Rizvi, Ph.D., Montefiore Medical Center/Albert Einstein College of Medicine –

“DBT Skills for Transdiagnostic Disorders”

This year we also continued to uphold a rigorous, data-driven, peer review process that first and foremost considered submission scores from volunteer peer reviewers. Posters were assigned two peer reviewers and abstracts for oral presentations, symposia, clinical round tables, panels, spotlight research, and clinical grand rounds were assigned three peer reviewers. Each peer reviewer provided independent scores on a variety of metrics (e.g., significance, approach, alignment with conference theme) which were tallied together to create an overall score. Overall scores from the reviewers were averaged to create a final average score for each submission. Abstracts were then organized by final average scores, and the top scores were accepted based on space constraints per each session type (e.g., panels, oral abstracts, etc.). For scores in the mid-range, consideration was given to balance out programming and, in the case of a tie, Special Interest Group (SIG) sponsored abstracts were offered acceptance.

This was also the first year for which we reduced the number of symposia, and instead encouraged members to submit their highest quality individual oral abstracts. We were pleasantly overwhelmed with both the quantity and quality of submissions for the new oral abstract session type! We had over 384 oral abstracts submitted and were able to accept 287. Sixty-two of the submitted abstracts just missed acceptance as oral presentations, and were instead offered to present as posters—with 51 presenters electing to do so.

This process resulted in a final program consisting of:

- 80** symposia
- 37** panels
- 23** clinical round tables
- 4** clinical grand rounds
- 5** spotlight research sessions
- 1001** posters

In addition to our inspiring lineup of content and presentations, we know that many (ourselves included) look forward to the ABCT Annual Convention as a reunion of like-minded colleagues. Please use the time between programming, meals, and evenings to catch up, talk shop, and inspire each other. One great opportunity to connect with new and old friends alike will be the inaugural Benefit Luncheon, which is scheduled from 12:00pm–1:30pm on Saturday, November 22. We encourage members to sign up for this special event and help support the future of cognitive and behavioral science for years to come. Please be on the lookout for additional information about this initiative in the following weeks.

Finally, as we look toward the convention, we invite you all to think about how your own science and practice can align with this year's theme, by promoting rigorous methodologies and inclusive, affirming practices so that cognitive behavioral therapy can be as widely applicable as possible in a constantly changing landscape of society and mental health.

It has been an honor to serve as your program chairs for the 2025 ABCT Annual Convention; we are thankful for the opportunity granted to us by President Steven Safren, Ph.D., ABPP, and the ABCT Board. We are indebted to the 2025 Convention Committee for their steadfast dedication and commitment to planning such a wonderful convention as well as to the ABCT Central Office staff, especially Courtney White and Stephen Crane, who have been excellent leaders, detail-oriented, and thoughtful in their preparation for this year's convention. Finally, a huge cheer to everyone who generously offered their time on the Program Committee as a scientific reviewer, and to Dr. Tina Boisseau for leading the charge as Coordinator of Convention and Continuing Education. The reviews were thoughtful and thorough, and we could not do this without your help.

For those of you who would like an opportunity to be involved in ABCT convention planning in the future, please visit the "Volunteer Me" portal on the website to look for opportunities to do so. Wishing everyone a meaningful conference full of excellent programming, connection with colleagues, and tasty beignets!

We are looking forward to seeing you there.

Best,

Brooke and *Elliott*

Convention and Education Issues

Coordinator, Convention and Education Issues

Christina Boisseau, Ph.D.

Program Chair, 2025

Brooke Rogers, Ph.D.

Associate Program Chair, 2025

Elliott Weinstein, Ph.D.

Program Chair, 2026,

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Master Clinician Seminars Chair

Samantha Busa, Psy.D.

Research and Professional Development Chair

Emily Bilek, Ph.D.

Local Arrangements Chair

Amanda Raines, Ph.D.

Annual Meeting of Members

- **SATURDAY, NOVEMBER 22, 2025**
- **4:00 TO 5:00 P.M.**
- **CELESTIN F. LEVEL 3**

Program Committee

(*denotes Super Reviewers)

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*Caroline Francoise Acra, *University of Hawaii at Manoa*

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- Isaac Smith, *University of Vermont*
- Laura Sokol, *Davidson College*
- Yosef Sokol, *Touro College*
- Zach Soulliard, *Miami University*
- Matt Southward, *The Ohio State University*
- Susan Sprich, *Massachusetts General Hospital/Harvard Medical School*
- Kristen Springer, *Private practice*
- Caitlin Stamatis, *Bruin Health; Northwestern Feinberg School of Medicine*
- Jonathan Stange, *University of Southern California*
- Amelia Stanton, *Boston University*
- *Shari Steinman, *University of Vermont*
- Gail Steketee, *Boston University*
- *Eric Storch, *Baylor College of Medicine*
- Daniel Strunk, *The Ohio State University*
- *Lauren Stutts, *Davidson College*
- *Jennifer Sy, *Private practice*
- Kavita Tahlilani, *University of Pennsylvania/Children's Hospital of Philadelphia*
- *Mark Terjesen, *St. John's University*
- Kate Theimer, *University of Oklahoma Health Sciences Center*
- *Micaela Thordarson, *Children's Hospital of Orange County*

- *David Tolin, *Institute of Living*
 *Natasha Tonge, *George Mason University*
 Giao Tran, *University of Cincinnati*
 *Letitia Travaglini, *Department of Veterans Affairs*
 *Kimberli Treadwell, *University of Connecticut*
 *Emily Treichler, *University of California, San Diego*
 *Noah Triplett, *University of Maryland College Park*
 *Siena Tugendrajch, *Self-Employed/Consulting*
 Hannah Tyler, *University of Texas Health Science Center San Antonio*
 Amanda Uliaszek, *University of Toronto*
 Irina Vanzhula, *University of Louisville*
 *Shona Vas, *The University of Chicago*
 *Clorinda Velez, *Quinnipiac University*
 Andrew Voluse, *University of Mississippi Medical Center*
 Amy Walker, *CBC*
 D. Catherine Walker, *Union College*
 Deirdre Waters, *Rutgers University*
 Laura Watkins, *Emory University School of Medicine*
 Christian Webb, *Harvard Medical School & McLean Hospital*
 Hilary Weingarden, *HabitAware, Inc.*
 Jeremiah Weinstock, *Saint Louis University*
 *Lauren Weinstock, *Alpert Medical School of Brown University*
 Amy Weisman, *University of Miami*
 *Brandon Weiss, *New York University Langone Health/New York University School of Medicine*
 Amy Wenzel, *Main Line Center for Evidence-Based Psychotherapy*
 *Maren Westphal, *Pace University*
 Mark Whisman, *University of Colorado, Boulder*
 *Andrew White, *Portland DBT Institute*
 Rebecca Wildman, *Nationwide Children's Hospital*
 *Victoria Wilkins, *Weill Cornell Medicine*
 Melanie Williams, *Pepperdine University*
 Henry Willis, *University of Maryland, College Park*
 Jamie Winters, *VA Ann Arbor/University of Michigan*
 Alexandra Wojda-Burlij, *Department of Veterans Affairs*
 Courtney Wolk, *University of Pennsylvania*
 Yikai Xu, *New York University*
 Alison Yaeger, *Mass General Hospital/Harvard Medical school*
 Matthew Young, *University of Chicago*
 Ana Zdravkovic, *Kaiser Permanente Mental Health Training Program*
 *Yan Zong, *Sichuan Huguang Clinical Psychology Institute*
- Gina Belli, *Hartford Healthcare*
 Andrea Bezahler, *Fordham University*
 Thomas Bivona, *Pepperdine University*
 Mackenzie Brackett-Wisener, *Wellstar Medical Group*
 Casey Brugh, *Central Michigan University*
 Mitchell Chan, *Massachusetts General Hospital*
 Nicole Ciesinski, *Temple University*
 Kyra Citron, *Hofstra University*
 Sharon Cohen, *Touro University*
 Francesca de Marneffe, *Massachusetts General Hospital*
 Connor Elbe, *Miami University*
 Tali Filstein, *Montclair State University*
 Lourdes Zito Fontan, *Lic. Centro de Ansiedad y Trastornos Relacionados (CEAN)*
 Mason Fraser, *University of Hawai'i at Manoa*
 Alana Gallagher, *Ann Arbor VA Healthcare System*
 Laura Godfrey, *Hofstra University*
 Chloe Guidi, *Touro University*
 Reeve Olivia Harden, *Central Michigan University*
 Dorian Higashi, *University of Hawai'i at Manoa*
 Elisheva Hoffman, *Touro University*
 Hannah Hunter, *University of Oklahoma Health*
 Marika Marklin, *University of Utah*
 Samantha P. Martin, *Boston College Lynch School of Education and Human Development*
 Clarissa Marwali, *St. John's University*
 Emily Miller, *University of Wyoming*
 Emma Mirhashemi, *Massachusetts General Hospital*
 Erin Moran, *Fordham University*
 Molly H. Nadel, *American University*
 Maegan Nation, *University of Nevada Las Vegas*
 Emily Nishimura, *University of Hawai'i at Manoa*
 Maya Oledzka, *Touro University*
 Tanvi Pawar, *Hofstra University*
 Arabella Peters, *Montclair State University*
 Kaitlyn Petz, *University of Virginia*
 Thariana Pichardo, *Fordham University*
 Gianna Puccio, *Touro University*
 Francisco Ramos, *University of Southern California*
 Melina Sneesby, *University of North Carolina at Greensboro*
 Anjali Sharma, *University of Kansas*
 Maria Fernanda Rojas Melo Silvo, *Fordham University*
 Abigail Szkutak, *Teachers College, Columbia University*
 May Mon Thein, *University of Hawai'i at Manoa*
 Evan Threeton, *Veterans Affairs*
 Kaela Van Til, *Ann Arbor VA Healthcare System*
 Sara Velazquez, *Massachusetts General Hospital*
 Samantha Winegard, *Touro University*
 Abigail A. Wilkinson, *University of Southern Mississippi*
 Tian Young, *Sichuan Judicial and Police Officers Professional College*

STUDENT REVIEWERS

Hoor Ul Ain, *University of Nevada Las Vegas*
 Aida Aminpour, *Touro University*
 Erich J. Aschenbrenner, *University of Mississippi Medical Center*

Presidential Address

Defending Behavioral Science While Embracing Diversity in a Politicized Time: Examples from HIV and Behavioral Health

Saturday, November 22 | 6:15 PM – 7:30 PM | Celestin D&E, Level 3

Steven A. Safren, Ph.D., ABPP, Professor of Psychology, and Cooper Fellow University of Miami, Director Center for HIV and Research on Mental Health



DR. STEVEN SAFREN is a Professor and Cooper Fellow at the University of Miami (UM) where he is the Director of the UM Center for HIV and Research in Mental Health.

His research is on health behavior change and behavioral health, with a particular emphasis on mental health and substance use components of HIV prevention and treatment domestically and internationally. He joined the Department of Psychology at the UM in 2015 after 18 years working in the Harvard Medical School system at Massachusetts General Hospital where he was a Professor and Director of the Behavioral Medicine Service and led behavioral science studies at Fenway Health. He has been PI or protocol chair of 20 federally funded studies (via NIMH, NIDA, and NIAID), and, in addition to studies where he is PI, he has regularly served as co-PI, co-investigator, or mentor on studies related to HIV prevention and treatment. Finally, he developed and tested one of the only evidence-based psychosocial treatments for ADHD in adults and extended that to adolescents.

We are at a unique inflection point in the United States, with core values at the foundation of ABCT's mission under increasing attack. Two specific foundational core values central to ABCT's mission are "science" and "diversity." These two core values are key guiding principles of my presidential term and also inherent in this year's conference theme, promoting rigorous science and inclusive affirming therapies. These values are also foundational and critical to domestic and global public health more generally, and the attack on science and on diversity seriously thwarts any progress towards health equity; with the worst consequences being to the most vulnerable populations.

One area particularly affected by changes in national funding practices and new regulations is HIV prevention and treatment. In the U.S., HIV differentially affects sexual, gender, ethnic, and racial minority populations. Globally, HIV differentially affects marginalized populations. This talk will draw on over two decades of global and domestic work in HIV prevention and treatment, to illustrate just how vital behavioral research is to improving public health and to reducing human suffering. It will begin with an overview of recent changes to funding and the resulting ramifications to public health. Starting with the example of work to optimize adherence to life-saving antiretroviral medications for people living with HIV, through trials and studies focused on behavioral health and health behavior change, including examples where behavioral science has driven meaningful outcomes especially for marginalized and diverse populations. Through these examples from my work and that of others, this talk will also explore how science can and must remain rigorous while still affirming identity and lived experience, the importance of community engagement and equity in ultimately developing and implementing evidence-based mental health treatments, and why continued investment in mental health, behavioral science, and diversity continues to be critical.

Continuing Education

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. **Attendance at each continuing education session in its entirety is required to receive CE credit.** No partial credit is awarded; late arrival or early departure will preclude awarding of CE credit. For those who have met all requirements according to the organizations that have approved ABCT as a CE sponsor, certificates will be available for download on the convention website/itinerary planner. Sign in using your registration email and registration confirmation number.

Which Organizations Have Approved ABCT as a CE Sponsor?



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:

www.abct.org/convention-ce/continuing-education-opportunities

Registration

UPON ARRIVAL AT THE HYATT REGENCY NEW ORLEANS, you can pickup the program supplement, additional convention information, and ribbons at the Pre-Registration Desk.

Onsite Registration AND Preregistration pickup will be open:

Thursday, November 20: 7:30 a.m. - 7:30 p.m.

Friday, November 21: 7:30 a.m. - 6:30 p.m.

Saturday, November 22: 7:30 a.m. - 6:00 p.m.

Sunday, November 23: 7:30 a.m. - 3:30 p.m.

The general registration fee entitles the registrant to attend all events on November 20-23, except for ticketed sessions. Your canceled check is your receipt. Email confirmation notices will be generated automatically for on-line registrations and will be sent via email the same day you register. Email confirmations will be sent within 1 week for faxed and mailed registrations. If you do not receive an email confirmation in the time specified, please call the ABCT central office, (212) 647-1890, or email Tonya Childers at tchilders@abct.org.

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

All presenters (except for the first two presenters of ticketed CE sessions) must pay the general registration fee. Leaders of ticketed session will receive information regarding their registration procedure from the ABCT Central Office. Admission to all ticketed sessions is by ticket only. Preregistration is strongly advised as ticketed sessions are sold on a first- come, first-served basis.

Join ABCT!

Become a member today . . .

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 online 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.

Webinars

elearning.abct.org

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

recorded

**Brian Pilecki | Introduction to Psychedelic Assisted Therapy
for CBT Clinicians**

**Ken Carswell | An Introduction to WHO's Psychological
Interventions Implementation Manual**

**Anne Marie Albano | Examining the Caregivers' Role in
Trauma-focused CBT for Youth: Modeling the Work and
Values of Dr. Mary Cover Jones**

**Jeremiah Weinstock | An Overview to Gambling Disorder
and Its Treatment**

**Betsy Stade and Shannon Wiltsey Stirman | AI
Applications for Training and Therapy: Emerging
Technologies and Ethical Considerations**

**Randy Fingerhut | Enhancing Ethical Competency and
Creating a Positive Ethical Culture**

**Jordan Rullo | Sex Therapy: What Every CBT Therapist
Needs to Know**

**Leslie Morland and Stephanie Wells | Bridging
Distance: Clinical Opportunities and Challenges with
Telehealth Delivery of Exposure Therapy for PTSD**

+ more!

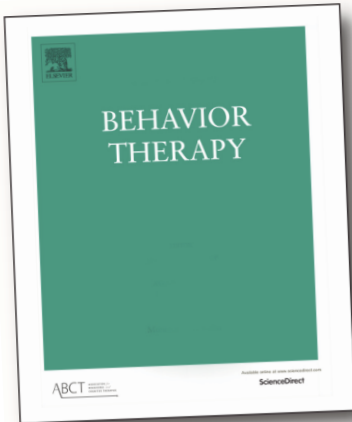
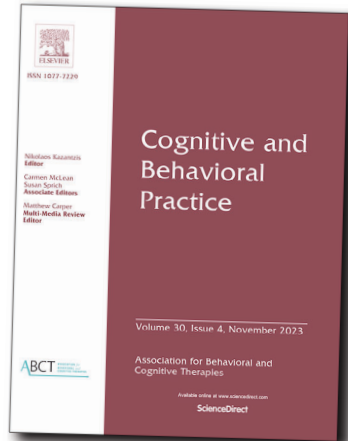
Explore our journals with ABCT membership!



Cognitive and Behavioral Practice

Cognitive and Behavioral Practice, published four times a year, is an international scholarly journal with the primary mission of dissemination: to bridge the gap between clinical research and practice of cognitive and behavioral therapies.

C&BP values diversity, equity, and inclusion in science and welcomes submissions on topics that impact BIPOC communities and scholars. The journal is for practicing mental health clinicians and instructors, as well as for researchers with an interest in the clinical dissemination of their findings.



BEHAVIOR THERAPY

Behavior Therapy, published six times per year, is devoted to the application of the behavioral and cognitive sciences to the conceptualization, assessment, and treatment of psychopathology and related clinical problems. It is intended for mental health professionals and students from all related disciplines who wish to remain current in these areas and provides a vehicle for scientist-practitioners and clinical scientists to report the results of their original empirical research.

Although the major emphasis is placed upon empirical research, methodological and theoretical papers as well as evaluative reviews of the literature will also be published. Controlled single-case designs and clinical replication series are welcome.

the Behavior Therapist

An ABCT tradition, **the Behavior Therapist** has stimulated readers for over 55 years with its high-quality, thought-provoking articles on cognitive and behavioral practice, theory, and research, including humor, reviews, training program overviews, clinical dialogues, and news of the field.

A peer-reviewed publication devoted to work by seasoned clinicians and researchers and students alike, often featuring theoretical debates among pioneers of the field, tBT is an excellent educational tool and archive of the field's evolution.



Awards & Recognition

Career/Lifetime Achievement

Raymond A. DiGiuseppe, Ph.D., ABPP, St. John's University

Distinguished Friend to Behavior Therapy

Seymour Weingarten, Guilford Press

The Francis C. Sumner Excellence Award

Geneva K. Jonathan, Ph.D., Harvard University

Anne Marie Albano Early Career Award

Emily Becker-Haimes, Ph.D., Penn Medicine

Outstanding Service to ABCT

Rita Hitching, M.Sc., The University of Newcastle

Virginia Roswell Student Dissertation Award

Stress Experiences as Markers of Person-level Vulnerability and Temporal Risk for Near-term Suicidal Ideation
Anne Knorr, M.A., University of Notre Dame

Michael J. Kozak Critical Inquiry and Analytical Thinking Award

Norah C. Feeny, Ph.D., Case Western Reserve University

Outstanding Training Program

The Master of Arts Program in Clinical Counseling Psychology at Assumption University

Outstanding Contribution by an Individual for Education/Training

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

Leonard Krasner Student Dissertation Award

A Novel, Single-Session Intervention for Sexual Assault Related Psychopathology among College Students
Jenna Bagley, M.A., Case Western Reserve University

John R.Z. Abela Student Dissertation Award

The Bidirectional Dynamics Between Affective States During Peer Interactions and Suicidal Thoughts in Daily Life Among Adolescents
Emily Hutchinson, B.S., University of Pittsburgh

President's New Researcher Award

Bianna Last, Ph.D., Stony Brook University

Student Research Grant

Beyond Suicide Risk: A Cross-Cultural Grounded Theory Study of Life-Oriented Processes in Suicidal Individuals Across Western and Eastern Cultures
Spencer Chen, M.A., Simon Fraser University
Emotion Regulation in Context: How Daily Life Shapes Suicidal Ideation
Simon M. Li, M.A., Columbia University

Charles Silverstein Lifetime Achievement Award in Social Justice

Jillian Shipherd, Ph.D., National Center for PTSD

2025 Champions

Omar Aziz, Ph.D., International Rescue Committee, Atlanta Office
Rachel Kim, Ph.D., Magnolia Psychological Counseling
Stephanie Renno, Ph.D., Cohen Veterans Network
Vanessa Holm, LMFT, Pacific Clinics
Kiki Fehling, Ph.D., Private Practice
Shaina Siber-Sanderowitz, LCSW, AFFIRM Mental Health, LLC
Face-the-Fight Leadership Team
Justin Schmitt
Tiffany Benjamin
Sonya Medina Williams

Elsie Ramos Memorial Student Poster

Callum Chertavian, B.S., The Baker Center for Children and Families
Wing Lam Yip, M.S., University of Oxford
Joshua Steinberg, M.A., Harvard University

Student Travel Award

Jolie Ho, M.A., M.S., University of Waterloo
Liana Parrish, B.A., San Diego State University

Spotlights on Mentors

Nathaniel Herr, Ph.D., American University
Stanley Seah, Ph.D., University of Pittsburgh
Kelsey Pritchard, Ph.D., University of Michigan
Medicine & VA Ann Arbor Healthcare System

Spotlights on a Researcher

Alayna Park, Ph.D., University of Oregon
Kelsie Okamura, Ph.D., The Baker Center for Children and Families

Awards & Recognition *(continued)*

Fellows Class of 2025

Joel Becker, Ph.D. *Cognitive Behavior Associates & University of California Los Angeles*
Melanie S. Harned, Ph.D., ABPP, *VA Puget Sound Health Care System & University of Washington*
Travis L. Osborne, Ph.D., ABPP, *Evidence Based Treatment Centers of Seattle*
Sandra Pimentel, Ph.D., *Montefiore Medical Center, Albert Einstein College of Medicine*
Ann M. Steffen, Ph.D., ABPP, *University of Missouri St. Louis*
Shona N. Vas, Ph.D., ABPP, *The University of Chicago*
Kate Wolitzky-Taylor, Ph.D., *University of California Los Angeles*

2025 ABCT Youth Community Leader Award

Max Williams, *Senior at New Harmony High School and member of the Children and Youth Planning Board for the City of New Orleans*
Jamal Beverly Jr., *Senior at Benjamin Franklin High School*

Mary Jane Eimer Student Convention Scholarship

Olufunke Mary Benson, Ph.D. Student, *Oklahoma State University*
Gray Bowers, Ph.D. Student, *The Graduate Center City University of New York*
Kate Conroy, Ph.D. Student, *University of Washington*
Gabriella Epshteyn, Ph.D. Student, *University of Rhode Island*

Abigail Fischbach, Ph.D. Student, *University of Cincinnati*
Madison Forde, Ph.D. Student, *New York University*
Victoria Hart-Derrick, Post Bacc. trainee, *Yale University*
Felipe Herrmann, Post Bacc. trainee, *Harvard University, Massachusetts General Hospital*
Chase Isaacs, Post Bacc. trainee, *George Washington University/University of Rhode Island*
Emmarald Jean-Francois, Post Bacc. trainee, *Cincinnati Children's Hospital Medical Center*
Atulya Kharbanda, Ph.D. Student, *University of Wisconsin-Milwaukee*
Jae Eun Kwak, Ph.D. Student, *University of Tennessee, Knoxville*
Hyein Sarah Lee, Ph.D. Student, *University of Massachusetts Chan Medical School*
Julianna Martinez, Post Bacc. trainee, *University of California, Los Angeles*
Nina Micanovic, Ph.D. Student, *Queen's University*
Patrick Mulkern, Ph.D. Student, *Boston College*
Kellyann May Navarré, Post Graduate Trainee, *University of Toronto*
Christopher Palmer, Ph.D. Student, *Wayne State University*
Daisy Ramos, Ph.D. Student, *University of New Mexico*
Tiffany Yip, MSc Student, *University of Oxford*



11TH

WORLD CONFEDERATION
OF COGNITIVE AND BEHAVIOURAL THERAPIES

CONGRESS

MARRIOTT MARQUIS SAN FRANCISCO | 25TH - 28TH JUNE 2026

**"HEALTH FOR ALL: AFFIRMING,
EQUITABLE, AND SUSTAINABLE CBT"**

SUBMIT AN ABSTRACT BY FRIDAY,
DECEMBER 12, AT WCCBT2026.ORG

Information is available on the website (www.wccbt2026.org)
including the electronic submission procedures, Congress tracks,
and examples of different presentation formats.



HOSTED BY

ABCT ASSOCIATION for
BEHAVIORAL and
COGNITIVE THERAPIES

Upcoming Events

2026 2025

- **November 1** 2026 Membership year begins
Election month: time to vote!
- **January 2** Submission portal opens for submitting
Continuing Education ticketed sessions
- **January 31** Deadline for 2026 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 13** Deadline for Call for General Sessions
(Symposia, Panel Discussions, Clinical
Roundtables, Posters, Spotlight Research)
- **November 12-15** 60th Annual Convention, Baltimore

NOVEMBER 12-15, 2026

HILTON BALTIMORE INNER HARBOR & BALTIMORE CONVENTION CENTER



INTEGRATING COMPASSION AND SCIENCE:

EMPOWERING OUR COMMUNITY TO ENGAGE IN EVIDENCE-BASED COLLECTIVE ACTION

WE LIVE IN A TUMULTUOUS TIME, one in which numerous issues at the societal level also sow division within our own community — between scientists and clinicians, younger and older generations, and the politically left and right, to name just a few. Simultaneously, mental health services and research infrastructure are facing extraordinary challenges that threaten to reduce access to care and dissolve mental health research programs on minoritized populations, all the while mental illness rates continue to climb across the lifespan.

At ABCT, we know that the only path forward emphasizes rigorous science and centers compassion for each other, our clients, and our clinical and research communities. Compassion and science combined can help us broadly expand access to evidence-based mental health care. To accomplish this and meet this challenging moment, we need to engage in productive dialogue, even when divided, using all the expertise and heart our field has to offer.

ABCT's 60th Annual Convention will showcase advances in research, practice, and education that integrate compassion and science. Additionally, we will emphasize bringing our community together to engage in evidence-based collective action, whether that be advocacy, innovative research, or cutting-edge clinical practice. Please join us in Baltimore in 2026 to collectively envision and enact a more united and compassionate future as we wrestle with some of the big challenges facing our society and field.

We interpret this theme broadly and encourage related submissions. Topics consistent with this theme include, but are not limited to:

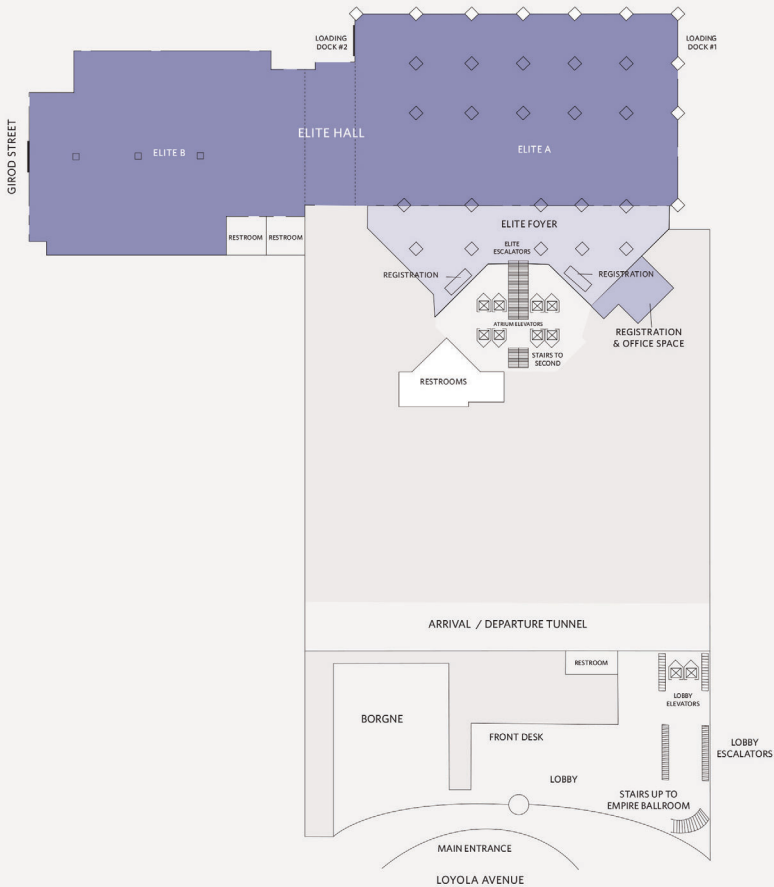
- Improving mental health outcomes with CBT approaches that emphasize compassion (e.g., DBT, ABBT/ACT).
- Increasing compassion and communication between different groups within our professional community (e.g., panel discussions that compassionately explore challenging topics with participants who disagree) and highlighting evidence-based strategies for engaging in difficult conversations.
- Highlighting scientific advances in the study of compassion.
- Improving access to evidence-based mental health care in the community through advocacy at the local, federal, or international level.
- Combating stigma and oppression in mental health practice and research by centering those with lived experience.
- Improving mental health training by incorporating a compassionate approach to the delivery and study of mental illness.
- Understanding how mental health professionals are navigating the current socio-political climate and providing evidence-based strategies for meeting this moment and avoiding burnout.
- Examining the impact of public policy on mental health research, training, and clinical practice.
- Advancing dissemination and implementation of CBT with community partners.
- Addressing the mental health needs of communities that are losing access to healthcare resources or facing other threats.
- Using evidence-based strategies to improve mental health in those who are struggling with the current sociopolitical environment.

Submissions may be in the form of Symposia, Individual Oral Presentations, Clinical Round Tables, Panel Discussions, and Posters. Submissions outside of this theme are also welcome and will not be penalized. Submissions that are judged to be particularly thematic will be recognized in the online program for the 2026 Convention.

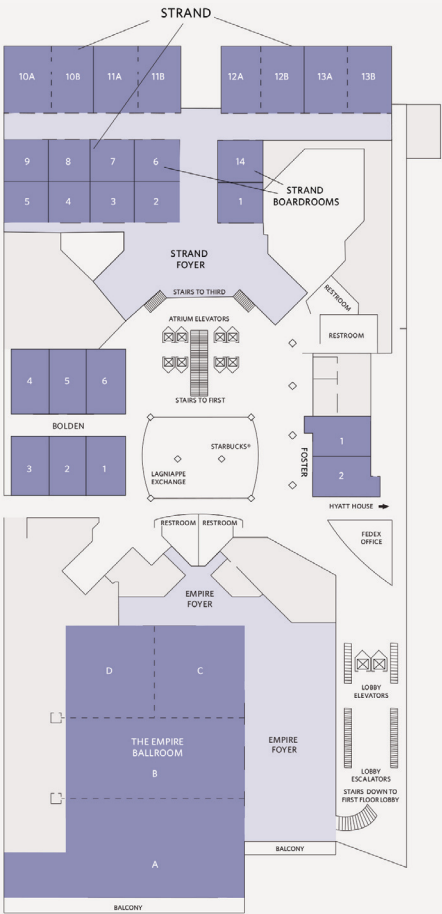
ABSTRACT DEADLINE MARCH 13, 2026

Floor Plans

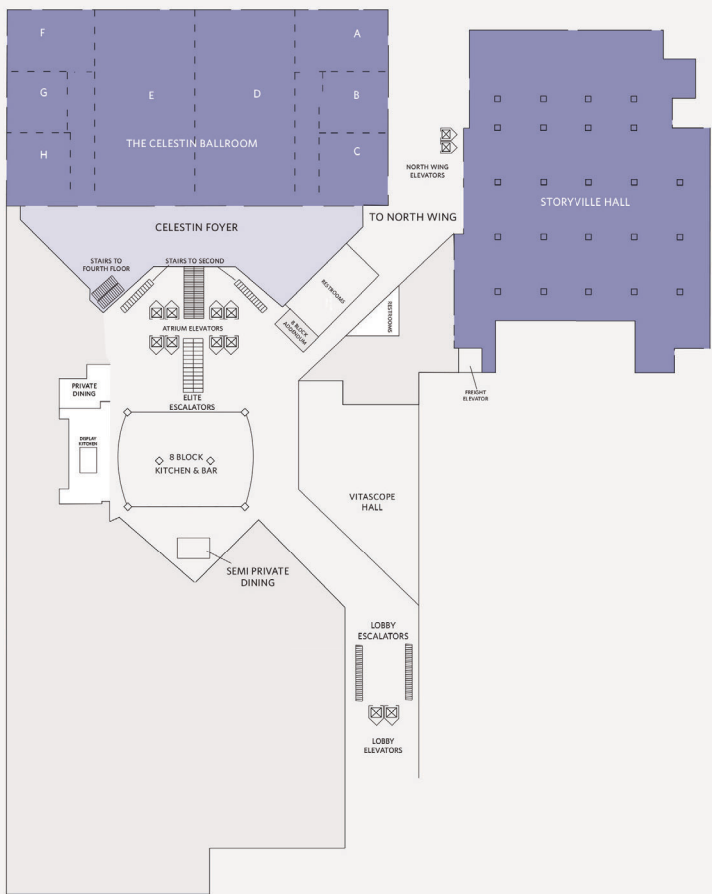
Level One



Level Two



Level Three



Level Four



Resources

Shabbat

Please join us for Shabbat. All are welcome:

Friday, Nov. 21 | 5:00 p.m.–8:00 p.m.

Celestin B, Level 3

Saturday, Nov. 22 | 12 p.m.–2:00 p.m.

Imperial 3

Nursing Mothers Room

ABCT offers a nursing room during the convention, at **Reliance 4, level 4, Hyatt Regency**.

Childcare

Parents who require childcare during the convention may make arrangements with Kiddie Corp. services. **Please go to the ABCT Registration Counter to sign up.** The age range offered is between 6 months through 12 years old. The hourly rate for the first child is \$12, \$8 for the second child, and \$5 for the third child. The fee can be paid by credit card or check in advance. Cash can be accepted on-site provided that there is still space available. There is a 2-hour minimum for services required. **Parents may drop off and collect their children in suites (2222/2232) on the 22nd floor, Hyatt Regency.**

Services can be booked during:

Friday, Nov. 21 | 8:00 a.m.–10:00 p.m.

Saturday, Nov. 22 | 8:00 a.m.–10:00 p.m.

Sunday, Nov. 23 | 8:00 a.m.–4:00 p.m.

Gender-Neutral Restrooms

Gender-neutral restrooms are located on the **first, second, third, and fourth levels** of the hotel.

Coat Check

The coat check rooms are located on level 2, Strand 6, Hyatt Hotel. The hours of operation are:

Thursday, Nov. 20 | 7:00 a.m.–8:00 p.m.

Friday, Nov. 21 | 7:00 a.m.–9:00 p.m.

Saturday, Nov. 22 | 7:00 a.m.–1:00 a.m., Sun.

Sunday, Nov. 23 | 7:00 a.m.–4:00 p.m.

Speaker Ready Room

Strand 4, Level 2

Presenters may make last minute changes to their previously uploaded slides here, no later than an hour in advance of their talks.

Thursday, Nov. 20 | 7:00 a.m.–6:00 p.m.

Friday, Nov. 21 | 7:00 a.m.–6:00 p.m.

Saturday, Nov. 22 | 7:00 a.m.–6:00 p.m.

Sunday, Nov. 23 | 7:00 a.m.–3:00 p.m.

ABCT Wellness Room

Bolden 1, Level 2

The wellness room is a peaceful, neutral space. It serves as a designated space for prayer, meditation or study for any attendee or guest. While using this space, it is important to show the utmost respect for others' backgrounds and experiences. This is an inclusive space.

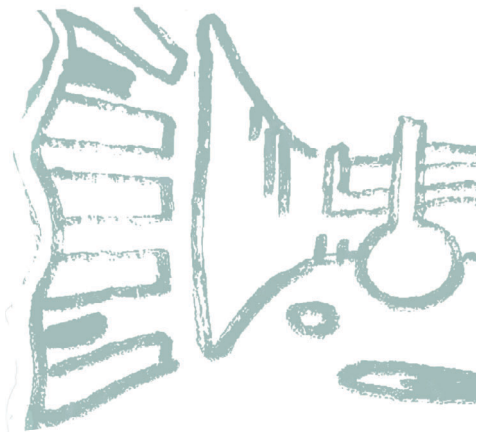
ABCT Prayer Room

Imperial 2, Level 4

Friday, Nov. 21 | 7:00 a.m.–7:00 p.m.

Saturday, Nov. 22 | 7:00 a.m.–7:30 p.m.

Sunday, Nov. 23 | 7:00 a.m.–4:00 p.m.



Understanding the Annual Convention

Descriptions follow of a few hundred events to be presented November 20–23, 2025. There are sessions on a large array of topic areas and all familiarity levels.

Session Types

• 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.

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 SESSIONS

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 (AMASS): 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.



Itinerary Planner

After reviewing the 2025 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

WWW.ABCT.ORG/2025-CONVENTION



Thursday, November 20

THURSDAY

8:30 a.m. – 5:00 p.m.

ticket

Earn 7 continuing education credits

Strand 11A, Level 2

Clinical Intervention Training 1

Including Partners in the Treatment of Depression and Anxiety/ fear-based Disorders: A Couple-based Approach

Donald H. Baucom, Ph.D., University of North Carolina at Chapel Hill
Louisa Kane, M.A., University of North Carolina at Chapel Hill

All level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Depression, Anxiety*

Psychopathology such as depression and anxiety/fear-based disorders occur in an interpersonal context such as committed relationship, and the two exert a reciprocal influence on each other. That is, the couple's relationship can impact the disorder, and the disorder can impact the couple's relationship. Thus, understanding how to integrate principles from couple therapy and individual therapy can provide an enhanced approach to intervention. Cognitive-behavioral couple therapy (CBCT) is a highly efficacious approach for assisting couples experiencing relationship distress. In addition, research to date indicates that CBT-oriented, couple-based interventions are effective in treating depression and anxiety. This workshop provides the essentials of how to integrate the

partner into the treatment of depression and anxiety/fear-based disorders in two ways. The primary focus emphasizes how to use a couple-based approach with both partners present for all sessions, addressing both the disorder and relationship dynamics. Second, the workshop includes ways that individual treatment for these disorders can be enhanced by including the partner for select sessions. Thus, the workshop is intended both for (a) couple therapists who want to learn how to address psychopathology while working with a couple and (b) individual therapists who want to learn how to harness the strengths of a couple's relationship by including partners for select sessions during individual therapy. This workshop demonstrates how to integrate (a) efficacious intervention principles from individual therapy into a couple treatment format, along with (b) well established CBCT couple interventions. Participants will be taught three different approaches to treating psychopathology in a couple context and how to combine these three approaches for optimal intervention for these complex cases. The workshop will include videotapes and live role plays demonstrating these techniques, using depression and anxiety/fear-based disorders as examples. Clear principles for developing treatment plans for specific couples will be presented, so that the therapist can develop couple-based interventions for numerous types of psychopathology, in addition to depression and anxiety.

Outline:

- I. Understanding adult psychopathology within an interpersonal context: a conceptual model with treatment implications
- II. Common couple-based interventions to employ across disorders
- III. Treating depression with couple-based interventions
- IV. Treating anxiety/fear-based disorders with couple-based interventions
- V. Sequencing interventions when psychopathology and relationship distress are both present
- VI. Employing couple-based interventions selectively during individual therapy

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

- Describe the differences between couple therapy and couple-based interventions for psychopathology and when to use each or both in combination.
- Explain an individual's depression and fear-based disorders within a cognitive-behavioral ecological model, including each partner, their relationship, and their broader environment.
- Apply and integrate empirically-supported therapy principles for depression and anxiety into a couple treatment.
- Compare how and when to apply couple-based interventions to cases where (a) couple-based interventions with both partners is needed and feasible for all sessions and (b) individual therapy is supplemented with select sessions including the partner.
- Identify how to sequence interventions focusing on relationship distress versus individual psychopathology if both conditions are present.

Long Term Goals:

- Understanding psychopathology in an interpersonal context, both how couples' relationships can impact the disorder and how the disorder can impact the couple's relationship.
- Employing an empirically-supported intervention framework, learn the general principles and specific interventions for including partners in a couple-based interventions for a variety of adult disorders

Recommended Reading 1: Baucom, D. H., Fischer, M. S., Worrell, M., Corrie, S., Belus, J. M., Molyva, E., & Boeding, S. E. (2018). Couple-based intervention for depression: An effectiveness study in the National Health Service in England. *Family Process*, 57 (2), 275-292. doi: 10.1111/famp.12332

Recommended Reading 2: Fischer, M. S., Baucom, D. H., & Cohen, M. J. (2016). Cognitive-behavioral couple therapy: Review of the evidence for the treatment of relationship distress, psychopathology, and chronic health conditions. *Family Process*, 55(3), 423-442. doi:10.1111/famp.12227

Recommended Reading 3: Fischer, M. S., Baucom, D. H., Weber, D. M., Bauer, D. J., Munion, A. K., Porter, L. S., Christensen, A., Bulik, C. M., Whisman, M. A., Abramowitz, J. S., Kirby, J. S., Runfola, C. D., Ditzen, B., & Baucom, B. R. W. (2024). Interpersonal dynamics of vocal fundamental frequency: Depressive symptoms, anxiety symptoms, and relationship distress. *Behaviour Research and Therapy*, 180, 1-11. <https://doi.org/10.1016/j.brat.2024.104571>

Recommended Reading 4: Fredman, S. J., Macdonald, A., Monson, C. M., Dondanville, K. A., Blount, T. H., Hall-Clark, B. N., Fina, B. A., Mintz, J., Litz, B. T., Young-McCaughan, S., Hancock, A. K., Rhoades, G. K., Yarvis, J. S., Resick, P. A., Roache, J. D., Le, Y., Wachen, J. S., Niles, B. L., McGeary, C. A., Keane, T. M., & Peterson, A. L., for the Consortium to Alleviate PTSD (2020). Intensive multi-couple group therapy for PTSD: A non-randomized pilot study with military and veteran dyads. *Behavior Therapy*, 51(5), 700-714. <https://doi.org/10.1016/j.beth.2019.10.003>

Recommended Reading 5: Kane L., Baucom D.H., Daughters S.B. (2024). Dual-substance use disorder couples: An integrative review and proposed theoretical model. *Clinical Psychology Review*. 2024 Jul;111:102447. doi: 10.1016/j.cpr.2024.102447. May 18. PMID: 38781717.

Earn 7 continuing education credits

Strand 10B, Level 2

Institute 1:

Compassion Focused Exposure and Response Prevention in Cognitive and Behavioral Therapies

Dennis Tirsch, Ph.D., The Center for Compassion Focused Therapy

Laura Tirsch, Ph.D., The Center for Compassion Focused Therapy

Advanced level of familiarity with the material

Primary Category: Treatment - Mindfulness & Acceptance

Key Words: *ERP (Exposure and Response Prevention), ACT (Acceptance & Commitment Therapy), Anxiety*

This institute introduces clinicians to Compassion Focused Exposure and Response Prevention (CF-ERP), a cutting-edge approach derived from Compassion Focused ACT (CF-ACT) that integrates the power of exposure and response prevention (ERP) with the principles of Compassion Focused Therapy (CFT) and Acceptance and Commitment Therapy (ACT). CF-ERP offers a unique synthesis of traditional behavioral techniques with innovative methods designed to target and transform core shame, self-criticism, and related difficulties that often underlie anxiety disorders and impede treatment progress. CF-ERP cultivates the courage needed to develop broadening behavioral repertoires in the presence of repertoire-narrowing stimuli. Special emphasis is given to tailoring compassionate imagery and developing personalized behavioral experiments that foster a sense of self-efficacy and resilience in the face of anxiety-provoking situations. CF-ERP is consistent with modern theories of ERP mechanisms of action, including inhibitory learning and memory re-consolidation. Participants will also learn about the growing experimental and applied research base supporting the integration of mindfulness and compassion-focused methods into ERP. This workshop will provide a deep dive into the theoretical foundations of CF-ERP, drawing on attachment, evolutionary, and contextual behavioral science perspectives. Experiential exercises, case examples, and guided practices will be utilized to

demonstrate how CF-ERP can be applied to a range of anxiety-related difficulties, including panic disorder, social anxiety, and obsessive-compulsive disorder. Participants will also learn how to integrate CF-ERP with other evidence-based approaches, such as CBT and DBT. This institute is designed for psychologists, therapists, and mental health professionals interested in expanding their clinical skills and learning innovative ways to enhance the effectiveness of exposure-based interventions. Participants will leave with practical tools and strategies for integrating CF-ERP into their clinical practice, ultimately empowering their clients to overcome anxiety-related challenges and cultivate a greater sense of self-compassion and well-being.

Outline:

- I. Morning Session (3 hours)
 - A. Introduction to CF-ERP: Bridging CFT, ACT, and ERP (45 minutes)
 1. What is CF-ERP? Core principles and theoretical underpinnings.
 2. The synergistic relationship between CFT, ACT, and ERP.
 3. How CF-ERP addresses the limitations of traditional ERP.
 4. Overview of the workshop's learning objectives and structure.
 - B. Understanding Anxiety: The Role of Avoidance and Fusion (1 hour)
 1. The nature of anxiety and its impact on individuals.
 2. Cognitive fusion and experiential avoidance in anxiety disorders.
 3. How traditional ERP targets avoidance but may miss fusion.
 4. Case examples illustrating the dynamics of anxiety and avoidance.
 - C. Compassionate Exposure: Integrating CFT and ERP (1 hour)
 1. Applying CFT principles to enhance the ERP process.
 2. Developing self-compassion as a foundation for facing fears.
 3. Cultivating a compassionate stance towards anxiety-related sensations.
 4. Guided meditations and exercises for building self-compassion.
 - D. Morning Coffee Break (15 minutes)
 - E. Afternoon Session (4 hours)
 1. Acceptance and Defusion: ACT Methods in CF-ERP (1 hour)
 2. Using ACT techniques to promote acceptance of anxiety.
 3. Cognitive defusion strategies to reduce the grip of anxious thoughts.
 4. Developing psychological flexibility in the face of anxiety triggers.
 5. Role-playing and experiential exercises to practice acceptance and defusion.
 - F. Designing CF-ERP Interventions: Practical Strategies (1 hour)
 1. Constructing compassionate exposure hierarchies.
 2. Developing personalized behavioral experiments with a CF-ACT lens.
 3. Integrating mindfulness practices into ERP.
 4. Case examples illustrating CF-ERP interventions for various anxiety disorders.
 - G. Lunch Break (1 hour)
 - H. CF-ERP for Specific Anxiety Disorders (1 hour)
 1. Panic Disorder: Targeting catastrophic thoughts and bodily sensations.
 2. Social Anxiety Disorder: Addressing social fears and self-focused attention.
 3. Obsessive-Compulsive Disorder: Integrating CF-ACT into ritual prevention.
 4. Case studies illustrating the application of CF-ERP to diverse anxiety presentations.
 - I. Working with Resistance and Challenges in CF-ERP (45 minutes)
 1. Identifying common challenges and obstacles in CF-ERP implementation.
 2. Addressing client resistance to exposure and acceptance.
 3. Troubleshooting strategies for difficult cases.

4. Promoting therapist self-compassion and resilience.
- J. Wrap-up and Q&A (45 minutes)
 1. Review of key concepts and techniques in CF-ERP.
 2. Addressing participant questions and concerns.
 3. Resources for continued learning and professional development.

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

- Explain the theoretical foundations of Compassion Focused Exposure and Response Prevention (CF-ERP).
- Apply CF-ERP to a range of anxiety disorders, including panic disorder, social anxiety, and obsessive-compulsive disorder.
- Integrate CF-ERP with other evidence-based approaches, such as ACT, CBT, and DBT.
- Integrate compassionate mind training practices into traditional ERP protocols.
- Utilize case examples and experiential exercises to enhance clinical skills in CF-ERP.

Recommended Reading 1: Leaviss, J., & Uttley, L. (2015). Psychotherapeutic benefits of compassion-focused therapy: an early systematic review. *Psychological medicine*, 45(5), 927-945. <https://doi.org/10.1017/S0033291714002141>

Recommended Reading 2: Cuppage J, Baird K, Gibson J, et. al. (2017) Compassion focused therapy: Exploring the effectiveness with a transdiagnostic group and potential processes of change. *British Journal of Clinical Psychology*. Jun;57(2):240-254. doi: 10.1111/bjc.12162

Recommended Reading 3: Chou C.Y., Tsoh J.Y., Shumway M., et. al. (2019) Treating hoarding disorder with compassion-focused therapy: A pilot study examining treatment feasibility, acceptability, and exploring treatment effects. *British Journal of Clinical Psychology*. 2019 Jul 4. doi: 10.1111/bjc.12228

Recommended Reading 4: Michael P. Twohig, Jonathan S. Abramowitz, Ellen J. Bluett, Laura E. Fabricant, Ryan J. Jacoby, Kate L. Morrison, Lillian Reuman, Brooke M. Smith, Exposure therapy for OCD from an acceptance and commitment therapy (ACT) framework, *Journal of Obsessive-Compulsive and Related Disorders*, Volume 6, 2015, Pages 167-173, ISSN 2211-3649, <https://doi.org/10.1016/j.jocrd.2014.12.00>

Recommended Reading 5: Kim, J.J., Parker, S.L., Doty, J.R. et al. Neurophysiological and behavioural markers of compassion. *Sci Rep* 10, 6789 (2020). <https://doi.org/10.1038/s41598-020-63846-3>

Earn 7 continuing education credits

Bolden 5, Level 2

Institute 2

Desirable Difficulties: Optimizing Exposure Therapy for Anxiety Through inhibitory Learning

Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill
Ryan J. Jacoby, Ph.D., Massachusetts General Hospital

Basic to Moderate level of familiarity with the material

Primary Category: Adult - Anxiety

Key Words: *Exposure, Anxiety, Fear*

A large proportion of therapists' caseloads includes individuals with clinical anxiety. Although exposure therapy is highly effective for these conditions, many clients fail to benefit and/or experience a return of fear ("relapse") at some point after treatment. Cutting-edge models of exposure therapy focus on an inhibitory learning theory of fear extinction, derived from basic research on learning and memory, which points to specific implementation techniques to optimize short- and long-term gains and guard against relapse. Collectively, inhibitory learning strategies emphasize distress tolerance, as opposed to habituation of distress, and introduce "desirable difficulties" into exposure sessions by challenging clients to consolidate and generalize learning via novel therapeutic strategies. This institute aims to help clinicians understand and apply this model to optimize exposure therapy. The inhibitory learning model will first be described and distinguished from traditional approaches to exposure. Numerous strategies to optimize inhibitory learning will then be introduced and illustrated in detail. These strategies include framing exposure to disconfirm threat-based expectations (and thus selectively using cognitive therapy), introducing variability into exposure to decontextualize safety learning, deepening and augmenting safety learning (by combining fear cues, labeling affect, and targeting attentional focus), and eliminating (or judiciously using) safety behaviors. Applying the inhibitory learning model of exposure to complex, diverse, and comorbid symptom presentations, and in an inclusive and justice-based way, will also be discussed. The institute will be in-

teractive and include (a) numerous case examples highlighting implementation with individuals from diverse backgrounds, (b) video demonstrations, and (c) experiential exercises.

Outline:

- I. Overview
 - A. Importance of the Topic
 - B. Challenges in fear extinction and exposure therapy outcomes
- II. Theoretical Background
 - A. Learned Fear and Extinction
 1. Clinical and nonclinical fear and anxiety
 - B. Fear Conditioning and Context
 1. Pavlovian threat conditioning and safety-seeking behaviors.
 - C. Emotional Processing Theory
 1. Key concepts and relevance to exposure therapy.
 - D. Inhibitory Learning Theory (ILT)
 1. Differences from emotional processing theory.
 2. Emphasis on fear tolerance.
- III. Optimizing Inhibitory Learning in Exposure Therapy
 - A. Key Strategies
 1. Expectancy Tracking
 - a) Framework for testing threat-based predictions.
 - b) Consolidation of learning through feedback.
 2. Variability in Exposure
 - a) Context, interval, and intensity variability.
 - b) Benefits of introducing “desirable difficulties.”
 3. Combining Fear Cues
 - a) Deepened extinction through multiple fear cues.
 4. Affect Labeling
 - a) Augmenting learning by verbalizing emotions.
 5. Attentional Focus
 - a) Deliberate attention to fear stimuli.
 - b) Avoiding distraction.
 6. Reinstating Safety Learning
 - a) Use of retrieval cues.
 - b) Strategic application to prevent return of fear.
 7. Occasional Reinforced Exposure
 - a) Occasional feared outcomes during exposure therapy to enhance extinction learning
- IV. Practical Applications
 - A. Case Examples
 - B. Addressing Common Challenges
 - C. Tailoring Strategies for Specific Populations
 - D. Justice-based and inclusive exposure therapy
- V. Empirical Support
 - A. Research Evidence Supporting Inhibitory Learning Strategies
 - B. Comparisons Between Techniques
 1. Cognitive Restructuring
 2. Affect Labeling
- VI. Advanced Topics
 - A. Safety Behaviors
 1. Judicious Use vs. Elimination
 - B. Troubleshooting
 1. Handling Panic Attacks During Exposure

2. Addressing Unique Challenges in Therapy Settings

VII. Group Activities

- A. Breakout Sessions
- B. Group Discussions

VIII. Summary and Future Directions

- A. Key Takeaways
- B. Research Gaps

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

- Distinguish the inhibitory learning approach to exposure from the traditional emotional processing approach.
- Explain why it is important to foster distress tolerance during exposure, as opposed to relying solely on habituation (reduction) of distress.
- Describe methods of tracking changes in expectations during exposure therapy, rather than SUDS.
- Describe how to introduce variability into exposure sessions.
- Compare methods for eliminating versus judiciously using safety behaviors in exposure.
- Identify common pitfalls that clinicians may encounter during exposure therapy and how to address them using an inhibitory learning approach
- Describe how to implement exposure therapy in an inclusive way for individuals from diverse backgrounds.

Long-term Goals:

- Integrate strategies derived from the inhibitory learning model into routine practice to enhance fear extinction, generalize safety-learning, and reduce relapse by emphasizing expectancy violation, variability, and affect labeling.
- Foster a culture of treatment that prioritizes distress tolerance over anxiety reduction, helping clients build self-efficacy and resilience to fear.

Recommended Reading 1: Craske, M. G., Treanor, M., Conway, C. C., Zbozinek, T., & Vervliet, B. (2014). Maximizing exposure therapy: an inhibitory learning approach. *Behaviour research and therapy*, 58, 10-23.

Recommended Reading 2: Jacoby, R. J., & Abramowitz, J. S. (2016). Inhibitory learning approaches to exposure therapy: A critical review and translation to obsessive-compulsive disorder. *Clinical psychology review*, 49, 28-40.

Recommended Reading 3: Knowles, K. A., & Olatunji, B. O. (2019). Enhancing inhibitory learning: The utility of variability in exposure. *Cognitive and Behavioral Practice*, 26(1), 186-200.

Recommended Reading 4: Weisman, J. S., & Rodebaugh, T. L. (2018). Exposure therapy augmentation: A review and extension of techniques informed by an inhibitory learning approach. *Clinical Psychology Review*, 59, 41-51.

Recommended Reading 5: Pittig, A., Heinig, I., Goerigk, S., Richter, J., Hollandt, M., Lueken, U., ... & Wittchen, H. U. (2023). Change of threat expectancy as mechanism of exposure-based psychotherapy for anxiety disorders: Evidence from 8,484 exposure exercises of 605 patients. *Clinical Psychological Science*, 11(2), 199-217.

**Empire A, Level 2**

Special Interest Group Attention-deficit/Hyperactivity Disorder (ADHD) SIG

An all-day pre-conference event featuring panel discussions, keynote talks, clinical case presentations, research feedback sessions, and a poster presentation.

AMS 2

Optimizing the Use of Discrepant Results When Using, Interpreting, and Integrating Assessment Data

Andres De Los Reyes, Ph.D., Clinical Psychology Program, University of Maryland, College Park

Elizabeth Talbott, Ph.D., William and Mary

Bryce D. McLeod, Ph.D., Virginia Commonwealth University

Sarah J. Racz, Ph.D., University of Maryland- College Park

Basic level of familiarity with the material

Primary Category: Assessment

Key Words: *Assessment, Measurement, Research Methods*

Researchers often administer multiple instruments designed to measure the same domain. In research, scores taken from multiple instruments may be used to assess their psychometric properties (e.g., convergent or discriminant, criterion-related validity) or to address substantive research aims (e.g., identifying risk factors for mental health concerns, predicting treatment outcomes, identifying evidence-based therapies). In applied settings, these same instruments may be used to make high-stakes decisions about individuals (e.g., diagnosing, treatment planning, response monitoring). Several decades of research indicate that in both applied and research settings, two instruments designed to measure the same domain commonly produce discrepant results when assessing individuals (De Los Reyes, 2024). By “discrepant results” we mean distinct estimates about the same domain in terms of its form, function, level, and relations to other domains. Yet, for nearly 70 years, researchers have made sense of these discrepant results using paradigms that assume that results that converge contain all the valid data (e.g., Converging Operations, multi-trait, multi-method matrix; Campbell & Fiske, 1959; Garner et al., 1956). This assumption translates to use of data integration strategies that misclassify discrepant results as measure-

ment error when these results, in fact, contain valid data (Makol et al., 2025). Grounded in new training and coursework resources (<https://bit.ly/3CySQPx>), this workshop provides attendees with a falsifiable approach to “diagnosing” their discrepant results that addresses five competencies: (a) theory, (b) epistemology, (c) selection of data sources, (d) construction of analytic models, and (e) design of studies. A series of collaborative, experiential activities will allow attendees to apply these competencies to their work. The workshop will also provide attendees with syntax for the analytic procedures illustrated in the workshop, and examples of publicly available datasets to implement them. In turn, we expect these resources will allow attendees to inform the production of high-quality research and the construction of training modules, coursework, and other forms of pedagogy at their home institutions.

Outline:

Hour 1: Principles of Measurement and Methodology

- Workshop Overview and Brief History about Measuring Mental Health
- Data Conditions: Describing Discrepant Results in Mental Health
- Theory, Epistemology, and Assumptions: Relevance to Discrepant Results
- Think-Pair-Share Activities Throughout the Hour

Hour 2: How Traditional Practices Conflict with Mental Health Data

- Traditional Strategies for Analyzing and Integrating Mental Health Data
- Discrepant Results Aren’t Created Equal: The Operations Triad Model
- Q and A about Principles and Practices
- Think-Pair-Share Activities Throughout the Hour

Hour 3: A Paradigm for Capitalizing on Discrepant Results in Mental Health

- Interpreting Your Discrepant Results: The CONTEXT Validation Paradigm
- CONTEXT Part I: Selecting Your Data Sources
- CONTEXT Part II: Selecting Your Analytic Strategies
- CONTEXT Part III: Designing Your Studies and Selecting Your Validity Criteria
- Think-Pair-Share Activities Throughout the Hour

Hour 4: Group-Based Activities and Extended Q and A

- Group Activity: Implementing Strategies for Integrating Data
- Extended Q and A and Informal Discussion about Discrepant Results

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

- Synthesize meta-analytic reviews demonstrating the robust nature of discrepant results in mental health research.
- Compare and contrast traditional and contemporary paradigms for conceptualizing and interpreting discrepant results in research findings.
- Compare and contrast methods for integrating discrepant results to understand links between data assumptions and the conditions to which those methods will be applied.
- Describe a set of conceptual and measurement validation paradigms designed to optimize the use of discrepant results in mental health research.
- Apply conceptual and measurement validation paradigms to experiential activities, with the goal of learning principles for implementing analytic procedures for integrating and modeling data that contain discrepant results.

Recommended Reading 1: De Los Reyes, A., Wang, M., Lerner, M.D., Makol, B.A., Fitzpatrick, O., & Weisz, J.R. (2023). The Operations Triad Model and youth mental health assessments: Catalyzing a paradigm shift in measurement validation. *Journal of Clinical Child and Adolescent Psychology*, 52(1), 19-54. <https://doi.org/10.1080/15374416.2022.2111684>

Recommended Reading 2: McLeod, B. D., Porter, N., Hogue, A., Becker-Haimes, E. M., & Jensen-Doss, A. (2023). What is the status of multi-informant treatment fidelity research?. *Journal of Clinical Child and Adolescent Psychology*, 52(1), 74-94. <https://doi.org/10.1080/15374416.2022.2151713>

Recommended Reading 3: Rescorla, L.A., Ivanova, M.Y., Achenbach, T.M., Almeida, V., Anafarta-Sendag, M., Bite, I., Caldas, J.C., Capps, J.W., Chen, Y.C., Colombo, P., da Silva Oliveira, M., Dobrean, A., Erol, N., Frigerio, A., Funabiki, Y., Gedutienė, R., Guðmundsson, H.S., Heo, M.Q., Kim, Y.A., Zaslava, E. (2022). Older adult psychopathology: International comparisons of self-reports, collateral reports, and cross-informant agreement. *International Psychogeriatrics*, 34(5), 467-478. <https://doi.org/10.1017/S1041610220001532>

Recommended Reading 4: von der Embse, N., & De Los Reyes, A. (2024). Advancing equity in access to school mental health through multiple informant decision-making. *Journal of School Psychology*, 104, 101310. <https://doi.org/10.1016/j.jsp.2024.101310>

Recommended Reading 5: Makol, B.A., Youngstrom, E.A., Racz, S.J., Qasmieh, N., Glenn, L.E., & De Los Reyes, A. (2020). Integrating multiple informants' reports: How conceptual and measurement models may address long-standing problems in clinical decision-making. *Clinical Psychological Science*, 8(6), 953-970. <https://doi.org/10.1177/2167702620924439>

Earn 5 continuing education credits

Bolden 6, Level 2

Institute 3:

Applying Acceptance and Commitment Therapy for Moral Injury (ACT-MI) Across Client Populations: Learning from Moral Pain to Live Values

Lauren M. Borges, Ph.D., Rocky Mountain MIRECC; University of Colorado School of Medicine Anschutz Medical Campus, Department of Psychiatry

Jacob K. 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

Moral distress is an ever-present reality of human experience amplified through media outlets and social platforms. High-stakes experiences evoking moral distress, known as “potentially morally injurious events” (PMIEs), include healthcare work, war, sexual assault, political violence, racism, and other moral violations (Griffin et al., 2019). After PMIE exposure, individuals commonly feel moral distress (also known as “moral pain”), which includes painful moral emotions (e.g., guilt, shame, contempt, anger, disgust) and cognitions (e.g., self-blame or blaming others). Moral injury emerges when efforts to cope with moral pain significantly interfere with social, psychological, and spiritual function-

ing. These coping strategies present in a range of clinical forms, including suicidal behavior, substance use, and symptoms of PTSD and depression. Consequently, transdiagnostic treatments are needed to facilitate recovery from moral injury. Acceptance and Commitment Therapy for Moral Injury (ACT-MI; Borges et al., 2022; Farnsworth et al., 2017) is an innovative, transdiagnostic 15-session hybrid group (12-group sessions) and individual psychotherapy (3-individual case conceptualization sessions) where participants learn to remain present to internal experience while living their values. Results from a rigorous randomized controlled pilot trial ($N = 74$) will be reviewed where participants reported ACT-MI to be highly acceptable (e.g., “I can live life again...I can be a better mom...I thank God every day that I got to be a part of this”) and identified clinically significant improvements in psychosocial functioning (Outcome Questionnaire-45: $M=17.45$, $SD=19.33$, 95% $CI=-24.80$, -10.10). Institute participants will learn skills to conceptualize and intervene on moral injury inclusive of a range of PMIEs. Presenters will demonstrate key ACT-MI skills. Institute participants will practice clinically applying ACT-MI through individual practice, small group experiential exercises, and large group community engagement. Participants will learn how to empower clients (and themselves) to connect with moral pain as an observer who holds but is not defined by their pain, creating the opportunity to live values even in the presence of moral pain.

Outline:

1. Discuss data supporting ACT-MI and describe populations who have benefitted and could benefit from ACT-MI treatment.
2. Describe how to conceptualize moral injury using principles from ACT-MI and practice case conceptualizing using the intervention’s framework.
3. Engage in a self-guided experiential activity exploring the workability of avoiding and controlling moral pain.
4. Practice experientially exploring the workability of avoiding and controlling moral pain in small groups with a “client.”
5. Practice holding moral pain from the perspective of the observer self through a self-guided experiential exercise.
6. Engage in a small group experiential exercise to practice guiding “clients” in creating a context for holding moral pain by connecting with an observer self.
7. Define the relationship between moral pain and values as two sides of the same coin.
8. Engage in a small group experiential exercise, helping “clients” to identify values that signal their moral pain.
9. Practice holding morally painful and pleasant memories from the perspective of an observer who has but is not defined by these memories and guiding “clients” through this process.
10. Practice guiding “clients” in building patterns of behavior informed by their values.

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

- Describe how to conceptualize moral injury using ACT-MI principles.
- Apply experiential exercises from ACT-MI to build flexibility in responding to moral pain.
- Support clients in creating a context for observing moral pain in the present moment, as an observer that has moral pain but is not defined by it.
- Define the relationship between moral pain and values as two sides of the same coin.
- Practice guiding clients in living their values, building patterns of behavior informed by living meaningfully.

Long-term Goals:

- Conceptualize moral injury from a functional contextual perspective
- Use strategies from ACT-MI to help clients observe and hold their moral pain
- Use strategies from ACT-MI to empower clients to live their values

Recommended Reading 1: 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

Recommended Reading 2: 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>

Recommended Reading 3: 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

Recommended Reading 4: Borges, L. M., Bahraini, N. H., Holliman, B. D., Gissen, M. R., Lawson, W. C., & Barnes, S. M. (2019). Veterans' perspectives on discussing moral injury in the context of evidence-based psychotherapies for PTSD and other VA treatment. *Journal of Clinical Psychology*, 76(3), 377-391. doi:10.1002/jclp.22887

Recommended Reading 5: 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., & 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*, 13, 923928.

1:00 p.m. – 6:00 p.m.

Earn 5 continuing education credits

Celestin A, Level 3

Institute 4

Present Moment Power Moves: Working the Center Pillar in ACT

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

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - Mindfulness & Acceptance

Key Words: *Mindfulness, Psychotherapy Process, Acceptance*

Activating the processes of present moment and transcendent self-awareness is central to the success of ACT clinicians seeking to “Bridge the Divide” and provide inclusive, effective, affirming care. Unfortunately, entering into and navigating the present moment is also fraught with perils, as fracturing present moment awareness is a powerful experiential avoidance strategy that we all use. Thus, it is not surprising that treatment fidelity data of ACT in practice consistently show that working with the “aware pillar” of psychological flexibility is an area of weakness for most therapists. Why? First, it is difficult to elicit, sustain and expand one’s own contact with the present moment, much less get the client to do the same thing at the same time. Second, it is unclear what psychological skills and processes go into promoting “present moment and transcendent awareness”, leading to a hazy sense of what should be accomplished at the intervention level. In this institute, we will provide a clear framework for understanding the various facets of present moment and transcendent awareness, and what the “job” of the ACT therapist is with respect to working with them. We will deconstruct the present moment as a set of discrete, coachable psychological skills that the therapist can deliberately elicit, sustain and expand in a specific, unfolding, coached sequence. These skills include adopting an observer stance, providing accurate, verbal discriminations for and between inner experiences, practicing non-judgment of what is in awareness, approaching inner weaknesses and regrets with self-compassion and being intentional in daily actions. Promoting these processes in session requires that special attention be paid, not just to the client’s non-verbal cues, but also to the therapist’s functional use of language. We will demonstrate how the “language” of the here and now is quite distinct from talk about the past or future. Using experiential

exercises and dyadic role playing skill practice, we will help participants develop their own lexicon for eliciting, sustaining and expanding the client's present moment capabilities. At the conclusion of this training, attendees will have specific clinical tools that can be applied confidently in professional practice.

Outline:

- I. TOPIC I: An Overview of the Role of Present Moment Awareness In Psychological Health
 - A. Why is the "center pillar" the "center pillar?" Review of the psychological flexibility model.
 - B. The role of verbal behavior in allocating and controlling attention or "why we all live in our heads"
 - C. Present moment awareness as the conduit to self-acceptance and intentionality in life
 - D. Cultural, social and psychological barriers to living in the here and now
 - E. How fracturing present moment awareness is related to persistent maladaptation and mental suffering
- II. TOPIC II. Present Moment Awareness as a Set of Psychological Skills
 - A. Description of the five facet model
 1. Observer self
 2. Verbal labelling of inner experience
 3. Being non-judgmental
 4. Being self-compassionate
 5. Connecting values and actions in everyday life
 - B. Experiential Exercise: Be present with something that troubles you and work the progression
 1. Small group debriefing
- III. TOPIC III. Strategies for Eliciting Present Moment Awareness in Real Time
 - A. Identifying and utilizing in session experiential avoidance
 1. Amplifying pain or discomfort in the moment
 2. Slowing it down
 3. Being aware of non-verbals
 4. "Coach" talk or no talk
 5. Go with the flow
 6. You get as far as you get
- IV. TOPIC IV. Present Moment Language Skills
 - A. How to pick out and amplify a moment of pain/avoidance
 - B. How to create an atmosphere of safety and companionship
 - C. How to be compassionate, validating while retaining focus
 - D. How to handle the client's verbal behavior in the moment
 - E. The nuances of coach talk
 - F. How to debrief what happened without using yours or the client's "big brain"
- V. TOPIC V. Putting It All Together: Dyadic Role Play Skill Training
 - A. Role play case example 1 plus dyadic and large group debriefing
 - B. Role play case example 2 plus dyadic and large group debriefing
- VI. TOPIC VI: Q & A and Establishing a Personal Practice Plan
 - A. Small group exercise: Share your personal practice plans

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

- Analyze the important role present moment awareness plays in promoting psychological flexibility and overall health and well being.
- Describe the five core skill components of present moment awareness.

- Utilize a clinical framework for targeting, eliciting, sustaining and strengthening present moment awareness skills in therapy.
- Apply a clinical lexicon designed to elicit and sustain present moment interventions in therapy.
- Utilize moment by moment coaching strategies designed to strengthen present moment awareness skills.

Long-term Goals:

- Increase the capacity to apply present-moment interventions to promote rapid, radical change in your clients.
- Better understand the skill-based nature of mindfulness-based interventions, and their benefits, in clinical practice.

Recommended Reading 1: Kiken, L. G., Lundberg, K. B., & Fredrickson, B. L. (2017). Being present and enjoying it: Dispositional mindfulness and savoring the moment are distinct, interactive predictors of positive emotions and psychological health. *Mindfulness*, 8(5), 1280–1290. <https://doi.org/10.1007/s12671-017-0704-3>

Recommended Reading 2: Lilja, J., Lundh, L., Josefsson, T., Falkenström, F., & Brothers, A. (2016). Cognitive reappraisal and acceptance: An experimental comparison of two emotion regulation strategies. *Behaviour Research and Therapy*, 80, 15-22.

Recommended Reading 3: Carpenter, J., Sanford, J. & Hoffman, S. (2019) The effects of a brief mindfulness training on distress tolerance and stress reactivity. *Behavior Therapy*, 50-630-645. <https://doi.org/10.1016/j.beth.2018.10.003>.

Recommended Reading 4: Troy, A., Shallcross, A., Brunner, A., Friedman, R., & Jones, M. (2018). Cognitive reappraisal and acceptance: Effects on emotion, physiology, and perceived cognitive costs. *Emotion*, 18, 58–74. <https://doi.org/10.1037/emo0000371>

Recommended Reading 5: Allen, J.G., Romate, J. & Rajkumar, E.(2021) Mindfulness-based positive psychology interventions: a systematic review. *BMC Psychology*, 9, 116. <https://doi.org/10.1186/s40359-021-00618-2>

Earn 5 continuing education credits

Celestin B, Level 3

Institute 5

Targeting Emotional Loneliness Using Radically Open Dialectical Behavior Therapy: Theory and Assessment of Overcontrol

Kristen Fritsinger, LICSW, MSW, DBT Associates LLP
Hope Arnold, M.A., LCSW, Simply RO DBT
Roelie J. Hempel, Ph.D., RO DBT Online B.V.

Basic level of familiarity with the material

Primary Category: Treatment - Other

Key Words: *DBT (Dialectical Behavior Therapy), Depression, Anorexia*

Emotional loneliness and social isolation are key risk factors for mental and physical health and are seen as the core problems for clients struggling with maladaptive overcontrol. Maladaptive overcontrol is a coping style characterized by excessive inhibition, compulsive planning, and aloof relationships that limit new learning and the development of close social bonds. Overcontrol is common in clients with chronic depression, restrictive eating disorders, obsessive-compulsive personality disorders, social anxiety, and autism, for example. Radically open dialectical behavior therapy (RO DBT) aims to address clients' emotional loneliness by teaching them skills to enhance their flexibility, openness to new learning, and above all, their social signaling. RO DBT's key mechanism of change proposes that context-appropriate social signaling enhances trust, resulting in improved social connectedness and mental health. RO DBT is a fully manualized (Lynch, 2018) and evidence-based transdiagnostic treatment for disorders of overcontrol, supported by research demonstrating its effectiveness for adults and adolescents with anorexia nervosa, chronic depression, personality disorders and autism spectrum disorders (for a systematic review, see Hatoum & Burton, 2024). The aim of this institute is to learn the foundations of RO DBT and assess whether RO DBT could benefit your overcontrolled clients. You

will learn how to recognize and assess clients with overcontrol, as well as understand the basic treatment structure, and consider how to implement RO DBT in your own practice. Using role-plays, exercises and demonstrations, the instructors will engage the audience and provide you with the tools to assess overcontrolled clients within your practice.

Outline:

- Review of the evidence-base of RO DBT
- The differences between over- and undercontrol
- Assessing overcontrol
- Introduction to RO DBT Treatment Structure and Targeting

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

- Evaluate the efficacy of RO DBT for clients with an overcontrolled style of coping via published peer reviewed studies.
- Compare the differences between overcontrolled and undercontrolled bio-temperament and explain how these impact perception and emotion regulation strategies in social situations.
- Identify common errors and assumptions when assessing overcontrol and apply this knowledge to your own assessment procedures. .
- Use the Assessing Styles of Coping Word-Pair List to assess their own and their clients' coping style.
- List the four components of the RO DBT treatment structure.

Long-term Goal:

- Going forward, participants will be able to recognize and diagnose overcontrolled clients when they present themselves in their clinic, enabling the clinician to select the most appropriate treatment for their clients.

Recommended Reading 1: Hatoum, A. H., & Burton, A. L. (2024). Applications and efficacy of radically open dialectical behavior therapy (RO DBT): A systematic review of the literature. *Journal of Clinical Psychology*, Advance online publication(1097-4679 (Electronic)). <https://doi.org/https://doi.org/10.1002/jclp.23735>

Recommended Reading 2: Baudinet, J., Stewart, C., Bennett, E., Konstantellou, A., Parham, R., Smith, K., Hunt, K., Eisler, I., & Simic, M. (2021). Radically open dialectical behaviour therapy adapted for adolescents: a case series. *BMC Psychiatry*, 21(1), 462. <https://doi.org/10.1186/s12888-021-03460-3>

Recommended Reading 3: Lynch, T. R., Hempel, R. J., Whalley, B., Byford, S., Chamba, R., Clarke, P., Clarke, S., Kingdon, D. G., O'Mahen, H., Remington, B., Rushbrook, S. C., Shearer, J., Stanton, M., Swales, M., Watkins, A., & Russell, I. T. (2020). Refractory depression - mechanisms and efficacy of radically open dialectical behaviour therapy (Reframed): findings of a randomised trial on benefits and harms. *Br J Psychiatry*, 216(4), 204-212. <https://doi.org/10.1192/bjp.2019.53>

Recommended Reading 4: Gilbert, K., Codd, R. T., Hoyniak, C., Tillman, R., Baudinet, J., Pires, P. P., Hempel, R., Russell, I., & Lynch, T. R. (2023). Processes of change in a randomized clinical trial of radically open dialectical behavior therapy (RO DBT) for adults with treatment-refractory depression. *J Consult Clin Psychol*, 91(2), 71-81. <https://doi.org/10.1037/ccp0000795>

Recommended Reading 5: Hempel, R. J., Rushbrook, S. C., O'Mahen, H., & Lynch, T. R. (2018). How to Differentiate Overcontrol from Undercontrol: Findings from the ReframED study and Guidelines from Clinical Practice. *The Behavior Therapist*, 41(3), 132-142.

Friday, November 21

7:30 a.m. – 8:30 a.m.



Empire D, Level 2

SIG Leader's Meeting

8:30 a.m. – 9:45 a.m.

Earn 0.5 continuing education credits

Celestin D&E, Level 3

Plenary 1

Bridging Cultures: Collaborative Approaches to Culturally Adapting Evidence-Based Psychotherapies for Diverse Populations

Debra Kaysen, ABPP, Ph.D., Stanford University

Basic to moderate familiarity with the material level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: *PTSD (Posttraumatic Stress Disorder), Culture, Evidence-Based Practice*

Exposure to traumatic events and subsequent Posttraumatic Stress Disorder (PTSD) are major contributors to the global burden of disease. The PTSD literature has demon-

strated support for brief, effective interventions with treatment benefits lasting out to ten years post-treatment. However, there is a gap in access to these treatments for ethnically and culturally diverse or marginalized clients and these treatments were often not developed for or tested with diverse patient populations. Multicultural approaches risk excluding the active ingredients of treatments, resulting in less effective interventions for diverse patient populations. An increasing body of research demonstrates that evidence-based practices and cultural competency can be complementary. Dr. Kaysen has conducted critical studies on the adaptation of evidence-based treatments for PTSD among diverse populations across a wide range of settings and treatments. This talk will synthesize existing knowledge regarding innovations in this field, highlighting prevailing theories of adaptation and discussing specific examples of what these adaptations look like in practice. She will discuss examples of meaningful community involvement in adaptation and will review evidence of treatment effectiveness. Lastly, she will discuss the next challenges for the field of culturally congruent evidence-based care.

Outline:

- I. The treatment gap
 - A. Mental health concerns have been the leading cause of chronic disability for 20 years.
 - B. Globally, the vast majority of those with mental health problems do not receive care.
 - C. Even within the United States, the treatment gap is present.
- II. Definitions of culture: multifaceted, intersectional, and relational. Something that is continuously changing for all of us all the time.
- III. Approaches to cultural adaptation
 - A. FRAME
 - B. Context vs content
 - C. Surface vs deep
 - D. Bottom-up vs top down
- IV. Case examples
 - A. Implementation of Cognitive Processing Therapy Provided by Community Health Workers in the Democratic Republic of Congo.
 1. This section describes the adaptation of CPT to be delivered by paraprofessionals. Adaptations included adaptations for context (low literacy, paraprofessional delivery, community-based, few resources) and culture (changes in some modules, changing terminology, unique idioms of distress).
 2. Review initial effectiveness data and long-term follow-up data. Provide qualitative data from counselors and clients.
 - B. Sacred Journey and Healing Seasons: Working with Native American tribal communities
 1. This section describes the adaptation of CPT and of NET for rural native Americans including focusing on surface vs deep adaptations.
 2. Review effectiveness data for both trials.
 - C. Islamic Trauma Healing and the Somali Community
 1. This section describes bottom-up adaptation of trauma focused therapeutic principles to be delivered by lay people, not framed as a mental health intervention.
 2. Review data from delivery both within and outside of the US.
- V. Challenges for the field
 - A. Works when you have ample time for adaptation and resources for community partnerships

- B. More challenging in settings where you are working with broad array of clients
- C. Do not know what level of adaptation is necessary, nor do we have tested models of how to approach adaptation.

VI. Conclusions

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

- Describe approaches to cultural adaptation and give at least one example of a modification to increase cultural fit.
- Explain the current evidence base for PTSD treatments when adapted for differing cultural groups.
- Identify core elements of PTSD treatments that remain consistent across adaptations across patient populations.

Long-term Goals:

- Learners will understand the relationship between evidence-based practices and cultural competency and learn how they can be effectively integrated to enhance treatment outcomes for diverse populations, and ways that they can do so in their own research and/or practice.
- Learners will have increased knowledge of existing theories and approaches to cultural adaptation, understand the FRAME model as one useful way of approaching adaptation, and understand the importance of not reducing treatment fidelity or effective elements when adapting interventions for diverse populations.
- These long-term learning goals aim to equip participants with the knowledge and skills necessary to effectively address mental health concerns in diverse populations through culturally informed practices.

Recommended Reading 1: Heim, E., & Kohrt, B. A. (2019). Cultural adaptation of scalable psychological interventions. *Clinical Psychology in Europe*, 1(4), 1-2

Recommended Reading 2: Ennis, N., Shorer, S., Shoval-Zuckerman, Y., Freedman, S., Monson, C. M., & Dekel, R. (2020). Treating posttraumatic stress disorder across cultures: A systematic review of cultural adaptations of trauma-focused cognitive behavioral therapies. *Journal of Clinical Psychology*, 76(4), 587-611.

Recommended Reading 3: Wiltsey Stirman, S., Baumann, A. A., & Miller, C. J. (2019). The FRAME: an expanded framework for reporting adaptations and modifications to evidence-based interventions. *Implementation Science*, 14, 1-10.

Earn 0.5 continuing education credits

Celestin D&E, Level 3

Plenary 1

Intervening on the Emotional Moment with those in Distress

Douglas Mennin, Ph.D., Teachers College, Columbia University

All levels of familiarity with the material

Primary Category: Program / Treatment Design

Key Words: *Anxiety, Depression, Treatment*

Distress from condition or circumstance can be understood from both context (e.g., society, community, group, inter-person, and intra-person) and time (i.e., mean traits, modal occurrences, and momentary instances) perspectives. Cultivating our ability to meet clients' phenomenological experience within and outside of session may hold clues to improving refractory outcomes of those in distress from experience (e.g., physical disease, victim of discrimination) and conditions (e.g., ruminative depression, generalized anxiety disorder, PTSD). One important consideration is understanding distress through the expanse of different timescales, particularly across momentary emotional cascades where difficulties occur from elevated emotions to dysregulatory processing to dysfunctional behavioral responses. Treatments honed to better target each components of this cascade may be able to improve outcomes for distress. Changes in the ways we conceptualize emotional awareness and regulatory specification may also contribute to improved outcomes. Importantly, variable and diminished treatment responses in individuals from underrepresented and marginalized backgrounds challenge our therapeutic systems to be better specified and more contextually responsive. New developments in adapting interventions in session and in lived experience may help increase our precision through the simultaneous consideration of time and context elements within targeted moments. Research supporting a functional emotion regulation perspective and treatment approach will be reviewed with particular attention to developments in utilizing motivation and regulation conceptualizations in treatment as well as frontiers in "just-in-time" dynamic adaptations to improve personalization to varying clinical presentations.

Outline:

1. Distress in context and time

2. Means, Modes, Moments
3. Functional Emotion Regulation Model
4. Emotion Regulation Therapy
5. Awareness Processes
6. Regulation Processes
7. Behavioral Processes
8. Person/Time in Context
9. Future Directions in Person/Time in Context
10. Summary and Conclusions

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

- Examine context and time perspectives of distress.
- Investigate findings on targeted intervention of a functional emotion regulation perspective and treatment.
- Explore approaches to improve personalization of treatment through consideration of time and context factors in lived moments

Long-term Goals:

- To deepen understanding of a functional emotional regulation framework of treating distress.
- To explore how different forms of distress may be ameliorated by utilizing this framework with consideration of time by context elements in lived moments of difficulty.

Recommended Reading 1: Szkutak, A., Anene, E., Mennin, D. S., & Fresco, D. M. Chapter 11. (in press). Emotion regulation therapy (ERT) I: History and theoretical frameworks. In W. Li, G. Griffith, S. Shapiro, Zhu, Z (Editors), *The Palgrave Handbook of Third-Wave Psychotherapies*. New York: Palgrave Macmillan.

Recommended Reading 2: Clayton M., Hernandez M., Mennin, D. S., & Fresco, D.M. Chapter 12. (in press). Emotion regulation therapy (ERT) II: Treatment Mechanisms and Components. In W. Li, G. Griffith, S. Shapiro, Zhu, Z (Editors), *The Palgrave Handbook of Third-Wave Psychotherapies*. . New York: Palgrave Macmillan.

Recommended Reading 3: Spaeth, P., Renna, M., Skytte O'Toole, M., Mennin, D. S., & Fresco, D. M. Chapter 13. (in press). Emotion regulation therapy III: Foundations and frontiers in investigating efficacy and mechanism. In W. Li, G. Griffith, S. Shapiro, Zhu, Z (Editors), *The Palgrave Handbook of Third-Wave Psychotherapies*. . New York: Palgrave Macmillan.

Traditional Workshop 1

Beyond Compliance: DBT-inspired Solutions for Ethical Practice

Diana Partington, LPC, DBT for Life

Advanced level of familiarity with the material

Primary Category: Professional / Interprofessional Issues

Key Words: *Ethics, DBT (Dialectical Behavior Therapy), Mindfulness*

Traditional ethical codes provide essential guidance, yet real-world dilemmas require a nuanced, behaviorally grounded approach. This workshop offers an innovative perspective on ethics through the lens of Dialectical Behavior Therapy (DBT), equipping clinicians with practical, evidence-based strategies to navigate boundary-setting, therapist accountability, and ethical decision-making. Rooted in the foundational ethical codes for psychologists, social workers, and counselors, this session maintains the broader ethical frameworks as the guiding structure for exploring a DBT-informed approach. Participants will examine how DBT principles—such as Consultation Agreements, Assumptions, and limit-setting—can enhance transparency, mutual respect, and sustainable therapeutic relationships while staying aligned with ethical standards. The workshop will address the challenges of maintaining professional boundaries, recognizing and managing the potential subtleties of avoiding dual relationships, and upholding confidentiality in a way that integrates DBT strategies without compromising ethical obligations. A key focus will be recognizing and addressing Therapy-Interfering Behaviors (TIBs) in both clients and therapists, ensuring that ethical resilience is maintained while preventing burnout. Participants will engage in interactive discussions, case studies, and role-plays to explore how DBT strategies—such as dialectical thinking, radical acceptance, and consultation agreements—can help navigate ethical gray areas, power dynamics, and the complexities of dual relationships, including when boundary-setting must be proactive rather than reactive. Clinicians specializing in behavioral therapies will leave with an actionable toolkit for ethical decision-making that aligns with the ethical codes of their respective professions. By

bridging behavioral therapy principles with ethical practice, this workshop empowers psychologists, social workers, and counselors to navigate ethical challenges with confidence while upholding the highest standards of professional integrity.

Recommended Reading 1: Chalker, S. A., Carmel, A., Atkins, D. C., Landes, S. J., & Kerbrat, A. H. (2015). Examining Challenging Behaviors of Clients with Borderline Personality Disorder. *Behaviour Research and Therapy*, 74, 60–71.

Recommended Reading 2: Rizvi, S. L., & Sayrs, J. H. R. (2017). Initiating a DBT Consultation Team: Conceptual and Practical Considerations. *Training and Education in Professional Psychology*, 11(4), 229–234.

Recommended Reading 3: Swales, M. A., & Thompson, S. J. (2014). Dialectical Behaviour Therapy (DBT) Training and Implementation in the UK: A Survey of Team Leaders. *Behavioural and Cognitive Psychotherapy*, 42(4), 436–447.

Recommended Reading 4: Landes, S. J., Thielke, S., & Linehan, M. M. (2019). Managing Therapy-Interfering Behavior in DBT: Strategies for Clinicians. *American Psychological Association*.

Outline:

- I. Introduction
 - A. Overview of workshop goals and objectives
 - B. The role of ethical codes (APA, ACA, NASW) as the foundation for ethical decision-making
 - C. Why DBT principles offer a practical framework for ethical challenges
- II. Core Ethical Principles and DBT
 - A. Ethics as a behavioral practice: moving beyond compliance
 - B. DBT's foundational assumptions and their ethical relevance
 - C. The therapist-client relationship in DBT: balancing validation with accountability
- III. DBT Consultation Agreements and Ethical Safeguards
 - A. The function of consultation agreements in preventing ethical drift and burnout
 - B. Case study: Addressing therapist therapy-interfering behaviors (TIBs)
 - C. Applying consultation agreements to maintain ethical accountability
- IV. Setting and Maintaining Boundaries
 - A. Strategies for ethical boundary-setting in DBT
 - B. The subtleties of avoiding dual relationships: gray areas and decision-making models
 - C. Confidentiality considerations within a DBT framework
- V. Recognizing and Managing Therapy-Interfering Behaviors
 - A. TIBs in clients: balancing compassion with effectiveness
 - B. TIBs in therapists: self-awareness, consultation, and professional accountability
 - C. Role-play: Applying DBT strategies to real-world ethical dilemmas
- VI. Ethical Gray Areas and Complex Cases
 - A. Navigating dual relationships, power dynamics, and confidentiality dilemmas
 - B. Ethical considerations in phone coaching and digital communication
 - C. Interactive discussion: Identifying effective responses to ethical ambiguity
- VII. Practical Application and Takeaways
 - A. Key ethical decision-making strategies using DBT principles
 - B. How to integrate DBT consultation agreements into existing ethical practices
 - C. Final reflections and Q&A

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

- Apply DBT techniques to establish clear, sustainable boundaries that foster respect, transparency, and collaboration in therapeutic relationships, regardless of theoretical orientation.
- Identify and address therapy-interfering behaviors in both clients and therapists while maintaining ethical standards and therapeutic effectiveness across modalities.
- Utilize DBT consultation agreements to prevent burnout, maintain accountability, reducing ethical drift, supporting ethical decision-making in any treatment approach.
- Apply DBT-informed strategies to navigate ethical dilemmas involving dual relationships, confidentiality, and power dynamics within any therapeutic framework.
- Integrate DBT principles, such as dialectical thinking and radical acceptance, to make sound ethical decisions in complex clinical situations.
- Recognize and manage the subtleties of avoiding dual relationships, proactively setting limits to maintain professional integrity.
- Apply these DBT-based ethical tools within the ethical frameworks of the APA, ACA, and NASW codes, enhancing ethical practice across all modalities.

Long-term Goals:

- Clinicians will leave with an understanding of their own therapy interfering behaviors and solutions.
- Clinicians will gain perspective on their working assumptions about clients and learn tools to shift those perspectives.
- These tools will provide Clinicians with new ways of engaging in ethical practice with their clients.

Traditional Workshop 2

Exposure Therapy in the Treatment of Eating Disorders

*Rachel Butler, Ph.D., Transylvania University**Danielle DeVille, Ph.D., Children's Mercy/University of Missouri-Kansas
City School of Medicine*

Moderate level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Exposure, Anorexia, Bulimia*

Eating disorders (EDs) are associated with profound medical consequences and high mortality rates. 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, ima-

ginal exposures, and interoceptive exposures. Inclusive, justice-based exposure practices (Pinciotti et al., 2024) for clients across the weight spectrum will be discussed. 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.

Outline:

- Rationale and evidence for using exposure therapy in the treatment of eating disorders (30-45 min)
- Approaches to exposure therapy for eating disorders Imaginal exposure (15 min)
- Feared food exposure (15 min)
- Body image and mirror exposure (15 min)
- Interoceptive exposure (15 min)
- Weight-inclusive exposure approaches (15 min)
- Clinical application with a case example (45 min)
- Troubleshooting common difficulties and optimization of exposure therapy (15 min)

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

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

Long-term Goals:

- Attendees will be able to apply exposure-based interventions with their own clients with eating disorders.

Recommended Reading 1: 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.

Recommended Reading 2: Butler, R. M., & Heimberg, R. G. (2020). Exposure therapy for eating disorders: A systematic review. *Clinical Psychology Review*, 78, 101851.

Recommended Reading 3: 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.

Recommended Reading 4: 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.

Traditional Workshop 3

Getting Clients Unstuck: Advanced Socratic Questioning

FRIDAY

Stefanie LoSavio, ABPP, Ph.D., The University of Texas Health Science
Center at San Antonio

Katy Dondanville, Psy.D., The University of Texas Health Science Center at
San Antonio

All levels of familiarity with the material

Primary Category: Treatment - CBT

Key Words: CBT, Cognitive Restructuring, Evidence-Based Practice

Socratic questioning is an evidence-based technique and cornerstone of cognitive behavioral therapy, but it is also one of the most challenging skills for therapists to learn. Research shows that therapists with greater skill in Socratic questioning have better patient outcomes. Therefore, honing skills in this specific technique can dramatically improve practice quality and make treatment more effective and efficient. Working with clients who have experienced traumatic events requires even more special skills to effectively explore beliefs to guide recovery. The ability to address sticky “should haves” and other self-blame beliefs hinges on the ability to ask curious, open-ended questions that help the client remember the facts of the situation and important details about the context. This workshop will provide advanced training in how to craft thoughtful Socratic questions that increase client cognitive flexibility leading to cognitive and emotional change. This workshop will also cover how to address when patients remain stuck in their thinking, such as when they logically but not emotionally accept alternative thoughts. Attendees will learn to explore the function of key beliefs, which, when not addressed, may prevent treatment progress. This workshop will be interactive with demonstrations and experiential exercises so that therapists leave feeling confident in questions to ask to make more therapeutic progress. Examples will focus on trauma-related beliefs, as these are some of the most challenging Socratic dialogues requiring advanced skills, but the techniques covered will be generalizable to other stressors and problem areas as well. Enhancing skills

in Socratic questioning is consistent with the conference theme. Socratic questioning has been rigorously studied, and the open-ended nature of Socratic questioning is inherently person-centered and inclusive of patients' various contextual and cultural factors. This workshop will be presented by 2025 ABCT award-nominated trainers, Dr. Stefanie LoSavio and Dr. Katy Dondanville. Drs. LoSavio and Dondanville are expert cognitive behavioral therapists who train hundreds of providers per year to enhance their practice and maximize their treatment effectiveness.

Outline:

- I. Welcome and Workshop Overview
- II. Evidence for Socratic Questioning
- III. Socratic Questioning Fundamentals
- IV. Increasing the Effectiveness of Your Socratic Questioning
 - A. Exploring the Context and Examining Hindsight
 - B. Good, Better, Best Questions
 - C. Demonstration
 - D. Role Play
- V. Extra Challenging Scenarios
 - A. Difficult Topics
 - B. Extra Sticky Stuck Points
 - C. Exploring the Function of Beliefs
 - D. Demonstration
 - E. Role Play

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

- Describe the goals of Socratic questioning during cognitive behavior therapy.
- Name three qualities of Socratic questioning that make it an effective therapeutic strategy.
- Differentiate open-ended, curious questions from other types of questions.
- Demonstrate use of open-ended Socratic questions to guide a client to examine a key belief central to their case conceptualization.
- Name two questions that can be used to explore the function of a client's belief.

Long-term Goal:

- Increase the effectiveness of your Socratic questioning, as evidenced by reductions in patient conviction in unhelpful beliefs.

Recommended Reading 1: Brown, L. A., Belli, G. M., Asnaani, A., & Foa, E. B. (2019). A review of the role of negative cognitions about oneself, others, and the world in the treatment of PTSD. *Cognitive therapy and research*, 43(1), 143-173.

Dillon, K. H., Hale, W. J., LoSavio, S. T., Wachen, J. S., Pruiksma, K. E., Yarvis, J. S., Mintz, J., Litz, B. T., Peterson, A. L., & Resick, P. A. (2020). Weekly changes in blame and PTSD among active-duty military personnel receiving cognitive processing therapy. *Behavior Therapy*, 51(3), 386-400.

Farmer, C. C., Mitchell, K. S., Parker-Guilbert, K., & Galovski, T. E. (2017). Fidelity to the cognitive processing therapy protocol: Evaluation of critical elements. *Behavior Therapy*, 48(2), 195-206.

Keefe, J. R., Hernandez, S., Johaneck, C., Landy, M. S., Sijercic, I., Shnaider, P., Wagner, A. C., Lane, J. E. M., Monson, C. M., & Stirman, S. W. (2022). Competence in delivering cognitive processing therapy and the therapeutic alliance both predict PTSD symptom outcomes. *Behavior Therapy*, 53(5), 763-775.

Vittorio, L. N., Murphy, S. T., Braun, J. D., & Strunk, D. R. (2022). Using Socratic questioning to promote cognitive change and achieve depressive symptom reduction: Evidence of cognitive change as a mediator. *Behaviour Research and Therapy*, 150, 104035.

Traditional Workshop 4

Integrating the Menstrual Cycle into Assessment and Treatment: Practical Overview and Applied Strategies

Jessica R. Peters, Ph.D., Alpert Medical School of Brown University

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

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

Basic to Moderate level of familiarity with the material

Primary Category: Women's Health

Key Words: *Assessment, Women's Health, Treatment*

While most menstruating individuals do not experience significant menstrual cycle effects on their mood, approximately 5% experience intense and debilitating changes (premenstrual dysphoric disorder, PMDD) and at least 50% of those with emotional disorders experience cyclical worsening of their symptoms (premenstrual exacerbation, PME). Accordingly, clinicians need to understand how to assess and treat menstrual cycle-related effects on symptoms. Our workshop, led by three licensed clinical psychologists with expertise in PMDD/PME, will cover the following topics: Psychoeducation: We will review the menstrual cycle, including how hormone flux can affect mood and behavior, the distinction between PMDD and PME, and common clinical presentations such as heightened suicide risk. 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 the rationale behind and methods for using prospective daily DSM-5 PMDD symptoms over two cycles. Case examples will illustrate assessment principles. Small groups discussions will brainstorm and create action plans for implementing these assessment strategies in participants' practices, followed by Q&A to address specific concerns or challenges. Interdisciplinary Treatment Collaboration: Participants will be

introduced to strategies for collaborating with other types of treatment providers (e.g., psychiatry, gynecology) for evidence-based pharmacological, medical, and surgical treatments of PMDD/PME. Case examples will be discussed. Skills Training: Introduce CBT-based strategies for management of PMDD/PME, including integrating this knowledge into existing approaches like DBT. Topics include leveraging awareness of symptom flux; targeted distress tolerance and interpersonal skills; and risk assessment, safety planning, and skill building for perimenstrual increases in suicidality. Case examples will demonstrate practical application of these strategies. Participants will break out into small groups to create action plans for integrating these strategies into their own practices, followed by a final Q&A to address any remaining questions.

Recommended Reading 1: Eisenlohr-Moul, T. (2019). Premenstrual disorders: a primer and research agenda for psychologists. *The Clinical psychologist*, 72(1), 5.

Recommended Reading 2: Schmalenberger, K. M., Tauseef, H. A., Barone, J. C., Owens, S. A., Lieberman, L., Jarczok, M. N., ... & Eisenlohr-Moul, T. A. (2020). How to study the menstrual cycle: Practical tools and recommendations. *Psychoneuroendocrinology*, 104895.

Recommended Reading 3: 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.

Recommended Reading 4: 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.

Recommended Reading 5: Peters, J. R., Schmalenberger, K. M., Eng, A. G., Stumper, A., Martel, M. M., & Eisenlohr-Moul, T. A. (2024). Dimensional Affective Sensitivity to Hormones across the Menstrual Cycle (DASH-MC): A transdiagnostic framework for ovarian steroid influences on psychopathology. *Molecular psychiatry*, 1-12.

Outline:

- I. Introduction
- II. Psychoeducation
 - A. Review of the menstrual cycle
 1. How hormone flux can affect mood and behavior
 2. Distinction between PMDD and PME
 3. Common clinical presentations
 - B. Providing psychoeducation and a broad range of resources to clients.
- III. Assessment
 - A. Rationale behind prospective assessment
 - B. How to assess prospective daily DSM-5 PMDD symptoms over two cycles
 - C. Case examples illustrating assessment principles
 - D. Small groups discussions to create action plans
 - E. Q&A to address specific concerns or challenges.
- IV. Interdisciplinary Treatment Collaboration
 - A. Roles of other types of treatment providers for pharmacological, medical, and surgical treatments
 - B. Strategies for collaborating
 - C. Case examples

V. Skills Training

- A. Integrating PMDD/PME content into CBT/DBT treatment
 1. Leveraging awareness of symptom flux
 2. Targeted distress tolerance and interpersonal skills
 3. Risk assessment, safety planning, and skill building for perimenstrual increases in suicidality
- A. Case examples demonstrating practical application
- B. Small group discussion to create action plans
- C. Final Q&A to address any remaining questions.

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/PME.
- Collaborate effectively with other types of treatment providers in providing care for management of menstrual cycle effects.
- Adapt CBT/DBT approaches for management of menstrual cycle-based exacerbation of symptoms.

Long-term Goal:

- Participants will integrate knowledge of potential impact of the menstrual cycle into clinical practice for assessment and diagnosis and adapt existing CBT practices to meet the specific needs of patients with menstrually-related mood disorders.

Earn 1.5 continuing education credits

Imperial 11, Level 4

Symposium 1

FRIDAY

The Ontario Structured Psychotherapy Program: Insights from a Large Scale Publicly Funded CBT Program

CHAIR:

Katie E. Stewart, Ph.D., Ontario Shores Centre for Mental Health Sciences

DISCUSSANT:

Randi McCabe, Ph.D., Psychiatry & Behavioural Neurosciences, McMaster University

Basic level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: CBT, *Treatment*, *Treatment/ Program Design*

Evaluation of a Provincial Stepped-care Program Offering Cognitive Behavioural Therapy for Depression and Anxiety Related Disorders

Karen Rowa, Ph.D., McMaster University

Randi McCabe, Ph.D., Psychiatry & Behavioural Neurosciences, McMaster University

Renée Behrooz, MSc, DATIS

Intake and Triage - The Intersection of Technology and Clinical Strategy

Karen Roberts, Ph.D., Ontario Shores Centre for Mental Health Sciences

Lyndall A. Schumann, Ph.D., Canadian Mental Health Association, York region, South Simcoe

The High Impact of Low Intensity in a Stepped Care Psychotherapy Model

Lyndall A. Schumann, Ph.D., Canadian Mental Health Association, York region,
South Simcoe

High Intensity Service Outcomes: Towards Meaningful Change

Katie E. Stewart, Ph.D., Ontario Shores Centre for Mental Health Sciences

Karen Roberts, Ph.D., Ontario Shores Centre for Mental Health Sciences

Minookmii - Sacred Tracks upon the Earth

Melissa A. Parrett, M.A., Yorkville University

Tejas Srinivas, PhD, Waypoint

Earn 1.5 continuing education credits

Imperial 12, Level 4

FRIDAY

Symposium 2

Translational Research Using Community Engaged Methodol- ogies to Promote Positive Youth Development

CHAIR:

Charisse L. Nixon, Ph.D., Penn State Erie, The Behrend College

DISCUSSANT:

Heather Risser, Ph.D., Northwestern University Feinberg School of Medicine

Basic to Moderate level of familiarity with the material

Primary Category: Prevention

Key Words: *Adolescents, Community-Based, Prevention*

Effects of Multi-tiered Mentoring on Promotive and Protective Factors in the School Context

Charisse L. Nixon, Ph.D., Penn State Erie, The Behrend College

Evaluation of the Get Schooled Tour: A School-based Program to Reduce Mental Illness Stigma and Increase Intentions to Seek Help

James J. Hodge, Ph.D., Penn State Erie, The Behrend College

We Are Stronger Together: A Case Study of Strong Coordinated Response to Domestic Violence Prevention

Melanie D. Hetzel-Riggin, Ph.D., Penn State Erie, The Behrend College

Research, Resilience, and Reform: Community-engaged Research Efforts to Improve
Care of Youth in Psychiatric Residential Treatment
Wilson J. Brown, Ph.D., Penn State Erie, The Behrend College

FRIDAY

Earn 1.5 continuing education credits

Strand 1, Level 2

Symposium 3

FRIDAY

Understanding and Addressing Structural Stressors Impacting Youth Mental Health Through Novel, Affirming Interventions

CHAIR:

Melissa J. Dreier, M.S., Rutgers University

DISCUSSANT:

Rachel A. Vaughn-Coaxum, Ph.D., University of Pittsburgh School of Medicine

Basic level of familiarity with the material

Primary Category: Mental Health Disparities

Key Words: *Mental Health Disparities, Treatment Development, Adolescents*

My Family Won't Let Me. Adolescent-reported Barriers to Accessing Mental Health Care

Chantelle A. Roulston, M.A., Northwestern University

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

Sharon Leong, M.A., University of Kentucky

Julia Fassler, BA, New York University

Jessica L. Schleider, Ph.D., Northwestern University

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

Effectiveness Outcomes in a Low-intensity Digital Mindfulness Intervention for Young People of Color Who Face Discrimination

Giovanni Ramos, Ph.D., University of California, Berkeley

Yinyin Wen, B.A., University of California Los Angeles

Amanda Montoya, Ph.D., University of California Los Angeles

Helping Black Youth and Young Adults Cope with Racism-related Stress Using Mhealth

Henry A. Willis, Ph.D., University of Maryland, College Park

Colin Roberts, BS, University of Maryland, College Park

A Personalized Life Skills Intervention Reduces Depression and Anxiety: Findings of a Pilot Randomized Controlled Trial

Katherine Venturo-Conerly, M.A., Harvard Medical School

Faith Kamau, B.A., Shamiri Institute

Rosine Baseke, M.A., Shamiri Institute

Tom L. Osborn, B.A., Shamiri Institute

John R. Weisz, ABPP, Ph.D., Harvard University

Christine Wasanga, Ph.D., Kenyatta University

Project Sleep: A Single Session Sleep Intervention Created with Youth and for Youth to Address Structural Sleep Barriers

Melissa J. Dreier, M.S., Rutgers, The State University of New Jersey

Aijia Yao, M.A., Rutgers, the State University of New Jersey

Hiba Babekr, Rutgers, the State University of New Jersey

Faith Orchard, Ph.D., University of East Anglia

Jessica L. Schleider, Ph.D., Northwestern University

Maria Loades, Ph.D., University of Bath

Jessica L. Hamilton, Ph.D., Rutgers, The State University of New Jersey

Earn 1.5 continuing education credits

Bolden 4, Level 2

Symposium 4

Translational Fear Extinction Research in Anxiety, OCD, and PTSD: Expanding Reach to Under- studied Populations and Promot- ing Rigorous and Reproducible Science

FRIDAY

CHAIR:

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

DISCUSSANT:

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

Moderate to Advanced level of familiarity with the material

Primary Category: Translational

Key Words: *Translational Research, Fear, Transdiagnostic*

Factors Associated with the Extinction of Conditioned Threat Responses in Adults with Generalized Anxiety Disorder

Candace M. Raio, Ph.D., New York University Grossman School of Medicine

Jiyan Mao, MA, New York University Grossman School of Medicine

Sophia Vranos, BA, New York University Grossman School of Medicine

Matthew Irwin, B.S., New York University School of Medicine

Leo Almada-Makebish, B.A., New York University Langone Health

Andrea Badillo Perez, B.S., B.A., New York University Grossman School of Medicine
Mary Schadegg, Ph.D., New York University Grossman School of Medicine
Kristin L. Szuhany, Ph.D., New York University School of Medicine
Naomi Simon, M.D., New York University Langone Health, New York University School of Medicine

Female Veterans with Military Sexual Trauma History and Posttraumatic Stress Disorder Display Impaired Fear Extinction Learning

Seth D. Norrholm, Ph.D., Wayne State University School of Medicine
Michelle Szewczuk, B.S., Wayne State School of Medicine
Jenna Laymon, M.A., Wayne State School of Medicine
John Noetzel, B.S., Wayne State School of Medicine
Leah Weingast, M.A., LMSW, Atlanta Center for Wellness
Ron Acierno, Ph.D., University of Texas Health Science Center at Houston
Lori Davis, M.D., Birmingham VA Health Care System

Mechanisms of Action of Exposure and Response Prevention on Fear Extinction Behavioral and Circuit Processes in OCD

Ryan J. Jacoby, Ph.D., Massachusetts General Hospital
Jennifer Greenberg, Psy.D., Massachusetts General Hospital / Harvard Medical School
Aura Maria Hurtado-Puerto, M.D., The Neuromodulation Initiative
Kristen Ellard, Ph.D., Massachusetts General Hospital
Edward Pace-Schott, Ph.D., Massachusetts General Hospital
Katelyn Oliver, B.S., Emory University
Mohammed Milad, Ph.D., The University of Texas Health Science Center at Houston, McGovern Medical School
Sabine Wilhelm, Ph.D., Massachusetts General Hospital
Joan Camprdon, M.D., Ph.D., Massachusetts General Hospital

Effect of Oxytocin on Neural Signals of Vicarious Extinction Learning in Social Anxiety Disorder: Gender and Clinical Moderator

Xiaoqian Xiao, Ph.D., University of Washington, Seattle
Gillian Grennan, B.S., University of Washington, Seattle
Angela Fang, Ph.D., University of Washington, Seattle

Validating the Human Extinction Workgroup Protocol for Extinction Enhancement Research and Implications for Translational Exposure Therapy Research

M. Alexandra Kredlow, Ph.D., Tufts University
Meghan Whalen, B.S., Tufts University
Patrick AF Laing, Ph.D., The University of Texas at Austin
Samuel Cooper, Ph.D., University of Texas at Austin
Lingwei Ouyang, M.A., University of Texas at Austin
Bram Vervliet, Ph.D., KU Leuven
Joseph Dunsmoor, Ph.D., University of Texas at Austin

Internship Training Site Overview

Shona N. Vas, Ph.D., ABPP, The University of Chicago
Lauren M. Weinstock, Ph.D., Alpert Medical School of Brown University
Kimberly Hill, Ph.D., PGSP-Stanford PsyD Consortium
Samuel Battalio, 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 Stephen Crane at the ABCT Central Office: meetings@abct.org. This session does not qualify for continuing education credit.

Earn 2 continuing education credits

Imperial 9, Level 4

FRIDAY

Individual Oral Group 1

Novel implementers of CBT

Primary Category: Program / Treatment Design

Changes in Probation Officer Behavior and Caseload Recidivism Following Training in Cognitive-behavioral Techniques

Raymond Chip Tafrate, Ph.D., Central Connecticut State University

Damon Mitchell, Ph.D., Central Connecticut State University

Expanding the “who” of EBT Delivery: Community Health Worker Perspectives on the Acceptability and Appropriateness of Their Role in Implementing Ebts for the Latine Community

Erika L. Gustafson, Ph.D., University of Illinois at Chicago

Gabriella Bobadilla, B.A., University of Illinois at Chicago

Vanessa Diaz, M.A., University of Illinois at Chicago

Carlos R. Melendez, Jr, M.S., University of Illinois at Chicago

Viviana Uribe, B.A., University of Illinois at Chicago

Bridging the Divide in Access to Trauma-focused Cognitive Behavioral Therapy (TF-CBT) Through Task-shifting: A Systematic Review of Lay Counselor-delivered TF-CBT

Laura Godfrey, M.A., Hofstra University

Nevita George, M.A., Hofstra University

Amy Hyeoun Lee, Ph.D., Hofstra University

Applying Behavior Change Techniques in Community-informed Interventions: The Gender-affirming Psychotherapy Training for Mental Healthcare Providers

Cecilia Rabayda, B.A., Boston College

August Wei, B.S., University of Delaware

Patrick Mulkern, LCSW, LICSW, MSW, Boston College

Maggi A. Price, Ph.D., Boston College

Implementation Considerations and Benefits of a Financing Strategy to Increase Evidence-based Practice Use Within a Public Mental Health System

Elyse Ganss, M.A., Lehigh University

Vanessa Mora Ringle, Ph.D., Lehigh University

Jeymi D. Menendez Solorzano, M.Ed., Lehigh University

Elizabeth Brasgalla, M.Ed., Ed.S., Lehigh University

Natalie L. Dallard, M.A., Department of Behavioral Health and Intellectual disability Services

Temma Schaechter, B.A., Lehigh University

Kofi Adutwum, M.S., Lehigh University

Amy Miller, University Pennsylvania

Cherry Du, M.S., M.Ed., LPC, Department of Behavioral Health and Intellectual disAbility Services

Fatima Smith, M.P.H., Department of Behavioral Health and Intellectual disAbility Services

Emily Schaffer, LCSW, Department of Behavioral Health and Intellectual disAbility Services

Torrey Creed, Ph.D., University of Pennsylvania

Supervisor Perspectives and Preliminary Implementation Outcomes of a Peer-led Implementation Coaching Program Within a Community Mental Health Setting

Celine Lu, B.A., University of Washington, Seattle

Anh Dao, B.A., RISE Mental Health Lab (UW Seattle)

Anna Fong, B.S., University of Washington, Seattle

Priya Dahiya, B.A., University of Washington, Seattle

Clara M. Johnson, M.S., University of Washington, Seattle

Shannon Dorsey, Ph.D., University of Washington

Celestin A, Level 3

Earn 2 continuing education credits

Individual Oral Group 2

FRIDAY

Prevention and Treatment of Psychosis and Psychotic Symptoms

Primary Category: Schizophrenia / Psychotic Disorders

Gatekeeping in Psychosis Care: A Reflexive Critical Content Analysis of Psychosis and Diagnosis

Jonathan Reinharth, Ph.D., NYC Health and Hospitals/Woodhull Hospital; Jonathan Reinharth, Psychologist PLLC (private practice)

Emily Owens, Ph.D., Cognitive Behavior Associates

The Use of Wearable Technology and Individualized Imagery Scripts on Outcomes of Sleep, Psychosis, and Suicidality Among Inpatients

Jessica C. Badawi, Ph.D., University of Texas

Destigmatizing Psychosis in Undergraduate Curricula by Fostering Inclusivity: “I Thought I Heard My Name”

Olivia Altamirano, Ph.D., Stanford University

Sripriya Chari, Ph.D., Stanford University

Positive Auditory Verbal Hallucination Prevalence, Content and Predictors in a Large-scale Culturally Diverse Early Intervention in Psychosis Service: Implications for Early Intervention CBT

Gabrielle Freda Mei Yan Ng, B.S., M.S., University College London

David John Raune, Ph.D., Central and North West London Trust

Ching So, B.S., M.S., University College London

Jennifer McGowan, Ph.D., University College London

Ali Modaresi, M.S., Central and North West London Trust

Command Auditory Verbal Hallucinations in an Early Intervention Service: Prevalence, Content, and Predictors in a Large Culturally Diverse Population - Implications for Early Intervention Cbt

Tsz Wing Lau, MSci Psychology – Central and North West London NHS Foundation Trust

Ching So, B.S., M.S., University College London

David John Raune, Ph.D., Central and North West London Trust

Gabrielle Freda Mei Yan Ng, B.S., M.S., University College London

Jennifer McGowan, Ph.D., University College London

Ali Modaresi, M.S., Central and North West London Trust

Exploring Minority Stress and Cognitive Symptoms in Early Psychosis

Jessica Arend, M.A., University of Minnesota

Mara Russell, B.A., University of Minnesota

Kaitlyn LaRocco, B.S., University of Minnesota

Ariel Currie, M.S., University of Minnesota

Melissa Fisher, Ph.D., University of Minnesota

Sophia Vinogradov, M.D., University of Minnesota

Piper Meyer-Kalos, Ph.D., University of Minnesota

Police Officer Peer Evaluations of Competency in Mental Health Crisis Involving Black Men with Schizophrenia

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 M. McLaughlin, Ph.D., Massachusetts General Hospital and Harvard Medical School

Genesis M. Saenz Escalante, M.S., University of Miami

Earn 2 continuing education credits

Celestin C. Level 3

Individual Oral Group 4

Trauma and PTSD: Service Delivery and Trauma Informed Care

Primary Category: Dissemination & Implementation Science

Exploring Neighborhood Risk: Youth Trauma Symptom Severity, Treatment

Engagement, and Treatment Outcomes

Qiyue Cai, M.A., Arizona State University

Sydni A. J. Basha, M.A., Arizona State University

Bingyu Xu, M.A., Arizona State University

Melissa Uribe, M.A., Arizona State University

Sun-Kyung Lee, Ph.D., Arizona State University

Stephen G. West, Ph.D., Arizona State University

Abigail Gewirtz, Ph.D., Arizona State University

Evaluating the Effectiveness of a Public Education Tool Designed to Increase

Knowledge of Evidence-based Trauma-informed Care

Olivia S. Fiallo, B.A., St. John's University

Nicole Milani, M.A., St. John's University

Elissa J. Brown, Ph.D., Child HELP Partnership and St. John's University

Fidelity to TF-CBT and Child PTSD Outcomes: A Multi-site Community Mental Health Trial

Noah Triplett, Ph.D., University of Maryland College Park

Rashed Al Rasheed, M.S., University of Washington

Celine Lu, B.A., University of Washington, Seattle

Priya Dahiya, B.A., University of Washington, Seattle

Lucy Berliner, MSW, University of Washington School of Medicine

Michael D. Pullmann, Ph.D., University of Washington School of Medicine

Shannon Dorsey, Ph.D., University of Washington

PTSD, Restrictive Parenting, and the Buffering Role of Coping Self Efficacy Among Black Mothers

Amina Muhammad, B.S., University of Maryland, Baltimore County

Bonnie Woodward, M.A., University of Maryland, Baltimore County

Rebecca Nguyen, M.S., VA Baltimore MIRECC/University of Maryland Medical Center

Emma A. Archibald, M.A., University of Maryland, Baltimore County

Molly R. Franz, Ph.D., University of Maryland, Baltimore County

A Programmatic, Survivor-centered, and Trauma-informed Approach to Assessing Barriers and Facilitators in Sexual Assault Services

Padideh Hassanpour, M.S., University of Wisconsin - Madison

Jiwon Lee, M.A., University of Wisconsin - Madison

LB Klein, Ph.D., University of Wisconsin - Madison

Jeneile Luebke, Ph.D., University of Wisconsin-Madison

Taylan Stulting, M.A., MSW, University of Wisconsin-Madison

Sanika Panwalkar, B.A., University of Wisconsin-Madison

Kate Walsh, Ph.D., University of Wisconsin - Madison

How Do Veterans Want to Get PTSD Care? A Survey of Preferences and Attitudes Across Intervention Modalities

Eve A. Rosenfeld, Ph.D., National Center for PTSD, Dissemination and Training Division

Nadia Malek, B.A., Arizona State University

Sheila M. Thompson, M.S., National Center for PTSD

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

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

Assessing Attitudes and Acceptability of a DBT Skills Group Among Interpersonal Violence Survivors

Hannah B. Sawyer, M.S., Auburn University

Sydney Sumner, Auburn University

Sarah Koon-Magnin, D. Phil., Christopher Newport University

Jordan Burko Macatee, Ph.D., Auburn University

Tracy K. Witte, Ph.D., Auburn University

Emma Lathan, Ph.D., Auburn University

Earn 2 continuing education credits

Celestin G, Level 3

Individual Oral Group 5

Trauma and PTSD: Risk Factors, Comorbidities, and Population Specific PTSD Dynamics

Primary Category: Trauma and Stressor Related Disorders and Disasters

The Intersection of Posttraumatic Stress Disorder and Climate Change: A Meta-analysis of Predictors of PTSD Following Extreme Weather Events

Gabrielle M. Gauthier, M.S., University of Washington, Seattle

Shivani Pandey, B.S., University of Washington, Seattle

Savanna Stromberg, University of Washington, Seattle

Victoria Sanchez, B.A., University of Washington, Seattle

Lori A. Zoellner, Ph.D., University of Washington

Hybrid PTSD Factor Associations with Alcohol and Substance Use, Their Consequences, and Mediation by Self-medication Motives

Joel G. Sprunger, Ph.D., University of Cincinnati College of Medicine

Daiil Jun, M.A., University of Kansas

Jeffrey Girard, Ph.D., University of Kansas

Contextual Adversity and Childhood Anxiety: Identifying Parental and Affective Mechanisms

Erika S. Trent, Ph.D., Baylor College of Medicine

Andres G. Viana, ABPP, Ph.D., Texas A & M University

More Than PTSD: Shame and Guilt as Key Drivers of Suicidal Ideation in Cambodia

Kathryn Fleddermann, B.A., University of Missouri - St. Louis

Nil Ean, Ph.D., The Center for Trauma Care and Research Organization

Julie A. Mannarino, University of Missouri

Adam Carrico, Ph.D., Florida International University

Robert H. Paul, Ph.D., Missouri Institute of Mental Health

Hannah White, Ph.D., University of Missouri, St. Louis

Steven E. Bruce, Ph.D., University of Missouri-St. Louis

Moderating Role of Trauma Exposure on Unpredictable and Predictable Threat Startle Responses in Estimating Posttraumatic Stress, Anxiety, and Depression Symptoms in Youth

Rachel Siciliano, Ph.D., Medical University of South Carolina

Gretchen R. Perhamus, M.A., Medical University of South Carolina

Christopher Sege, Ph.D., Medical University of South Carolina

LISA MCTEAGUE, Ph.D., Medical University of South Carolina

Carla Kmett Danielson, Ph.D., Medical University of South Carolina

A Meta-analytic Review on Racial and Ethnic Discrimination Influencing PTSD Symptoms Among Black Americans

Elijah R. Murphy, M.A., University of Houston

Jasmin R. Brooks Stephens, Ph.D., University of California at Berkeley

Ty A. Robinson, M.Ed., University of Maryland- College Park

Matthew W. Gallagher, Ph.D., University of Houston

Examining Multidimensional Discrimination, Traumatic Violence Exposure in the Media, Racial Trauma, and Suicidal Thoughts and Behaviors in a Sample of Diverse Youth

Taylor C. McGuire, M.A., Harvard University

Matthew K. Nock, Ph.D., Harvard University

Earn 2 continuing education credits

Celestin H, Level 3

Individual Oral Group 6

Special Topics in Trauma Treatment and Diagnosis

Primary Category: Military and Veterans Psychology

What Is the Effect of Child Maltreatment on Psychopathology? The Impact of Contamination and Solutions for Correcting It to Improve the Accuracy of Causal Estimates

Chad Shenk, ABPP, Ph.D., University of Rochester

Anneke E. Olson, Ph.D., Medical University of South Carolina

Emily Dunning, M.S., The Pennsylvania State University

Zachary Fisher, Ph.D., The Pennsylvania State University

John Felt, Ph.D., The Pennsylvania State University

Identifying Latent Classes of Post-deployment Symptoms: Depression, Anxiety, PTSD, and Cognitive Impairment Among Military Personnel

Dayeon Cho, M.A., New York University Langone Medical Center

Sophie Steinman-Gordon, New York University Grossman School of Medicine

Danielle Dgheim, M.A., University of Hawai'i at Mānoa

The Answer to the Mental Health Crisis: Examining Media Bias Regarding Psychedelic Treatments for Depression and PTSD Using Natural Language Processing

Gabriela Khazanov, Ph.D., University of Pennsylvania/Philadelphia VA Medical Ctr

Audrey Evers, M.S., PGSP-Stanford PSY. D. Consortium

Zoe Tait, B.S., Stanford University

Aadesh Salecha, M.S., Stanford University

Elizabeth C. Stadel, Ph.D., Stanford University

Do Changes in Trauma Appraisals Drive Changes in PTSD Symptoms over Time? A Deeper Dive into the Role of Cognitions in Women Sexual Trauma Survivors' Early Recovery

Mariel Emrich, M.S., University of Connecticut

Crystal L. Park, Ph.D., University of Connecticut

Camille Garnsey, M.S., University of Connecticut

Beth Russell, Ph.D., University of Connecticut

Stephanie Milan, Ph.D., University of Connecticut

**Multimodal Motion-assisted Memory Desensitization and Reconsolidation (3MDR)
Therapy: A Preliminary Examination of the Effect on Posttraumatic Stress
Disorder Symptoms and Experiential Avoidance**

Emmanuel P. Espejo, Ph.D., Naval Health Research Center

Vrajeshri Ordek, Ph.D., Naval Health Research Center

Anne Ayers-Gerhart, Ph.D., Naval Health Research Center

Jacob VanDehy, M.S., Naval Health Research Center

Pinata Sessoms, Ph.D., Naval Health Research Center

**Dual-task Interventions Reduce Vividness and Unpleasantness in Both Old and New
Memories**

Kevin van Schie, Ph.D., Tilburg University

Earn 2 continuing education credits

Empire B, Level 2

Individual Oral Group 8

Prevalence, Predictors, and Processes: Suicidal Ideation and Non-Suicidal Self Injury

Primary Category: Suicide and Self-Injury

Psychiatric Predictors of First-onset Non-suicidal Self-injurious Behaviors During Preadolescence: Longitudinal Associations in a US Population-based Study

Ana E. Sheehan, M.A., Massachusetts General Hospital

Rachel Walsh, Ph.D., Massachusetts General Hospital/Harvard Medical School

Richard T. Liu, Ph.D., Harvard Medical School

Is Existing Social Network Always Protective? Momentary Interpersonal Experiences and Suicidal Ideation in Heterosexual and Sexual Minority Individuals

Irene Xu, B.A., University of Wisconsin-Madison

Yeonsoo Park, Ph.D., Massachusetts General Hospital / Harvard Medical School

Ross Jacobucci, Ph.D., University of Wisconsin-Madison

Brooke Ammerman, Ph.D., University of Wisconsin-Madison

A Within-person Model of Distress Tolerance and Non-suicidal Self-injury Among Recurrent Self-injurers

Christopher C. Conway, Ph.D., Fordham University

Gabrielle S. Ilagan, M.A., Fordham University

Ana Rabasco, Ph.D., Brown University & Butler Hospital

Maria Martin Lopez, M.S., University of California, Berkeley

Kevin M. King, Ph.D., University of Washington, Seattle

Strengths-based Psychological Predictors of Nonsuicidal Self-injury Among University Students: A Cross-national Study

Julia Petrovic, M.A., McGill University

Nancy L. Heath, Ph.D., McGill University

Penelope A. Hasking, Ph.D., Curtin University

Imke Baetens, Ph.D., Vrije Universiteit Brussel

Chloe A. Hamza, Ph.D., University of Toronto

Elizabeth E. Lloyd-Richardson, Ph.D., University of Massachusetts Dartmouth

Stephen P. Lewis, Ph.D., University of Guelph

Exploring the Prevalence & Predictors of Sex as Self-injury*Hannah Buhasira, M.A., Touro University**Frank L. Gardner, ABPP, Ph.D., Touro University***Novel Suicide Film Stimuli for Inclusive Research in Young People: Assessing Emotional Impact Based on Suicide Ideation History***Emma Ilyaz, M.S., Queen's University**Yifan Chen, B.S., Queen's University**Mayah Palmer, B.S., Queen's University**Vera Vine, Ph.D., Queen's University***Suicidal Thoughts and Behaviors Among Youth with Anxiety Presenting to an Emergency Department***Marianne Chirica, M.S., Indiana University**Lauren M. O'Reilly, Ph.D., Indiana University School of Medicine**Cheryl A. King, ABPP, Ph.D., University of Michigan**Steven A. Miller, Ph.D., Rosalind Franklin University of Medicine and Science*

Earn 2 continuing education credits

Empire C, Level 2

Individual Oral Group 9

Behavioral Medicine Topics in Primary Care Settings

Primary Category: Schizophrenia / Psychotic Disorders

**Adapting Evidence-based Therapies for Embedded Behavioral Health Services for
Patients with Vision Loss**

Ethan Gabriel Lester, Ph.D., Massachusetts General Hospital

Phyu Pannu Khin, Ph.D., Massachusetts General Hospital

**Brief Group Adaptation of the Unified Protocol for Integrated Primary Care: Mixed
Methods Evaluation of Whether Targeted Constructs Change During Treatment**

Robyn L. Shepardson, Ph.D., VA Center for Integrated Healthcare

Nicola De Paul, Ph.D., VA Sierra Nevada Health Care System

Jennifer S. Funderburk, Ph.D., VA Center for Integrated Healthcare

**Applying Designing for Dissemination to Optimize VA Psychiatric Advance Directives
for Veteran-centered Care**

*Emily Treichler, Ph.D., University of California, San Diego and Veterans Affairs San
Diego Healthcare System*

Lauren McBride, B.S., San Diego State University/University of California, San Diego

Nathan Putris, B.S., University of California San Diego

Will Hagans, VA San Diego Healthcare System

Adrina Deatrice, VA San Diego Healthcare System

Andrea Avila, Ph.D., Oregon State Hospital

Vanessa Girard, LCSW, VA San Diego Healthcare System

**Patient Selection of Different CBT Skill Modules Within a Modular Cognitive-
behavioral Anxiety Intervention for Integrated Primary Care**

Robyn L. Shepardson, Ph.D., VA Center for Integrated Healthcare

Brandon Kosciński, M.A., M.S., Syracuse VA Medical Center

Emily M. Johnson, Ph.D., VA Center for Integrated Healthcare

Julie C. Gass, Ph.D., VA Center for Integrated Healthcare

Jennifer S. Funderburk, Ph.D., VA Center for Integrated Healthcare

Culturally Sensitive Cognitive-behavioral Intervention in Primary Care for Refugee

Parents: Direct Effects of a Randomized Controlled Trial

Lisa Heller, M.S., Ruhr University Bochum

Karim Zagha, M.S., Ruhr University Bochum

Verena Pflug, Ph.D., Ruhr University Bochum

Nesreen Dababneh, M.S., Ruhr University Bochum

Silvia Schneider, Psy.D., Ruhr University Bochum

Beliefs About Non-pharmacological Treatment for Chronic Pain Among Non-treatment Seeking Veterans Who Are Prescribed Opioids

Taylor R. Rodriguez, Ph.D., University of Mississippi

Zach Monahan, M.S., Oklahoma State University

Grace Cho, M.S., Ph.D., The Ohio State University Wexner Medical Center

Nicholas P. Allan, Ph.D., The Ohio State University

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

Lisham Ashrafioun, Ph.D., University of Rochester School of Medicine

Tracy Stecker, Ph.D., Medical University of South Carolina

Earn 2 continuing education credits

Bolden 2, Level 2

Individual Oral Group 11

Perspectives on Global Mental Health

Primary Category: Global Mental Health

Cultural Variability in Predictors of Mental Contamination: A Comparison of Turkish and American Samples

Mujgan Inozu, Ph.D., Hacettepe University

Nicholas S. Myers, M.A., University of North Carolina at Chapel Hill

Elif Uzümcü, Ph.D., Başkent University

Ozlem Ergin-Ayan, M.A., Research Assistant

Elif Usta, B.S., M.S., Hacettepe University

Yasemin Erol, M.S., Baskent University

Joseph B. Friedman, M.A., University of North Carolina at Chapel Hill

Emily K. Juel, M.A., University of North Carolina at Chapel Hill

Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill

Niños Felices: Assessing Socioemotional Learning Outcomes in Humanitarian Settings

Greighson M. Rowe, M.A., American University

Paloma K. Zabala Rossy, B.A., American University

Ella S. Sudit, M.A., American University

Gilberto Aviles Figueroa, M.A., LGPC, American University

Katie Baric, MPH, Hands on Peru

Nicole E. Lorenzo, Ph.D., American University

Psychosocial and Cultural Characteristics Predicting Positive and Negative Attitudes Toward Mental Health Services Utilization Among Latino Adults

Oswaldo Moreno, Ph.D., Virginia Commonwealth University

Adrian J. Bravo, Ph.D., William & Mary

Cindy Y. Argueta, B.S., University of Georgia

Thania Galwan, Ph.D., University of Georgia

Exploring the Psychological Impact of Primary Dysmenorrhea: Self-compassion and Social Support as Indicators for Therapeutic Interventions in the Context of Systemic Inequities in Poland

Julia Kluska, M.S., Faculty of Psychology, University of Warsaw

Małgorzata Dragan, M.S., Ph.D., Faculty of Psychology, University of Warsaw

Evaluating the Impact of a Pilot Intervention for Pregnant Women Exposed to Intimate Partner Violence on Parenting Attitudes: The Pregnant Moms' Empowerment Program - Mexico

Hannah C. Gilliam, M.S., The University of Memphis

Cecilia Martinez-Torteya, Ph.D., University of Michigan

Madeline Smethurst, B.A., University of Notre Dame

Laura Miller-Graff, Ph.D., University of Notre Dame

Kathryn Howell, Ph.D., University of Wisconsin-Madison

Interpersonal Emotion Regulation in Psychological Well-being: A Latent Profile Analysis of U.S. and South Korean Adults

Sunkyung Yoon, Ph.D., Sungkyunkwan University

Seojeong Kim, B.A., Sungkyunkwan University

Heejoo Kim, M.A., Sungkyunkwan University

Screening for Borderline Personality Disorder (BPD) in Malaysia: A Validation Study of the Mclean Screening Instrument for BPD

Shian-Ling Keng, Ph.D., Sunway University

Hajar Mohd Salleh Sahimi, M.D., The National University of Malaysia

Samira Vafa, Ph.D., Sunway University

Ee Qi Ng, B.S., Sunway University

Nur Hani Zainal, Ph.D., National University of Singapore

Kit-Aun Tan, Ph.D., Universiti Putra Malaysia

Earn 2 continuing education credits

Bolden 5, Level 2

Individual Oral Group 12

Applying CBT in School Settings

Primary Category: Dissemination & Implementation Science

The Necessity of Youth, Teacher, and Caregiver Voices: Qualitative Research in the Early Measure Development of Social Emotional Competency for Early Adolescents

Margaret Hall, B.A., Miami University

Isaura Viggiano Souza, Miami University

Nicole S. Litvitskiy, B.S., M.A., Miami University

Paul D. Flaspohler, Ph.D., Miami University

Understanding Determinants to Gender-affirming School Practices: Insights from Educators and Transgender Youth

Patrick Mulkern, LCSW, LICSW, MSW, Boston College

Madelaine Condon, B.A., Boston College

Maggi A. Price, Ph.D., Boston College

The Stress and Coping Toolkit: Development and Pilot Implementation of a Universal Preventive Mental Health Program in Middle Grade Classrooms

Saadia Elahi, M.S., Northwestern University Feinberg School of Medicine

Tali Raviv, Ph.D., Northwestern University

Jennifer Kurian, Ph.D., Ann & Robert H Lurie Children's Hospital

Sybil M. Baker, LCSW, Northwestern University Feinberg School of Medicine

Bianca P. Ramos, B.A., LCSW, MSW, Center for Childhood Resilience at Lurie Children's Hospital of Chicago

Enhancing School-based ADHD Interventions with Team Strategies: Insights from an Open Trial

Sara Chung, Ph.D., University of California San Francisco

Miguel T. Villodas, Ph.D., San Diego State University

Lauren M. Haack, Ph.D., University of California San Francisco

Feion Villodas, M.P.H., Ph.D., San Diego State University

Elissa M. Monteiro, Ph.D., San Diego State University

Linda J. Pfiffner, Ph.D., University of California San Francisco

Examining the Relationship Between Team Functioning and Implementation Stress for a School-based, Team-enhanced Psychosocial Treatment for Youth with ADHD

Elissa M. Monteiro, Ph.D., San Diego State University

Sara Chung, Ph.D., University of California San Francisco

Ifunanya Ezimora, B.A., San Diego State University / University of California, San Diego Joint Doctoral Program in Clinical Psychology

Linda J. Pfiffner, Ph.D., University of California San Francisco

Miguel T. Villodas, Ph.D., San Diego State University

Laura N. Henry, Ph.D., University of California San Francisco

Implementation Outcomes from a Pilot Trial of a Redesigned Implementation Toolkit in Schools: A Mixed-methods Study

Aksheya Sridhar, Ph.D., University of Washington, Seattle

Kelsey S. Dickson, Ph.D., San Diego State University

Marissa Thirion, B.A., University of Washington, Seattle

Amy Drahota, Ph.D., Michigan State University

Jill J. Locke, Ph.D., University of Washington

Examining the Relationship Between Team Functioning and Implementation Stress for a School-based, Team-enhanced Psychosocial Treatment for Youth with ADHD

Elissa M. Monteiro, Ph.D., San Diego State University

Sara Chung, Ph.D., University of California San Francisco

Ifunanya Ezimora, B.A., San Diego State University / University of California, San Diego Joint Doctoral Program in Clinical Psychology

Linda J. Pfiffner, Ph.D., University of California San Francisco

Miguel T. Villodas, Ph.D., San Diego State University

Laura N. Henry, Ph.D., University of California San Francisco

Just ‘cause They’re Smiling Don’t Mean They’re Okay: Black Adolescent Perspectives on Gun Violence and School-based Responses to Homicide in New Orleans

Stephanie Oshrin, Ph.D., New York-Presbyterian Hospital/Weill Cornell Medicine

Ramal Rauf, M.S., Tulane University

Ashley West, M.Ed., Tulane University

Earn 2 continuing education credits

Bolden 6, Level 2

Individual Oral Group 13

FRIDAY

CBT in School Settings

Primary Category: Dissemination & Implementation Science

Adherence to a Multi-component School-based Intervention for ADHD as a Function of School and Family-level Socioeconomic Status

Veronica K. Gutierrez, B.A., San Diego State University

Amanda Nili, Ph.D., University of California San Francisco

Joshua Langfus, Ph.D., University of California, San Francisco

Lauren M. Haack, Ph.D., University of California San Francisco

Linda J. Pfiffner, Ph.D., University of California San Francisco

Miguel T. Villodas, Ph.D., San Diego State University

Predictors of Anxiety Severity in U.S. School-aged Children Using the 2021 National Survey of Child Health

Kayla Zebrowski, LCSW, MSW, Washington University in St. Louis

Piloting a Novel Digital Single Session CBT Implementation Tool for School Mental Health Professionals

Ian Sotomayor, B.A., Northwestern University Feinberg School of Medicine

Sara Moss-Pech, Ph.D., TRAILS

Emily Bilek, ABPP, Ph.D., University of Michigan

Katherine Cohen, M.A., Northwestern University Feinberg School of Medicine

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

Jacqueline Howard, B.A., TRAILS

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

Jessica L. Schleider, Ph.D., Northwestern University

Bridging Hospitals to Head Start Programs: A Pilot Study of Teacher-child Interaction Training in Head Start

Shannon Savell, Ph.D., Children's Hospital Colorado

Jacob Holzman, Ph.D., University of Colorado Anschutz Medical Campus

Alexandra E. Morford, Ph.D., University of Colorado Anschutz Medical Campus

Barunie Kim, Ph.D., University of Colorado Anschutz Medical Campus

Gabriela Peralta Reyes, B.A., University of Colorado Anschutz Medical Campus

Jennifer Smith, Clayton Early Learning Center

Using Team Science to Support School Mental Health: Evaluation of a Community-partnered Adaptation of Teamstepps

Colleen A. Maxwell, Ph.D., Perelman School of Medicine at the University of Pennsylvania

Biiftu Duresso, B.A., Center for Mental Health, University of Pennsylvania

Jordan Albright, Ph.D., University of South Alabama

Samantha Rushworth, Ph.D., Perelman School of Medicine at the University of Pennsylvania

Aparajita Kuriyan, Ph.D., Penn Center for Mental Health

Courtney Wolk, Ph.D., University of Pennsylvania

At What Cost? A Time-driven Activity-based Costing Analysis of Implementing a School-based Transdiagnostic Intervention

Katie a. Moskowitz, M.A., University of Miami

Chelsea F. Dale, Ph.D., University of Miami

Jennifer M. Canovas, B.A., University of Miami

Sara M. St. George, Ph.D., University of Miami

Elizabeth Pulgaron, Ph.D., University of Miami

Jill Ehrenreich-May, Ph.D., University of Miami

Freya Nezir, Ph.D., University of Pennsylvania

Deprivation and Threat as Predictors of Emotion Regulation in Early Adolescence: The Protective Role of School Support

Abigail B. de Arellano, M.A., University of South Carolina

Aren J. Tucker, B.A., University of South Carolina

Kate Flory, Ph.D., University of South Carolina

Earn 2 continuing education credits

Celestin B, Level 3

Individual Oral Group 25

Investigating Intimate Relationships

Primary Category: Couples / Close Relationships

We Can Do This, That I Learned. An Open Pilot of Resilient Together for Dementia, a Novel Dyadic Resiliency Intervention Delivered Early After Diagnosis

Sarah Bannon, Ph.D., Icahn School of Medicine at Mount Sinai

Grace O. Allison, B.A., McGill University

Sydney McCage, M.A., Icahn School of Medicine at Mount Sinai

Ana-Maria Vranceanu, Ph.D., Harvard Medical School

Charting the Pathways of Relationship Change: Exploring How Shifts in Relationship Processes Might Interconnect to Shape Change over Time with Network Analysis

Ronald D. Rogge, Ph.D., University of Rochester

Benjamin D. Rasmussen, B.S., University of Rochester

Social Anxiety and Romantic Relationship Dynamics: Continuous Time Analysis of Dominance and Warmth During Conflict and Social Support Tasks

Julia M. Levitan, M.A., University of North Carolina at Chapel Hill

Thomas Rodebaugh, Ph.D., University of North Carolina at Chapel Hill

A Qualitative Study of Opinions on Factors to Consider in Determining Couple Suitability for Dyadic Treatment When Mutual Physical Aggression Is Present

TJ Sullivan, Ph.D., Yale School of Public Health

Daniel O'Leary, Ph.D., Stony Brook University

Sarah Bannon, Ph.D., Icahn School of Medicine at Mount Sinai

Differences in Relationship Quality and Mental Health Problems by Partner Gender Among Bi+ Women: The Role of Minority Stress

Abigail L. Fischbach, B.A., University of Cincinnati

Lisa Godfrey, Ph.D., 2. BC Mental Health and Substance Use Services, Provincial Health Services Authority

Sarah Whitton, PhD, University of Cincinnati

Engagement & Outcomes of Veterans Endorsing Suicidal Ideation in a Couple-based PTSD Treatment

Chandra E. Khalifian, Ph.D., University of California, San Diego and Veterans Affairs San Diego Healthcare System

Katerine Rashkovsky, B.S., VA San Diego Healthcare System/University of California, San Diego

Katerine Rashkovsky, B.S., VA San Diego Healthcare System/University of California, San Diego

Sumire Lundell, B.A., VA San Diego Healthcare System/University of California, San Diego

Sumire Lundell, B.A., VA San Diego Healthcare System/University of California, San Diego

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

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

Leslie Morland, Psy.D., National Center for PTSD

Examining the Impact of Patient Demographic Characteristics on Brief Cognitive-behavioral Conjoint Therapy Outcomes

Tamara Wachsman, B.A., San Diego State University/University of California San Diego Joint Doctoral Program in Clinical Psychology

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

Lauren Sippel, Ph.D., VA Northeast Program Evaluation Center

Leslie Morland, Psy.D., National Center for PTSD

Empire A, Level 2

Earn 2 continuing education credits

Individual Oral Group 33

Eating Disorder: Epidemiology & Sociocultural Context

Primary Category: Eating Disorders

The Culture of Living with an Eating Disorder in a Rural Region

Sarah E. Attaway, M.A., University of Montana

Katelyn Melcher, M.A., University of Montana

Caitlin A. Martin-Wagar, Ph.D., University of Montana

Binge Eating Behaviors in Muslim Women During Ramadan Fasting

Hoor Ul Ain, B.A., University of Nevada, Las Vegas

Kara Christensen Pacella, Ph.D., University of Nevada, Las Vegas

Prevalence of Eating Disorder Symptoms, Body Image Dissatisfaction, and Food Insecurity Among Indigenous College Students: A National and Alaskan Exploratory Examination

Ashton LeKites, B.S., University of Alaska Anchorage

Solange M. Saxby, Ph.D., Dartmouth Health

Sofia Nicole Piscitello, B.A., University of Alaska Anchorage

Jennifer A. Poon, Ph.D., University of Alaska Anchorage

Weight Stigma, Body Dissatisfaction, and Eating Disorder Behaviors in Iranian Adolescents: A Longitudinal Study

Reza Nahid Sahlan, M.S., The State University of New York at Buffalo

Robert Manning, B.A., Miami University

Connor Elbe, M.A., Miami University

Shruti Kinkel-Ram, Ph.D., University of Pittsburgh

Caitlin A. Martin-Wagar, Ph.D., University of Montana

Zachary A. Soulliard, Ph.D., Miami University

Demographics Moderate the Protective Effects of Feminist Identity Against Pathological Eating Behaviors in Emerging Adults

Christina Sanzari, M.A., Medical University of South Carolina

McKenzie Miller, Ph.D., Albany Medical Center

Julia M. Holmes, Ph.D., University at Albany, State University of New York

**Eating Disorder Symptoms, Interpersonal Needs, and Suicide Ideation Among
Iranian Adolescents: Multi-time-point Network Analysis**

Reza Nahid Sahlan, M.S., The State University of New York at Buffalo

Ziyue Wang, M.S., Chinese University of Hong Kong, Shenzhen

Rachel Frietchen, B.S., Auburn University

April Smith, Ph.D., Auburn University

Jinbo He, Ph.D., The Chinese University of Hong Kong, Shenzhen

Empire D, Level 2

Earn 2 continuing education credits

Individual Oral Group 37

Innovations in Anxiety Diagnosis and Treatment

Primary Category: Program / Treatment Design

Integrating Computational and Clinical Assessments of Intolerance of Uncertainty: A Multimodal Approach

Hannah C. Broos, M.S., McLean Hospital

Ifat Levy, Ph.D., Yale University School of Medicine

Kiara Timpano, Ph.D., University of Miami

Characterization of Motivation and Exercise Avoidance in Generalized Anxiety Disorder vs. Social Anxiety Disorder

Mary Schadegg, Ph.D., New York University Grossman School of Medicine

Cameron Sabeti, B.A., New York University Langone Medical Center

Giselle Cornejo, Ph.D., New York University Langone Medical Center

Naomi M. Simon, M.D., New York University Grossman School of Medicine

Kristin L. Szuhany, Ph.D., New York University School of Medicine

A Multifaceted Outpatient Treatment Model for Mood and Anxiety Disorders Designed to Optimize Both Treatment Outcomes and Access to Care

Jeremy Tyler, Psy.D., Perelman School of Medicine at the University of Pennsylvania

Maria A. Oquendo, M.D., Ph.D., Perelman School of Medicine, University of Pennsylvania

Paul Crits-Christoph, Ph.D., Perelman School of Medicine at the University of Pennsylvania

Mario Crisnacho, M.D., Perelman School of Medicine at the University of Pennsylvania

Juliette Galbraith, M.D., Life Coaching for Women Physicians

Rachel Y. Chiu, B.A., University of Pennsylvania School of Medicine

Lang Duong, B.S., University of Miami

Mary Beth Connolly Gibbons, Ph.D., Perelman School of Medicine at the University of Pennsylvania

Savoring Changes Novel Positive Mindset Targets of GAD Treatment: Optimism, Prioritizing Positivity, Kill-joy Thinking, and Worry Mediation

Lucas S. LaFreniere, Ph.D., Skidmore College

Michelle G. Newman, Ph.D., The Pennsylvania State University

A Randomized Controlled Trial of Self-help Acceptance and Commitment Therapy and Cognitive Behavioral Therapy for Perfectionism

Emily M. Bowers, M.S., Utah State University

Michael E. Levin, Ph.D., Utah State University

Clarissa Ong, Ph.D., University of Louisville

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

Clinical Characteristics Associated with CBT Suitability in American Veterans with Anxiety Symptoms

Robyn L. Shepardson, Ph.D., VA Center for Integrated Healthcare

Eibhlin Regan, M.S., VA Center for Integrated Healthcare

Quinn M. Ceilly, B.A., Syracuse VA Medical Center

Hannah M. Lax, B.A., Syracuse VA Medical Center

Earn 1.5 continuing education credits

Foster 1, Level 2

Clinical Round Table 12

FRIDAY

Navigating Accessibility, Cultural Adaptations, and Fidelity in the Summer Treatment Program (STP): Perspectives from Current Program Directors

MODERATOR:

Emi Carpenter, B.S., Rutgers, The State University of New Jersey

PANELISTS:

Vasco Lopes, Psy.D., Child Mind Institute

Sarah Tannenbaum, ABPP, Psy.D., The Baker Center for Children and Families

Katie C. Hart, Ph.D., Florida International University

Kellina Lupas, Ph.D., University of Cincinnati

Alexa Matlack, Ph.D., University of Washington, Seattle

Gregory A. Fabiano, Ph.D., Florida International University

Leah A. Sugerman, Psy.D., Child Mind Institute

Primary Category: Child /Adolescent - ADHD

Key Words: ADHD, Child, CBT

The Summer Treatment Program (STP) is an evidence-based eight-week group intervention for youth with ADHD and related challenges. The STP is an exemplar model of integrating evidence-based interventions into academic and recreational activities to develop prosocial behaviors and remediate functional impairments of ADHD. Primary components of the model include behavioral principles (e.g., token economy, antecedent control, labeled praise), social learning opportunities, and parent training to reinforce social, emotional, and behavioral skills. Systematic reviews, clinical trials, and case studies

indicate strong efficacy of the STP as an intervention for children with ADHD (Fabiano et al., 2014). The model also serves as a strong training ground for undergraduate and graduate students by providing hands-on-experience in a structured clinical setting. The STP model was originally developed by William E. Pelham, Jr. in the 1980's and has since expanded to 15 adapted programs around the country. This panel serves as a unique opportunity to bring together five STP directors from active programs in Boston, Buffalo, Cincinnati, Miami, New York City, and Seattle. The conversation will center around program efforts to increase accessibility and affordability for minoritized families. Panelists will then illustrate the impact of cultural adaptations within the evidence-based model. Lastly, panelists will describe how treatment integrity and fidelity is maintained through adaptations and individualized programming at each site.

Earn 1.5 continuing education credits

Foster 2, Level 2

Clinical Round Table 14

Personalizing, Disseminating, and Implementing LGBTQ-affirmative CBT Interventions

MODERATOR:

Zachary A. Soulliard, Ph.D., Miami University

PANELISTS:

Shelley L. Craig, Ph.D., LCSW, University of Toronto

John Pachankis, Ph.D., Yale University

Sarah Whitton, Ph.D., University of Cincinnati

Natalie K. Dunn, M.S., University of Oregon

Skyler D. Jackson, Ph.D., Yale School of Public Health

Matthew D. Skinta, ABPP, Ph.D., Roosevelt University

Primary Category: LGBTQ+

Key Words: LGBTQ+, Dissemination, Implementation

Lesbian, gay, bisexual, trans, and queer (LGBTQ+) individuals face a high risk of adverse mental health outcomes. Fortunately, clinical trials show that LGBTQ-affirmative CBT interventions can reduce mental health symptoms and improve the psychological well-being of LGBTQ+ clients. Given evidence supporting the efficacy of these interventions, researchers and clinicians must ensure that treatment is individualized in a way that recognizes the unique stressors and strengths of each client. Efforts should also focus on dissemination and implementation to ensure clinicians are equipped in delivering these interventions. Expert panelists will discuss ways to personalize, disseminate, and implement these interventions across an array of clinical settings. Three panelists are full professors in departments of psychology, social work, and public health, with experience developing and testing LGBTQ-affirmative CBT interventions in clinical trials. These panelists will discuss how such interventions can be personalized via different modalities (e.g., online, group, couples) and across specific communities (e.g., youth, sexual minority men and women, trans and gender diverse populations). These panelists will also share lessons learned with regard to implementation in LGBTQ+ centers and community mental health agencies. Our fourth panelist, a board-certified clinical health psychologist, will describe how interventions rooted in contextual behavioral science can provide an alterna-

tive approach to address the mental health concerns of LGBTQ+ clients. Our fifth panelist, an assistant professor and counseling psychologist, will discuss how an intersectionality framework can be applied to address forms of intersectional stigma, as well as leverage clients' intersectional strengths to inform treatment. Our sixth panelist, a third-year PhD clinical psychology student, will describe how graduate programs can implement trainings on these interventions to increase the cultural competence and humility of future clinicians. Our moderator, an assistant professor and clinical psychologist, will facilitate this discussion by drawing on experience delivering, supervising, and training providers in LGBTQ-affirmative CBT interventions.

Earn 1 continuing education credits

Celestin D/E, Level 3

ABCT Lifetime Achievement Award Talk: Reflections About the Future: Cautionary Tales and Food for Thought

Arthur M. Nezu, MA, PhD, DHL, ABPP, Drexel University

All levels of familiarity with the material level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Clinical decision making, evidence-based practice*

I believe that a significant reason I received this exceptional honor involves my work as a major co-developer and researcher of Problem-Solving Therapy (recently revised as Emotion-Centered PST). However, rather than discuss its evolution and my recent work regarding its relevance for suicide prevention and treatment, I decided to focus on a more meta topic—the future of behavioral and cognitive therapies (BCT) based on my 45+ years as a BCT-oriented clinician and researcher. While simultaneously acknowledging (and heralding) all the progress and positive aspects of BCT, I often contemplate about the following critical questions: (a) is there too much research being conducted (e.g., too many journals, too many retractions, proliferation of predatory journals, concerns about quality versus quantity)? (b) is there not enough research (i.e., important studies that focus on improving our understanding of the limitations and failures of BCT, why people drop out of BCT treatment, why people refuse to engage in BCT, the long-term effects of BCT, the generalizability of BCT, the importance of therapist competence/expertise regarding both case formulation and treatment implementation)? (c) is BCT too focused on individual “deficiencies” (e.g., does it tend to ignore social determinants of behavior, are we forgetting the “whole” person)? (d) are current measures of efficacy sufficient (i.e., what about measuring adverse/negative effects)? (e) is affect always only a dependent variable (should an “A” be included in BAC—the problem of construct validity)? (f) should there be more social justice targets for CBT interventions to foster (e.g., how to increase behaviors that combat climate change, prevent domestic violence, decrease political violence)? and (g) what is the role of ethics? From a problem-solving therapy perspective, I believe that when

we avoid identifying potential difficulties, we also avoid making needed changes. I pose these questions to hopefully engender “food for thought.”

Outline:

- Rationale for content of talk—looking to the future to discuss “food for thought”
- Limitations of BCT
- Importance of social determinants of behavior
- Need to identify adverse/negative effects
- Is affect only a dependent variable?
- Identify “social justice” targets for change
- Role of ethics

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

- Describe at least one current limitation of BCT
- Explain why assessing all negative effects of BCT is important
- Explain why critical thinking training is important

Recommended Readings:

Emmelkamp, P. M. G. (2025). Failures in cognitive behavior therapy: The state of the art. *Current Opinion in Psychology*. <https://doi.org/10.1016/j.copsyc.2025.102122>. Nezu, A. M. (2020).

When psychotherapy is not working: Ethical considerations. *Cognitive and Behavioral Practice*, 27(4), 417-425. <https://doi.org/10.1016/j.cbpra.2020.05.006>Nezu, A. M. (2025).

My approach to psychotherapy. *Journal of Contemporary Psychotherapy*, 1-6. Published online May 20, 2025. <https://doi.org/10.1007/s10879-025-09678-6>.

Earn 1.5 continuing education credits

Strand 10A&B, Level 2

Mini Workshop 1

Advanced Techniques for Helping Clients to Accept Uncertainty in Preparation for Successful ERP Treatment

Jonathan B. Grayson, Ph.D., The Grayson LA Treatment Center for Anxiety & OCD

Advanced level of familiarity with the material

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: OCD (*Obsessive-Compulsive Disorder*), *Case Conceptualization / Formulation*, ERP (*Exposure and Response Prevention*)

It is widely accepted that intolerance of uncertainty is often a core component of obsessive-compulsive disorder (OCD). Although many clinicians recognize this, they often fail to either make sure the client knows what accepting uncertainty would mean for them and/or insuring that the client has really agreed to accept the goal of learning to live with uncertainty. Too often, we have seen clients not benefit from an otherwise well designed program of exposure and response prevention, because they essentially never accepted the goal of treatment. From the client's perspective, deciding to live with uncertainty is a great risk. And although the reasons we provide for taking this risk follow a few principle, each presentation of OCD has its own challenges, risks and reasons for risking treatment. In this advanced workshop, clinicians will be provided with the tools and knowledge to help the client to risk treatment through didactics, case examples and participants' questions.

Recommended Reading 1: Carleton, R.N., The intolerance of uncertainty construct in the context of anxiety disorders: theoretical and practical perspectives. *Expert Rev. Neurother*, 2012, 12, Issue 8, 937-947.

Recommended Reading 2: Grayson, J.B. The Complications and Intricacies of Fostering Acceptance. *Clinical Psychology Science and Practice*, December, 2023 30(4):503-506

Recommended Reading 3: Twohig, M., Hayes, S.C., Masuda, A. Increasing Willingness to Experience Obsessions: Acceptance and Commitment Therapy as a Treatment for Obsessive-Compulsive Disorder. *Behavior Therapy*, 2006, 37, Issue 1, 3-13.

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

- Help clients identify person-specifics why their rituals and avoidance aren't sufficient to ever create the certainty they desire.
- List at least three reasons why it is necessary for clients to choose the goal of learning to live with uncertainty to overcome their OCD.
- Describe why learning to accept uncertainty is experienced as a terrifying risk to clients.
- Provide clients with reasons relevant to their OCD presentation regarding the risks of accepting uncertainty as well as what they can gain from doing so.
- Participants will design an program of ERP, including scripts, that is consistent and supportive of the goal of learning to live with uncertainty.

Earn 1.5 continuing education credits

Strand 11A&B, Level 2

Mini Workshop 2

Artificial Intelligence, Equity & Ethics

Page L. Anderson, ABPP, Ph.D., Georgia State University

Basic level of familiarity with the material

Primary Category: Technology/Digital Health

Key Words: *Technology/Mobile Health, Mental Health Disparities, Adult*

Artificial Intelligence (AI) is transforming many aspects of our lives and is increasingly being applied to mental health and well-being. AI-powered tools—such as relational agents—have shown promise in improving mood and reducing anxiety, particularly among college students. These digital interventions are also being explored as potential solutions to the chronic and growing shortage of mental health providers. Despite their increasing relevance, many CBT clinicians have understandable concerns about how these technologies align with ethical practice. Additionally, most practitioners have limited understanding of how AI works, making it difficult to critically assess its potential and limitations. This introductory workshop will demystify AI by explaining its basic principles, how it functions in clinical contexts, and key ethical and equity considerations. The presenter has been a leader in the intersection of mental health and technology for over 20 years but does not identify herself as a ‘technology person’. She is a ‘Clinicians Leading Ingenuity in AI Quality’ Fellow of the NIH-funded AIM-AHEAD consortium.

Outline:

- Foundations of Artificial Intelligence
- Evidence Base for AI in Mental Health
- Ethical Considerations
- AI and Mental Health Equity
- Practical Skills

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

- Explain (in a very basic way) how artificial intelligence works
- Describe the empirical evidence for AI chatbots

- Identify one ethical issue relating to the use of artificial intelligence
- Name one way AI could improve and/or worsen mental health equity

Recommended Readings: Lee, E. E., Torous, J., De Choudhury, M., Depp, C. A., Graham, S. A., Kim, H. C., ... & Jeste, D. V. (2021). Artificial intelligence for mental health care: clinical applications, barriers, facilitators, and artificial wisdom. *Biological Psychiatry: Cognitive Neuroscience and Neuroimaging*, 6(9), 856-864. Obermeyer, Z., Powers, B., Vogeli, C., & Mullainathan, S. (2019). Dissecting racial bias in an algorithm used to manage the health of populations. *Science*, 366(6464), 447-453. Durden, E., Pirner, M. C., Rapoport, S. J., Williams, A., Robinson, A., & Forman-Hoffman, V. L. (2023). Changes in stress, burnout, and resilience associated with an 8-week intervention with relational agent “Woebot”. *Internet Interventions*, 33, 100637. Nilsen, P., Svedberg, P., Nygren, J., Frideros, M., Johansson, J., & Schueller, S. (2022). Accelerating the impact of artificial intelligence in mental healthcare through implementation science. *Implementation research and practice*, 3, 26334895221112033. Ellis, D. M., Draheim, A. A., & Anderson, P. L. (2022). Culturally Adapted Digital Mental Health Interventions for Ethnic/Racial Minorities: A Systematic Review and Meta-Analysis. *Journal of Consulting and Clinical Psychology*. <http://dx.doi.org/10.1037/ccp0000759>

Earn 1.5 continuing education credits

Strand 12A&B, Level 2

Mini Workshop 3

FRIDAY

Basic, Not Boring: How to Develop an Innovative Treatment Program at Any Stage of Your Career by Relying on the CBT Basics

Lauren E. Webb, Ph.D., Weill Cornell Medicine

Natalie Javadi, Ph.D., Columbia University Medical Center

Rachel L. Shelley, Ph.D., Weill Cornell Medicine

Charlene Minaya, M.A., Ph.D., Weill Cornell Medicine

All levels of familiarity with the material

Primary Category: Program / Treatment Design

Key Words: *Treatment Development, Implementation, CBT*

Clinicians and researchers have long established gold standard CBT models of care to address a broad range of mental health challenges. These treatments are highly effective, and yet, do not reach nor benefit everyone in need of care. Clinical program development is a critical means through which mental health professionals can increase access to, acceptance of, and the efficacy of evidence-based treatments, therefore expanding care options across populations. Consisting of three major components (i.e., program design, implementation, and evaluation), innovative program development can be an intimidating and arduous process. To name a few challenges, clinicians must consider the relevance of and rationale for their ideas, ground their ideas in previous research and evidence, address the unique needs of individuals across diverse communities, identify potential sources of funding and provide proof of concept to those sources of funding. Still, clinical program development remains an invigorating undertaking possible at any career stage, especially

when one grounds their design in basic CBT principles and decidedly “starts small” when first implementing a novel program. In this mini workshop, speakers will draw from their own program development experiences to introduce participants to the major components of the program development process. Speakers’ experiences range from developing intensive group behavioral treatment programs in graduate school to developing outpatient groups and intensive treatment programs at academic medical centers and private practices as early career psychologists, illustrating how program development is possible across career stages. Participants will learn how to generate innovative but feasible program development ideas by identifying gaps in the mental health care landscape, particularly within the clinical environments where they currently work. They will also recognize the importance of grounding innovative ideas in the basic, evidence-based principles of CBT. Finally, participants will walk away with an understanding of why it is important to “start small” when designing and implementing a treatment program, even if that means initially piloting a treatment program with a single patient.

Recommended Reading 1: Hong, N., Herrera, A., Furr, J.M., Georgiadis, C., Cristello, J., Heymann, P., Dale, C.F., Heflin, B., Silva, K., Conroy, K., Cornacchio, D., & Comer, J.S. (2022). Remote intensive group behavioral treatment for families of children with selective mutism. *Evidence-Based Practice in Child and Adolescent Mental Health*, 8(4), 439–458. <https://doi.org/10.1080/23794925.2022.2062688>

Recommended Reading 2: Kushner, E.S., Morton, H.E., Maddox, B.B., de Marchena, A., Anthony, L.G., & Reaven, J. (2017). The BUFFET program: Development of a cognitive behavioral treatment for selective eating in youth with autism spectrum disorder. *Clinical Child and Family Psychology Review*, 20, 403–421 (2017). <https://doi.org/10.1007/s10567-017-0236-3>

Recommended Reading 3: Agras, W.S., Fitzsimmons-Craft, E.E., & Wilfley, D.E. (2017). Evolution of cognitive-behavioral therapy for eating disorders. *Behaviour Research and Therapy*, 88, 26–36. <https://doi.org/10.1016/j.brat.2016.09.004>

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

- Define the key components of program development in the psychology field.
- Generate feasible program development ideas grounded in the CBT basics and based on gaps the learner has already identified in treatments.
- Explain the value in “starting small” when it comes to designing and implementing an innovative treatment program, making program development possible at any career stage.

Earn 1.5 continuing education credits

Strand 13A&B, Level 2

Mini Workshop 18

FRIDAY

Protecting Our Youngest Patients: Ethical Considerations in Child & Adolescent Therapy

Zachary K. Blumkin, ABPP, Psy.D., Columbia University Medical Center

Colleen C. Cullen, ABPP, Psy.D., Columbia University Medical Center

Rachel E. Ginsberg, Ph.D., Columbia University Medical Center

Basic level of familiarity with the material

Primary Category: Professional / Interprofessional Issues

Key Words: *Ethics, Child, Adolescents*

As per the 2022 National Healthcare Quality and Disparities Report, 20% of children and adolescents in the United States (between the ages of 3 and 17) experience some form of emotional, developmental, or behavioral disorder. Even before the COVID-19 pandemic, suicide rates among high schoolers had increased by over 40% in the preceding decade. While ethical dilemmas are inherent in the practice of child and adolescent clinical psychology, the escalating prevalence of mental health disorders among children and adolescents necessitates that clinical leaders and providers maintain a robust understanding of best practices that are supported by evidence. This is especially true when working with high-risk patients. This presentation explores critical ethical issues encountered in various clinical settings while examining best practices for navigating these complex clinical situations. Through case presentations and clinical examples, we will address the unique challenges presented by high-risk patients and complex clinical situations. Furthermore, the presentation will delve into ethical considerations surrounding high risk patient considerations, responding to emergencies, and managing issues of confidentiality while working with children and adolescents. This presentation aims to provide attendees with practical guidance and ethical frameworks for navigating these complex issues in child and adolescent psychological practice. Additionally, specific areas of focus will include (1) high-risk patient criteria, (2) treatment considerations, (3) evidence-based risk assessment,

(4) safety planning, (5) responding to acute patient safety events, (6) trainee case determination and guidelines, (7) termination of care, and (8) best practices related to open notes. These topics will be presented and discussed in the context of clinical situations and supported by documents and experience via quality and patient safety team members from an academic medical center. Audience members will have an opportunity to discuss each topic and ask questions. Presenters will then guide audience participants to discuss these strategies in small work groups to better understand how to effectively utilize these strategies within their own practices.

Recommended Reading 1: Svensson, J. (2022). Patient safety strategies in psychiatry and how they construct the notion of preventable harm: a scoping review. *Journal of patient safety*, 18(3), 245-252.

Recommended Reading 2: Duncan, R. E., Hall, A. C., & Knowles, A. (2014). Ethical Dilemmas of Confidentiality With Adolescent Clients: Case Studies From Psychologists. *Ethics & Behavior*, 25(3), 197-221.

Recommended Reading 3: O'Neill, S., Chimowitz, H., Leveille, S., & Walker, J. (2019). Embracing the new age of transparency: mental health patients reading their psychotherapy notes online. *Journal of Mental Health*, 28(5), 527-535.

Storyville Hall, Level 3

Internship Meet & Greet

Primary Category: Professional / Interprofessional Issues

For description please see “Internship Training Site Overview” at 10:00 a.m.

Albert Einstein College of Medicine/Montefiore Medical Center
Alpert Medical School of Brown University, Clinical Psychology
Internship Training Program
Ann Arbor Veterans Healthcare System
Ann & Robert H. Lurie Children’s Hospital of Chicago
Baker Center for Children and Families
Baylor College of Medicine
Central Texas Veterans Healthcare System/VISN 17 Center of Excellence
Charleston Consortium Psychology Internship Program
Cincinnati Children’s Hospital Medical Center
Cognitive & Behavioral Consultants (CBC)
Dartmouth Health
Harvard Psychiatry/Cambridge Health Alliance
Indiana University School of Medicine Department of Psychiatry
Institute of Living/Anxiety Disorders Center
Kaiser Permanente Northern California Mental Health Training Program
Kennedy Krieger Department of Behavioral Psychology
Massachusetts General Hospital/Harvard Medical School
Minneapolis VA Medical Center
Northeastern Oklahoma Psychology Internship Program (NOPIP)
Penn State Milton S. Hershey Medical Center
The Trust
The Medical College of Wisconsin
The Ohio State University Medical Center
TN Valley Healthcare System
University of Arkansas for Medical Sciences
University of Illinois at Chicago
University of Louisville School of Medicine
University of Miami
University of Mississippi Medical Center
University of Oklahoma College of Medicine
University of Tennessee, Knoxville
University of Wisconsin School of Medicine and Public Health
Utah State Hospital
VA Boston HCS
Western Psychiatry Hospital/University of Pittsburgh
Yale Doctoral Internship in Clinical and Community Psychology

This session does not qualify for continuing education credit.

Earn 1.5 continuing education credits

Imperial 12, Level 4

Clinical Grand Round 1

Advancing Mental Health Interventions for Individuals with Intellectual and Developmental Disabilities: Clinical Innovations

FRIDAY

CHAIR:

Audrey Blakeley-Smith, Ph.D., University of Colorado
School of Medicine

PANELISTS:

Jocelyn Kuhn, Ph.D., Emory University
Ellen Wilkinson, M.S., Rutgers, The State University of
New Jersey
Andrea Witwer, Ph.D., The Ohio State University
Lauren Moskowitz, Ph.D., St. John's University

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, Developmental Disabilities, Underserved Populations*

Individuals with intellectual and developmental disabilities (IDD) represent a highly complex and underserved population, facing significant mental health challenges that demand tailored supports. Clinically significant anxiety and depression are prevalent, yet individuals with IDD face widespread barriers to accessing evidence-based mental health care, exacerbating existing health disparities (Winch et al., 2022; Doherty et al., 2020). Despite the pressing need, there remains a severe lack of empirically supported interventions designed to meet the unique cognitive, communication, and adaptive needs of this population (Shepherd et al., 2019). Addressing this gap is a critical health care imperative. This clinical roundtable explores clinical guidelines, prevention, and treatment approaches to enhance access to evidence-based mental health interventions for individuals with IDD. Dr. Andrea Witwer will outline key recommendations from her *Psychotherapy Practice Guidelines: Working with Adults with Intellectual Disability and Co-occurring Mental Health Conditions*, providing a foundational, evidence-based framework to guide clinical

cians. Dr. Jocelyn Kuhn will introduce a preventive treatment approach by highlighting key adaptations to Teens Achieving Mastery Over Stress (TEAMS), a depression and anxiety prevention intervention for youth with IDD. Ms. Ellen Wilkinson will present adaptations to behavioral activation for minimally verbal adults with IDD, highlighting both feasibility of approaches and strategies to enhance engagement. Finally, Dr. Blakeley-Smith will discuss adaptations to a cognitive-behavioral therapy (CBT) program Facing Your Fears for autistic adolescents with IDD and anxiety, including insights from stakeholder feedback from exit interviews. This session will provide attendees with a deeper understanding of the importance of established mental health practice guidelines, the necessity of adapting evidence-based interventions through stakeholder-informed processes, and the practical tips to implementation. By addressing these key issues, this roundtable aims to advance equitable access to high-quality mental health care for individuals with IDD.

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

- Describe strategies to promote comprehension of key concepts, enhance accessibility, and improve relatability of CBT for youth with I/DD.
- Identify multi-pronged CBT adaptation processes to support partnership with youth with I/DD and interdisciplinary teams.
- Identify key evidence-based practices for psychotherapy in adults with I/DD, including modifications and adaptations to facilitate treatment.
- Identify practice guidelines and resources available to clinicians providing psychotherapy to individuals with I/DD.
- Identify methods to incorporate stakeholder input to interventions as a means of improving intervention acceptability and outcome.

Recommended Readings: Witwer, A. N., Walton, K., Held, M. K., Rosencrans, M., Cobranchi, C., Fletcher, R., Crane, J. M., Chapman, R., & Haverkamp, S. (2022). A scoping review of psychological interventions, accommodations, and assessments for adults with intellectual disability. *Professional Psychology: Research and Practice*, 53(6), 615–625. <https://doi.org/10.1037/pro0000474> Bal, V.H., Wilkinson, E., Glascock, V., Hastings, R.P., & Jahoda, A. (2023). Mechanisms of change in Behavioural Activation: Adapting depression treatment for autistic people. *Cognitive and Behavioral Practice*, 30(4), 589–596. Witwer, A. N., Rosencrans, M. E., Taylor, C. A., Cobranchi, C., Krahn, G. L., & Haverkamp, S. M. (2024). Working with Adults with Intellectual Disability and Clinicians to Advance Mental Health Treatment: Informing Practice Guidelines and Research. *Journal of Mental Health Research in Intellectual Disabilities*, 18(1), 1–29. <https://doi.org/10.1080/19315864.2024.2308297>

Earn 1.5 continuing education credits

Strand 1, Level 2

FRIDAY

Clinical Round Table 7

Nuances, Not New Mechanisms of Action: Culturally Sensitive Treatment Of, and Research About, an Overlooked Minority

MODERATOR:

Daniel L. Hoffman, ABPP, Ph.D., Northwell Health Zucker Hillside Hospital

PANELISTS:

Dean McKay, ABPP, Ph.D., Fordham University

Dena Rabinowitz, ABPP, Ph.D., Cognitive Behavioral Psychology of NY

Jedidiah Siev, Ph.D., Swarthmore College

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

Eric Storch, Ph.D., Baylor College of Medicine

Primary Category: Multicultural Psychology

Key Words: *Resilience, Multicultural Psychology, Competence*

Often miscategorized as “White” or “Caucasian,” due to the majority of American Jewish people being of Ashkenazi European descent (Pew Research Center, 2021), 12% of Jewish adults identify as non-white (Ben-Porath, 2024). Jewish people hail from multiple ethnic and cultural origins (Rand, 2023) and historically and currently are treated as an outgroup (Walker et al., 2024). Irrespective of current religious affiliation, belief, or praxis, these ethnic-cultural groups share common protective factors such as identity, values, norms, shared history, religion, spirituality, and sense of local community that may be leveraged in psychotherapy as sources of coping, resilience, perseverance, and wellness (Krieger, 2010; Rosenbach, Salamon, & Levine, 2022; Masten, 2018). Jewish people also share negative experiences that pose current or historical risk factors for mental health (Shani, 2025), such as generational trauma, stereotype threat, overt discriminatory and internalized antisemitism (Schmitt, 2014; Kaufman, 2020), and threats of losing cultural or spiritual identity. Many of these factors are important in Jewish identity formation

(Friedman, Friedlander, & Bluestein, 2005). As Jews are a minority at 2.4% of the US population (Pew Research Center, 2021), clinicians may lack personal and clinical experience with Jewish patients. Therapists who encounter Jewish patients can benefit from becoming aware of their own biases toward this religious minority group (Walker et al., 2024; Schlosser, 2006), and education to distinguish culturally reinforced and adaptive habits from clinical symptoms (Huppert, Siev, & Kushner, 2007; Abramowitz & Jacoby, 2014). These factors have implications for assessment, psychosocial intervention, program development, and research. Our panelists, who have extensive clinical and/or research experience with this population, will address these implications, highlighting examples across anxiety- and trauma-related disorders; obsessive compulsive spectrum (e.g. scrupulosity); and models of resilience across the lifespan.

Earn 1.5 continuing education credits

Imperial 11, Level 4

Clinical Round Table 19

FRIDAY

Stepping into a New World: The Exciting Convergence of Artificial Intelligence and Virtual Reality

MODERATOR:

*Simon A. Rego, ABPP, Psy.D., Montefiore Medical Center/
Albert Einstein College of Medicine*

PANELISTS:

*Albert Skip Rizzo, Ph.D., University of Southern California
Barbara O. Rothbaum, ABPP, Ph.D., Emory University
School of Medicine
Risa Weisberg, Ph.D., XRHealth*

Primary Category: Technology/Digital Health

Key Words: *Technology / Mobile Health, Treatment, Exposure*

Artificial Intelligence (AI) and Virtual Reality (VR) are increasingly converging, with AI enhancing VR's capabilities by creating dynamic, interactive, and personalized environments, and VR serving as a powerful platform for AI-driven applications in training, education, and treatment. In the realm of behavioral health, these Artificial Reality (AR) systems provide a unique tool for assessment and intervention, allowing researchers to design controlled stimulus environments that create user experiences and capture real-time behavioral, emotional, cognitive, and physiological responses. While initially developed for phobia treatment, AR has expanded to address a range of psychological disorders, including PTSD, substance use disorders, eating disorders, psychosis, and autism spectrum disorder. AI can also serve to support the creation of AI-powered Virtual Human Agents (VHAs) that can simulate empathetic conversations, guide exposure exercises, and reinforce cognitive restructuring strategies, making therapy more accessible and personalized. This integration is anticipated to have a significant impact on behavioral and cognitive therapy by providing adaptive, always-available, and emotionally responsive therapeutic interactions. Despite significant advances, critical challenges remain. Empirical research has largely focused on Virtual Reality Exposure Therapy (VRET) for anxiety and PTSD, with limited adaptation to diverse sociocultural contexts. While costs have become less of a barrier to adoption with recent commercial systems, clinician unfamiliarity with the

technology and its implementation can restrict access in public healthcare settings. Moreover, ethical and privacy concerns require careful consideration. This clinical roundtable will feature three leading experts reflecting on the state of AR in mental health, its current limitations, and its future potential. Key questions will include: How will AR shape the future of CBT? What are the risks and benefits of AR-based interventions? What ethical challenges must be addressed? Through insights from the panelists and audience engagement, this discussion will explore both the promise and the complexities of integrating AR into mental health care.

Earn 1.5 continuing education credits

Foster 2, Level 2

Advanced Clinician Seminar 3

Stepping in and Stepping Up: Strategies for Fostering Parent and Teen/young Adult Collaboration in Managing Anxiety and Meeting the Tasks of Adulthood

FRIDAY

Anne Marie Albano, ABPP, Ph.D., Columbia University Medical Center

Moderate to Advanced level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Adolescents and emerging adults, Family, Anxiety*

Pioneered at the 2024 convention in Philadelphia, the Advanced Clinician Seminar Series is a novel clinical format designed specifically for advanced clinicians seeking content and consultation commensurate with their level of expertise. In 2025, 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 seminar hosted by Dr. Anne Marie Albano, an expert in the assessment and treatment of anxiety and related disorders in youth, will center on the rationale, conceptualization, and process of engaging parents and youth to work together in the treatment of adolescents and emerging adults who experience problematic anxiety and demonstrate limited evidence of functioning with appropriate age- and role-related independence. After a brief orientation to the developmental model of CBT known as “LEAP” (Launching Emerging Adolescents/Adults Program), focus will be on treating anxiety in young people by engaging their primary support persons to reduce accommodations while fostering the shaping of skills necessary for independent functioning. Dr. Albano will present

didactic material, lead discussions, use role play and video demonstrations, and engage participants in sharing insights and advanced clinical techniques to foster productive parent-youth engagement and collaboration. The seminar will cover a range of issues steeped in a developmental CBT model of treating youth with their parents, with attention to addressing the interaction of youth dependency and parental overprotectiveness in maintaining anxiety and impeding independent role functioning. Specific areas that will be addressed include engaging parents & youth in collaboration while respecting youth confidentiality; addressing parental history & beliefs; assessing developmental milestones & functioning; examining the role of overprotection & accommodation; collaborative goal setting; family communication & problem solving; and the use of role reversal and related experiential learning strategies to foster insight and collaborations that empower youth in taking responsibility and independent action to manage anxiety and challenges of daily life. This seminar will offer attendees an interactive learning experience, with opportunities to present case examples and access the collective experience and wisdom of the group while discussing conceptualization, plans, and interventions strategies for youth needing assistance in developing self-efficacy and gaining experience in age appropriate coping skills for managing anxiety and independent functioning through to adulthood.

Outline:

- I. Introduction of Moderator (Dr. Sandra S. Pimentel) and Expert Clinician (Dr. Anne Marie Albano)
- II. Introduction to Advanced Clinician Seminar Series
 - A. Taking a developmental and family-focused lense in CBT for anxiety in youth
 1. Determining which families are appropriate for this treatment, and what to do if a parent or youth is not ready or able to participate?
 - B. Impact of anxiety on the tasks of development and parenting practices
 - C. Assessing stalled development and parental overprotection
 - D. Importance of a tripartite approach, integrating theory, research & practice
- III. Case Presentations and Analysis
 - A. Brief presentation of 2 case examples by Dr. Albano
 - B. Invitation to discuss complex cases by attendees
- IV. Advanced Treatment Planning
 - A. Engaging parents and youth in goal setting: use of assessment results
 - B. Tailoring interventions to individual client/family needs and preferences
- V. Specialized Techniques and Approaches
 - A. Deep dive into specific therapeutic modalities for advanced clinicians
 1. Parent exploration of their own history: factors that are impacting their present-day parenting approach
 2. Examining their personal development of overprotection/overcontrol
 3. Fostering youth-parent understanding: bringing gestalt and experiential learning activities into CBT (e.g., perspective taking role reversal; parent-focused exposure exercises)
 - B. Experiential exercises (e.g., role-play, modeling) to practice new techniques
- VI. 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 understanding of the factors contributing to the maintenance of youth anxiety and parental over involvement that lead to stalled development in youth transitioning through to adulthood, and ways elucidation of these factors including parental history and negative reinforcement paradigms may contribute to positive engagement and change for the youth and parents, and examine factors that help determine whether and when to involve parents in sessions.

- Be able to conduct an assessment of youth and parental goals, developmental functioning of the youth, and parental over involvement/protection for use in structuring collaborative goals for treatment.
- Through role playing and case discussion, practice experiential exercises and exposure-based techniques to engage youth and parents in the therapy process, explore existing communication and relational patterns, and advance understanding of how best to work together for positive change. Through role playing and case discussion, practice experiential exercises and exposure-based techniques to engage youth and parents in the therapy process, explore existing communication and relational patterns, and advance understanding of how best to work together for positive change.

Long-term Goals:

- Understand how to apply CBT to address emotional as well as developmental functioning through a family-based approach using assessment and treatment strategies to expose the history and development of parental over-protective behavior coupled with youth avoidance and/or skills deficits that maintain anxiety.
- Learn to utilize evidence-based principles and strategies to foster engagement and therapeutic improvement for moderate to severely anxious youth across diverse populations, ultimately to promote healthy functioning.

Recommended Readings:Carollo A, De Marzo S, Esposito G. Parental care and over-protection predict worry and anxiety symptoms in emerging adult students. *Acta Psychol (Amst)*. 2024 Aug;248:104398. doi: 10.1016/j.actpsy.2024.104398. Epub 2024 Jul 17. PMID: 39025031.

Cruciani G, Fontana A, Benzi IMA, Sideli L, Parolin LAL, Muzi L, Carone N. Mentalized Affectivity, Helicopter Parenting, and Psychopathological Risk in Emerging Adults: A Network Analysis. *Eur J Investig Health Psychol Educ*. 2024 Sep 18;14(9):2523-2541. doi: 10.3390/ejihpe14090167. PMID: 39329835; PMCID: PMC11431566.

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

Building Bridges: Community and Resilience Among Minoritized Scholars

Sandra M. Estrada Gonzalez, B.A., University of Texas Rio Grande Valley
Michelle Okyere, B.S., University of Texas Health Science Center at San Antonio

Ashleigh Coser, Ph.D., Cherokee Nation

Laurn R. Hoard, B.A., George Washington University

Kean J. Hsu, Ph.D., National University of Singapore

Camila Tirado, M.S., Virginia Commonwealth University

Given ongoing challenges related to diversity and inclusion, Black, Indigenous, and People of Color (BIPOC) students, clinicians, researchers, and faculty face unique professional and personal considerations. These include navigating institutional environments, research/funding cuts, and career advancement, as well as maintaining well-being. Four panelists will discuss how these dynamics are reshaping their research trajectories, clinical practice, and professional well-being, with particular attention to recent funding cuts and institutional responses to equity-focused work. Drawing from lived experiences, panelists will share strategies for sustaining productivity and mental health, such as accessing alternative funding sources, community-based mentorship networks, and culturally responsive self-care practices. Furthermore, the discussion will address how BIPOC students and early career faculty are recalibrating clinical approaches to serve marginalized populations while managing heightened visibility and vulnerability in shifting institutional climates. Audience participation is encouraged.

This session does not qualify for continuing education credit.

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

- Describe the unique professional and personal challenges faced by BIPOC students, clinicians, researchers, and faculty in academic and clinical environments, particularly in the context of diversity, inclusion, and recent funding cuts.
- Discuss strategies for sustaining research productivity, clinical practice, and well-being among BIPOC professionals, including alternative funding sources, community-based mentorship, and culturally responsive self-care practices.
- Identify ways BIPOC students and early career faculty are adapting clinical and research approaches to better serve marginalized populations while navigating heightened visibility and institutional challenges.
- Examine the impact of institutional responses to equity-focused work on the career advancement and mental health of BIPOC professionals.

- Apply insights from lived experiences and panel discussion to manage personal well-being, foster supportive environments, and advocate for systemic changes that promote equity and inclusion for BIPOC individuals in academic and clinical settings.

Thinking About Diversifying Research Funding? Discover a Variety of Research Funding Opportunities!

PANELISTS:

Rachel Cruthirds, M.S., Senior Manager, Research and Grants Administration, American Heart Association
Mira Grieser, MHS, Senior Program Officer, Systems Comparative Effectiveness Research, Patient Centered Outcomes Research Institute
Rebecca M. Pasillas, Ph.D., Program Officer, American Psychological Foundation
Jane Simoni, Ph.D., Associate Director for Behavioral and Social Sciences Research and Director, Office of Behavioral and Social Sciences Research, National Institutes of Health

There is a growing interest in diversifying research funding, and a variety of funders offer investigators an opportunity to expand and diversify their funding to support their research programs. This panel will include staff from several organizations and will briefly share information about their organization, including current funding priorities and funding diversity, equity, and inclusion research programs. An overview of the numerous funding mechanisms offered by each organization will be shared. The panelists will briefly describe their organization's application, review, and fund disbursement process. Panelists will also share how researchers can build long-term relationships with their organization. There will be time for questions and answers, and attendees will have a chance to briefly meet with each organization's representative. For any specific project or related questions, attendees will be asked to schedule a follow-up meeting with the representative to allow for all attendees a chance to network with panelists.

Information about the Spencer Foundation will be provided to attendees <https://www.spencer.org/>

The session does not offer continuing education credits.

Symposium 13:

From Uncertainty to Understanding—prognoses, Progress, and Multi-morbidity in Functional Seizures to Advance Clinical Science and Compassionate, Patient-centered Care

FRIDAY

CHAIRS:

Miranda R. Schaffer, M.S., Eastern Michigan University
Najda Robinson-Mayer, MSW, Department of Neurology and Department of Social Work, University of Michigan, Ann Arbor

DISCUSSANT:

Elissa Patterson, Ph.D., Department of Psychiatry, Neurology, University of Michigan, Ann Arbor

Basic level of familiarity with the material

Primary Category: Adult- Health Psychology / Behavioral Medicine

Key Words: *Comorbidity, Evidence-Based Practice, Underserved Populations*

Real-world Change in Seizure Frequency During and After Neurobehavioral Therapy for Functional Seizures

Nicholas J. Beimer, M.D., Department of Neurology, University of Michigan, Ann Arbor

Najda Robinson-Mayer, MSW, Department of Neurology and Department of Social Work, University of Michigan, Ann Arbor

Elissa Patterson, Ph.D., Department of Psychiatry, Neurology, University of Michigan,

Ann Arbor

Gerald Scott Winder, M.D., Henry Ford Health

Wesley Kerr, M.D., Ph.D., Department of Neurology, University of Pittsburgh

Latent Classes of Clinical Presentations Among Patients with Functional Seizures

Joseph Tu, M.S., Eastern Colorado Healthcare System

Similar Elevated Mortality Rate in Patients with Functional Seizures, Epilepsy, and Both

Wesley Kerr, M.D., Ph.D., Department of Neurology, University of Pittsburgh

Katherine McFarlane, M.S., University of Pittsburgh School of Medicine

Alex Israel, M.D., University of Pittsburgh School of Medicine

Danielle Cams, Psy.D., University of Pittsburgh School of Medicine

Lianne Vighetti, MSW, University of Pittsburgh School of Medicine

Stephen Koscumbs, B.S., University of Pittsburgh School of Medicine

Zongqi Xia, M.D., Ph.D., University of Pittsburgh School of Medicine



Celestin A, Level 3

Addictive Behaviors SIG

2025 Addictive Behaviors SIG Meeting Agenda 25 mins: Networking and Poster Presentations 15 mins: State of the SIG-Annual Report Financial and membership report Passing of the membership/dues envelope Announcements from members 10 mins: SIG Award Recognition Student travel award Alan Marlatt Memorial Midcareer Research Award Lifetime Career Award and Presentation 30 mins: Lifetime Career Award Presentation 10 mins: Closing Comments from Membership Adjourn



Imperial 9, Level 4

Asian American Issues in Behavior Therapy and Research SIG

We provide a welcoming professional space for those who identify as Asian, South Asian, Asian American, Native Hawaiian, and/or Pacific Islander (AANHPI) and seek to connect with others of AANHPI origins. We also welcome individuals who are interested in supporting, studying, and advocating for the mental health needs of AANHPI populations. In this meeting, we will have distinguished AANHPI leaders in the field share their journeys and insights, announce inaugural SIG student poster award, and have discussions around developing new positions within the SIG. Together, we will process the professional and mental health impact of the current social environment for our AANHPI communities. We will also provide time for members to socialize and discuss research collaboration opportunities.

1:15 p.m. – 2:45 p.m.



Empire A, Level 2

Autism Spectrum and Developmental Disabilities (AS/DD) SIG

"We will review progress towards SIG initiatives, introduce our 2026 Co-Chair Elect, and recognize award recipients. We will conclude with a keynote presentation co-presented by an academic researcher and a community self-advocate, sharing the practical, ethical, and scientific benefits of authentic partnership and offering strategies for bridging gaps between research and lived experience. Keynote Speakers: Laura Grofer Klinger, Ph.D. (she/her) Executive Director, UNC TEACCH Autism Program Professor, Department of Psychiatry University of North Carolina at Chapel Hill TBN Community Partner Autistic Adults and Other Stakeholders Engage Together (AASET)"

1:15 p.m. – 2:45 p.m.



Empire D, Level 2

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.

1:15 p.m. – 2:45 p.m.



Empire C, Level 2

FRIDAY

Child and Adolescent Anxiety SIG

At this year's meeting of the Child and Adolescent Anxiety SIG, we will connect around shared interests in advancing research, clinical practice, and training related to youth anxiety. The agenda will include brief updates on ongoing initiatives, opportunities for collaboration, and a moderated discussion on emerging trends and pressing issues in the field. We'll also welcome new members and share ways to get more involved in the SIGs work throughout the year.

1:15 p.m. – 2:15 p.m.



Imperial 10, Level 4

Child and Adolescent Depression SIG

Guest speaker presentation, reviewing SIG updates, time for collaboration and networking opportunities

1:15 p.m. – 2:15 p.m.



Strand 7, Level 2

Clinical Psychological Science SIG

"SIG Mission Dues Meet the team SIG events at ABCT Update from SSCP Planning for next year / socializing"

1:15 p.m. – 2:45 p.m.



Celestin B, Level 3

Clinical Psychology at Liberal Arts Colleges SIG

Our SIG is devoted to developing community and sharing resources among clinical psychology faculty, prospective faculty, and current and former students of liberal arts colleges. Meeting activities will include a review of SIG business, introduction of new officers, call for nominations, planning SIG activities for 2026, and presentation of our Student Poster Award.

1:15 p.m. – 2:45 p.m.



Celestin C, Level 3

Clinical Research Methods and Statistics SIG

Join us for the Clinical Research Methods and Statistics SIG annual meeting to learn about advanced methods, workshop opportunities, and engage with leaders in the field. Open to all methods enthusiasts"whether you're seasoned or simply curious"we welcome you! We aim to improve clinical research and practice through the application and dissemination of advanced research methods, both for the advancement of assessment and treatment as well as helping to connect advanced research and clinical practice. Our meeting will introduce SIG leaders, provide business updates, present poster award, and we will hear from our distinguished speaker, an expert in network analysis and dynamic systems modeling.

1:15 p.m. – 2:15 p.m.



Celestin G, Level 3

Cognitive Therapy SIG

We will review efforts and advances in Cognitive Therapy, dissemination of new research, introduce new members, review posters, discuss mentorship opportunities, and hear from an invited a guest speaker to address the group, etc.. All are welcome even if you're not a member.

1:15 p.m. – 2:45 p.m.



Celestin H, Level 3

Eating Disorders and Eating Behaviors SIG

The SIG meeting will start with a welcome and review of the last year's progress, followed by paper talks from our Graduate Student Research Award and Diversity research Award winners. We will conclude with a networking activity to help connect SIG members together and generate ideas for future SIG content throughout the year.

FRIDAY

 1:15 p.m. – 2:15 p.m.


Strand 10 A&B, Level 2
Intimate Relationships Research & Treatment SIG

“At this meeting we will welcome new members; announce graduate student research award recipients; discuss content of future newsletters; elect new officers; obtain dues payments; provide briefs on activities of subcommittees; discuss the SIG’s role in the larger ABCT organization; and discuss salient, novel relationship research and intervention issues related to theory, methodology, statistics, grant funding, and public policy.”

 1:15 p.m. – 2:45 p.m.


Strand 11A&B, Level 2
Jewish Issues in Cognitive Behavioral Research and Practice SIG

“Tentative plan: 1. Panel Discussion 2. Business Meeting”

 1:15 p.m. – 2:45 p.m.


Strand 12 A&B, Level 2
Parenting and Families SIG

The highlight of this meeting will be recognizing the contributions of our 2025 Trailblazer Award Winner, Cheryl McNeil, PhD. Dr. McNeil is a pioneering researcher, academic mentor, author, clinician, lecturer, and trainer in clinical child psychology with special focus on Parent-Child Interaction Therapy (PCIT). The meeting will also include

a presentation from our Student Research Award winner, an annual review of SIG accomplishments, and SIG elections.

1:15 p.m. – 2:15 p.m.



Strand 13A&B, Level 2

Personality and Personality Disorders SIG

We will review members' accomplishments over the year, present awards, and discuss member priorities, including how to continue growing membership and advocating for personality/personality disorder research.

1:15 p.m. – 2:45 p.m.



Bolden 5, Level 2

Psychosis and Schizophrenia Spectrum (PASS) SIG

The Psychosis and Schizophrenia Spectrum SIG will meet to celebrate this year's Trailblazer and BIPOC/Lived Experience Scholarship Winner (both to be announced). Both of these winners will give a talk at the meeting. The SIG chair and leadership will also guide the SIG through discussion around major updates in the SIG and field related to advocacy, clinical work, and science. The SIG will vote on new leadership.

1:15 p.m. – 2:15 p.m.



Bolden 6, Level 2

Research In Clinical Practice SIG

Following a bit of SIG business, Jacqueline Persons, the Chair, will give a brief presentation on the topic, Research Studies You Can Publish Using Data You Collect During Routine Outcome Monitoring and invite discussion of this topic from meeting attendees. Please attend if you are interested in our SIG even if you are not a member as yet.

 1:15 p.m. – 2:15 p.m.

**Foster 1, Level 2**

Technology and Behavior Change SIG

 1:15 p.m. – 2:45 p.m.

**Empire B, Level 2**

Tic and Obsessive-Compulsive Related Disorders SIG

The Tic and OCRD SIG meeting will showcase research presentations from SIG members and a “poster blitz” from the SIG Poster Expo presenters. Additionally, we’ll share updates on our new leadership structure, welcome new members, and share lab updates, with dedicated time for networking and mingling.

 1:45 p.m. – 2:45 p.m.

**Bolden 4, Level 2**

Women’s Issues in Behavioral Therapy

The Women’s SIG will have a research presentation 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!

Earn 1.5 continuing education credits

Strand 10A&B, Level 2

Mini Workshop 5

CBT for What Matters Most: Using Science-based Strategies to Support Our Clients, Our- selves, and Each Other as We Work Towards a More Inclusive & Just World

FRIDAY

*Dara G. Friedman-Wheeler, Ph.D., Johns Hopkins University School of
Medicine*

Jamie Bodenlos, Ph.D., Hobart and William Smith Colleges

All levels of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Self-Help*

In this workshop, we will discuss how to apply CBT and other evidence-based strategies to our activism and advocacy work within and beyond the field of clinical psychology, in order to maximize our effectiveness, increase our own resilience, and support our communities. From increasing inclusivity in all spheres of our work to advocating for our field, our clients, and all those experiencing oppression, we will discuss how the consistent use of the strategies we know can help us to maintain equilibrium while fighting the battles that are most important to us. We will further discuss how to use our knowledge to support colleagues, clients, trainees, and students, in pursuing their valued directions. The strategies themselves (including values clarification, compassion practice, cognitive restructuring, and intentional communication) will be familiar to many ABCT attendees; we will review the importance ~ and challenges ~ of implementing them ourselves in our

daily lives, particularly in the current global context(s), with goals of decreasing symptoms of burnout and maintaining motivation and energy as we work on issues that affect us deeply. This workshop will be beneficial to people at all levels of activism or advocacy, whether just getting started or more experienced. Through group work and activities, attendees will learn and practice ways to maximize the impact of their work by applying CBT and related strategies – and to help others to do so as well.

Recommended Reading 1: Friedman-Wheeler, D. G. & Bodenlos, J. S. (2017). On becoming an activist: Tips from cognitive behavior therapy. *The Behavior Therapist*, 40(6), 208-211. https://services.abct.org/i4a/doclibrary/index.cfm?category_id=20

Recommended Reading 2: Gorski, P. C. (2018). Fighting racism, battling burnout: causes of activist burnout in US racial justice activists. *Ethnic and Racial Studies*, 42(5), 667–687. <https://doi.org/10.1080/01419870.2018.1439981>

Recommended Reading 3: Bartels, M. (2024, November). Election grief is real. Here's how to cope. *Scientific American*, <https://www.scientificamerican.com/article/election-grief-is-real-heres-how-to-cope/>

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

- Apply cognitive-behavioral and related strategies to their work in promoting inclusive therapy practices and in making positive social change in and beyond the field of psychology.
- Conduct their “change work” from a place of increased intentionality and meaning.
- Share strategies for staying healthy while doing activism and advocacy with colleagues, clients, and students who are also engaged in social change work.

Earn 1.5 continuing education credits

Strand 11A&B, Level 2

Mini Workshop 6

Eating Disorder Therapy for All Bodies: Bridging the Inclusivity Gap with CBT-WI

FRIDAY

Lauren S. Muhlheim, Psy.D., Eating Disorder Therapy LA
Jennifer Averyt, ABPP, Ph.D., US Department of Veteran Affairs, Phoenix
Shannon Patterson, Ph.D., Shannon Patterson, Ph.D. LLC
Carolyn B. Becker, Ph.D., Trinity University

Basic to Moderate level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Stigma, Bulimia, Obesity*

Although CBT is a criterion standard eating disorder (ED) treatment for individuals in larger bodies (Ralph et al., 2022), existing protocols perpetuate weight stigma and harm by emphasizing a “healthy weight range,” recommending weight loss, and promoting “binge-proof dieting.” Further, they ignore the role of oppression, trauma, and the social determinants of health in the development and maintenance of EDs. Consistent with other sub-fields of CBT, the ED CBT field has acknowledged that we may unintentionally inflict harm on marginalized people (e.g., Levinson et al., 2023). Many providers and social justice activists reject CBT for EDs in favor of more inclusive approaches. Without modification to CBT for EDs to minimize harm and increase inclusivity, it risks becoming seriously underutilized. Evidence-based practice acknowledges the need for clinicians to modify a treatment approach when it has utility but does not seem adequate for the particular patient, problem, and context (Morales & Norcross, 2010). Despite the vocalized limitations of CBT for EDs when treating size-diverse individuals (Millner & Muhlheim, 2021), no formal adaptations exist to address treatment components that perpetuate weight stigma and cause iatrogenic harm. We’ve adapted CBT to provide a weight-inclusive approach (CBT-WI) that promotes personalized treatment for culturally diverse patients across the size spectrum. CBT-WI adaptations include removing recommended weight loss

and collaborative weighing, modifying the case formulation, and using alternative body image interventions. In personalized psychoeducation, further attention is placed on social determinants of health, self-compassion, harm reduction, BMI limitations, and weight suppression. CBT-WI addresses undereating while acknowledging weight stigma's impact on dietary restriction. Values and justice-based exposures are used to minimize harm to patients with marginalized identities, with resources and examples for more diverse bodies. CBT-WI also encourages building a body-accepting community and self-advocacy.

Recommended Reading 1: Byrne, S. M., & Fursland, A. (2024). New understandings meet old treatments: putting a contemporary face on established protocols. *Journal of eating disorders*, 12(1), 26. <https://doi.org/10.1186/s40337-024-00983-4>

Recommended Reading 2: McEntee, M. L., Philip, S. R., & Phelan, S. M. (2023). Dismantling weight stigma in eating disorder treatment: Next steps for the field. *Frontiers in psychiatry*, 14, 1157594.

Recommended Reading 3: Millner, R. and Muhlheim, L. (2021) Anti-fat bias in evidence-based psychotherapies for eating disorders book. Can they be adapted to address the harm? In *Weight Bias in Health Education*: Routledge.

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

- Identify 3 aspects of CBT for eating disorders that may be stigmatizing and not inclusive for people in all bodies.
- Explain 2 modifications to the cognitive model to align with a weight-inclusive and social justice-oriented approach.
- Discuss 3 modifications to body image interventions to increase inclusivity.
- Describe 3 new components of treatment that address self-compassion, self-advocacy, and building a body-accepting community.

Earn 1.5 continuing education credits

Strand 12A&B, Level 2

Mini Workshop 7

FRIDAY

Embracing Dialectics 'til the End - Live Demonstration of Effective Termination Strategies in DBT for Adolescents

Stephanie Haft, Ph.D., University of California San Francisco

Ashley Maliken, Ph.D., Portland DBT Institute

Alison M. Yeager, Psy.D., McLean Hospital

*Aditi Vijay, Ph.D., Department of Advanced Studies in Psychology, Kean
University*

*Esme A. Shaller, Ph.D., Department of Psychiatry and Behavioral Sciences,
University of California, San Francisco*

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - CBT

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

If only therapy could last forever! Unfortunately (or fortunately, depending on the week), every DBT treatment relationship must come to an end. Ending treatment in Dialectical Behavior Therapy (DBT) with skill is as critical as starting it, yet many clinicians struggle with navigating termination effectively—especially with adolescents in DBT, who may have heightened rejection sensitivity or fears of abandonment. Termination is not just a necessary step; it's an intervention in itself, reinforcing hard-earned skills, fostering independence, and honoring the therapeutic relationship while ensuring a structured and intentional goodbye. This interactive workshop will break down the key elements of effective termination in DBT, including assessing readiness to end Stage 1 treatment, addressing both client and therapist reactions, and using DBT-specific strategies—such as validation, dialectical approaches, and behaviorally based interventions—to support the

transition. We will explore common challenges, including emotional reactions, behavior bursts, and logistical concerns, while modeling how to structure final sessions to consolidate treatment gains and support relapse prevention. Through live, unscripted role plays of termination discussions at different points in treatment, we will demonstrate practical strategies for helping youth and families “check the facts” on fears surrounding termination, balancing the meaningful therapeutic relationship with the reality of ending treatment, and integrating closure rituals—such as a phone number “blocking ceremony” or a structured review of progress. Along the way, we will highlight essential techniques for managing emotions during termination, both for clients and therapists (because saying “bye-bye” isn’t always easy!). By the end of this workshop, participants will be able to identify indicators of readiness for termination, apply skills to navigate emotional reactions, and structure final sessions effectively to support a successful transition. Ample time will be provided for discussion and Q&A.

Recommended Reading 1: Norcross, J. C., Zimmerman, B. E., Greenberg, R. P., & Swift, J. K. (2017). Do all therapists do that when saying goodbye? A study of commonalities in termination behaviors. *Psychotherapy*, 54(1), 66.

Recommended Reading 2: Conley, C. (2024). Lingerin... When it may be time to say good-bye in DBT: Preventing harm in DBT treatment. *DBT Bulletin*, 8(2), 4–7. https://static1.squarespace.com/static/62e933212ea2a15419c196cd/t/6734f14b7772691922ac85bd/1731522891822/DBTBulletin_V8_I2.pdf

Recommended Reading 3: Barnett, J. E., Knapp, S., Handelsman, M. M., & Kastenber, J. E. (2024). Key issues and recommendations for ethical and effective endings in psychotherapy. *Professional Psychology: Research and Practice*, 55(2), 129.

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

- Identify 3 indicators that signal a client’s readiness for termination from DBT.
- Describe 3 strategies to manage both client and therapist emotions during termination discussions.
- Name two effective components to include in structuring the final sessions of DBT.

Earn 1.5 continuing education credits

Strand 13A&B, Level 2

Mini Workshop 8

Empowering Gender-diverse Youth: Advanced Exposure Therapy Techniques for Social Anxiety

FRIDAY

Zuzanna K. Wojcieszak, Ph.D., University of Colorado, School of Medicine/
Children's Hospital Colorado
Marissa A. Nunes-Moreno, Ph.D., Children's Hospital Colorado

Moderate level of familiarity with the material

Primary Category: LGBTQ+

Key Words: *Social Anxiety, LGBTQ+, Exposure*

Cognitive Behavioral Therapy (CBT) with exposure is widely recognized as the gold standard treatment for anxiety disorders. However, there is limited research on adaptations of CBT for social anxiety that are culturally responsive to the unique needs of gender-diverse youth (GDY). Given the current political climate in the United States where GDY are targeted in anti-trans legislation, the experiences of gender dysphoria, gender minority stress, and social anxiety among GDY will increase. Consequently, there will be a greater need for exposure therapy practitioners to enhance their cultural sensitivity and consideration of factors related to gender dysphoria. In this workshop, we highlight assessment and intervention strategies for applying exposure therapy to support GDY experiencing social anxiety and gender dysphoria. To provide gender-affirming CBT for anxiety, practitioners need to have an understanding of the gender dysphoria and gender minority stress, as well as factors contributing to the onset and maintenance of social anxiety, such as the cycle of avoidance. A great deal of nuance is required when assessing whether social anxiety is “out of proportion to the actual threat posed by the social situation and to the sociocultural context” (DSM-5-TR criterion B). Additionally, we aim to address how the experiences of gender dysphoria and internalized transphobia compound the distress felt

by GDY in social situations. We also encourage recognition of gender euphoria and adapting the exposure framework to not only increase distress tolerance but also enhance the feelings of self-efficacy and empower youth to seek out affirming experiences. Adaptations to CBT such as de-emphasizing cognitive restructuring around experiences of microaggressions and discrimination, and instead focusing on tools for managing genuine fears will be discussed, along with acceptance-based approaches, distress tolerance and values-oriented action.

Recommended Reading 1: Busa, S., Wernick, J., Kellerman, J., Glaeser, E., McGregor, K., Wu, J., & Janssen, A. (2022). A Descriptive Case Study of a Cognitive Behavioral Therapy Group Intervention Adaptation for Transgender Youth With Social Anxiety Disorder. *The Behavior therapist*, 45(4), 135.

Recommended Reading 2: Hunter, J., Butler, C., & Cooper, K. (2021). Gender minority stress in trans and gender diverse adolescents and young people. *Clinical child psychology and psychiatry*, 26(4), 1182-1195. Hidalgo, M. A., Petras, H., Chen, D., & Chodzen, G. (2019). The Gender Minority Stress and Resilience Measure: Psychometric Validity of an Adolescent Extension. *Clinical practice in pediatric psychology*, 7(3), 278.

Recommended Reading 3: Chodzen, G., Hidalgo, M. A., Chen, D., & Garofalo, R. (2019). Minority stress factors associated with depression and anxiety among transgender and gender-nonconforming youth. *Journal of Adolescent Health*, 64(4), 467-471. Leitch, J., Nguyen, V., & Potter, S. (2024). Beyond dysphoria and stress: a theory of gender euphoria and gender fulfillment. *International Journal of Transgender Health*, 1-14.

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

- Explain the gender minority stress model and its application to social anxiety and gender dysphoria among GDY.
- Identify culturally sensitive treatment goals and exposure targets that help youth to experience feelings of affirmation and gender euphoria.
- Enhance confidence in adopting practical strategies for managing social anxiety and gender dysphoria through exposure interventions while maintaining patient safety and sense of self-determination.

Long-term goals:

- Increase the number of practitioners able to engage in culturally sensitive exposure-based treatment for social anxiety among GDY.
- Foster supportive and therapeutic environments through engaging collaboratively with gender-diverse patients by balancing clinical judgment (e.g., avoidance, safety behaviors) and validation of GDY's lived experiences.

Earn 1.5 continuing education credits

Foster 1, Level 2

Research & Professional Development 2

FRIDAY

Strategies for Effective Clinical Research: Spotlight on Mechanistic and Team Science Approaches

PANELISTS:

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

Jeffrey L. Birk, Ph.D., Columbia University Medical Center

Jasper A.J. Smits, Ph.D., The University of Texas at Austin

Moderate level of familiarity with the material

Primary Category: Research Methods and Statistics

Key Words: *Research Methods, Treatment Development, Clinical Trial*

Behavioral interventions are among the first-line therapies for improving mental health and health behaviors. Despite their success, these interventions' effects can be limited, difficult to replicate, and hard to maintain. To develop and deliver efficacious, scalable, and accessible interventions, it is essential to understand why they work or fail. This requires a rigorous, transparent, and cumulative science focused on the mechanisms of behavior change throughout the behavioral intervention development process. The Mechanistic Behavioral Research Consortium (MBRC) and the Exposure Therapy Consortium (ETC) are international collaborations of researchers working to enhance the ease and scope of replicable mechanistic investigations of behavior change. Both consortia emphasize a team approach, involving researchers from diverse labs, institutions, cultures, and countries. The goal is to facilitate replicable research by pooling resources, reducing study burden, and increasing the size and representativeness of study samples. This workshop will introduce the team science efforts and methods of the NIH-funded Science of Behavior Change (SOBC) program, which promotes an experimental medicine approach to study the mechanisms underlying behavioral interventions to bolster intervention efficacy, promote a cumulative science, and improve theory refinement. Attendees will learn about the SOBC approach as well as the strategies and benefits of team science, including joining the MBRC or ETC to facilitate their research productivity. Attendees will gain

hands-on knowledge in the use of SOBC resources designed to facilitate mechanism-focused behavior-change research.

Recommended Reading 1: Website Resources NIH Science of Behavior Change (SOBC): <https://commonfund.nih.gov/behaviorchange> The Mechanistic Behavioral Research Consortium (MBRC): <https://www.mbrc-sobc.org/> The Exposure Therapy Consortium (ETC): <https://www.exposuretherapyinfo.org/> Checklist for Investigating Mechanisms in Mechanistic Behavior-change Research (CLIMBR): <https://scienceofbehaviorchange.org/climbr-tool/>

Recommended Reading 2: Birk JL, Otto MW, Cornelius T, Poldrack RA, Edmondson D. Improving the Rigor of Mechanistic Behavioral Science: The Introduction of the Checklist for Investigating Mechanisms in Behavior-Change Research (CLIMBR). *Behav Ther.* 2023 Jul;54(4):708-713. doi: 10.1016/j.beth.2022.12.008. Epub 2022 Dec 23. PMID: 37330259; PMCID: PMC10279971.

Recommended Reading 3: Stoeckel LE, Hunter C, Onken L, Green P, Nielsen L, Aklon WM, Simmons JM. The NIH Science of Behavior Change Program: Looking Toward the Future. *Behav Ther.* 2023 Jul;54(4):714-718. doi: 10.1016/j.beth.2023.03.006. Epub 2023 Mar 30. PMID: 37330260; PMCID: PMC10331559.

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

- Identify the elements of state-of-the-art mechanistic behavioral research.
- Know and utilize the resources provided by the NIH SOBC program.
- Identify the advantages and strategies of team science approaches to mechanistic research.
- Aptly understand and utilize the NIH Stage Model.
- Use the Checklist for Investigating Mechanisms in Behavior-Change Research (CLIMBR) In planning and reporting mechanistic research.

Earn 1.5 continuing education credits

Imperial 11, Level 4

FRIDAY

Clinical Round Table 1

Enhancing Caregiver Skills and Support in Acute Care Treatment Settings

MODERATOR:

Stephanie N. Rohrig, Ph.D., Weill Cornell Medicine

PANELISTS:

Shira Ritholtz, Ph.D., Weill Cornell Medicine

Arielle F. Casasnovas, Ph.D., Weill Cornell Medicine

Lauren E. Webb, Ph.D., Weill Cornell Medicine

Nicholas C. Crimarco, Ph.D., Columbia University Irving Medical Center

Adriana Rego, M.D., Columbia University Medical Center

Paul Sullivan, Ph.D., Bellevue Hospital/NYU

Primary Category: Parenting / Families

Key Words: *Parenting, Adolescents, Families*

Youth are presenting to psychiatric acute care settings at an increasing rate. Emotional and behavioral problems, including school avoidance, digital overuse, substance use, oppositionality, self-harm and suicidality impact the entire family system. In an unprecedented advisory in 2024, the Surgeon General issued a statement about the stress many caregivers are currently experiencing due to their child's mental health crises. Although many externalizing and internalizing disorders are effectively treated via caregiver skill building programs, services for caregivers are often overlooked in acute care settings. Thus, it is imperative acute care clinician are equipped to implement and focus on increasing caregiver self-efficacy via a transdiagnostic skills-based approach. This clinical round table will feature six expert panelists, all of whom work in acute care settings, including inpatient hospital units, partial hospitalization programs, and intensive outpatient treatment programs. These panelists will review the rationale, procedures, and feasibility of implementing caregiver services for diverse diagnostic presentations and cultural backgrounds. Panelists will speak to transdiagnostic parent skills such as crisis de-escalation, reduction of over-accommodation, emotional validation, and parent coping. They will reference the relevant research and discuss adaptations specific to acute care. This group of clinicians,

who have each developed innovative caregiver interventions, will provide actionable guidance on how to develop and disseminate evidence-based caregiver skill programs in acute care settings, and will review special considerations, including how to increase accessibility for all families.

Earn 1.5 continuing education credits

Celestin H, Level 3

Clinical Round Table 3

Asian Americans with Serious Mental Illness: Cultural Considerations for Case Conceptualization and Treatment in the Inpatient Context

Flora Ma, Ph.D., Stanford School of Medicine
Nadine A. Chang, Ph.D., Gracie Square Hospital

Primary Category: Multicultural Psychology

Key Words: *Case Conceptualization / Formulation, Asian Americans, Schizophrenia*

Asian Americans and Pacific Islanders (AAPIs) are the fastest growing population in the US, with over 88% growth over the past 20 years (Pew Research Center, 2021). It is well-documented that this group also experiences significant disparities in accessing mental health services, demonstrating some of the highest rates of underutilization across all ethnic and racial groups (SAMHSA, 2020). Serious mental illness (SMI) adds another, complicated layer to already marginalized AAPI communities. Those requiring inpatient hospitalization face multiple barriers to effective treatments, given the short length of stay with the main goal of stabilization of symptoms. With any minoritized population, cultural factors can impact the effective communication of individuals' own experiences and symptom presentation, and within AAPI beliefs and value systems, issues such as stigma, acculturation, and limited mental health literacy may further impact treatment. Thus, it is crucial for the interdisciplinary hospital team to better conceptualize and tailor individualized treatments for AAPIs with SMI in acute distress. The goals of this clinical roundtable are to describe cultural factors impacting case conceptualization for inclusive affirming therapies and to discuss cultural adaptations for Cognitive Behavioral Therapy (CBT) in the inpatient context. Considerations for supervision of brief psychotherapy for AAPIs with SMI will also be discussed. Several case examples will be used to illustrate strategies to adapt CBT interventions to AAPIs with SMI in the inpatient setting. Finally, while this model is designed for AAPI populations, we will frame it as a broader concept that can

be utilized for other cultural and ethnic minority populations, thereby emphasizing that inpatient units across the country may utilize this concept for treatment of their diverse populations in various settings.

3:00 p.m. – 4:30 p.m.

Earn 1.5 continuing education credits

Empire D, Level 2

Clinical Round Table 4

Augmenting CBT with Psychedelics

MODERATOR:

Brian Pilecki, Ph.D., Portland Psychotherapy; Portland Institute for Psychedelic Science

PANELISTS:

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

Chandra E. Khalifian, Ph.D., University of California, San Diego and Veterans Affairs San Diego Healthcare System

Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

Marc J. Weintraub, Ph.D., UCLA Semel Institute

Rachel Lynn Golden, Ph.D., Golden Psychology

Primary Category: Treatment - CBT

Key Words: *Treatment, Treatment Development*

Recent clinical trials of psychedelic-assisted therapy (PAT) demonstrate promising results for various mental health conditions, yet questions remain about optimizing the therapy components of these novel treatments. This Clinical Round Table brings together researchers and clinicians to examine how psychedelic substances can be effectively integrated into CBT to enhance outcomes. Panelists will first present the basic model of PAT and emerging evidence supporting CBT-informed approaches, highlighting the unique social and relational learning potential of psychedelic medicines. The discussion will then focus on several specific applications: social anxiety, depression, trauma, and couples therapy. For social anxiety, speakers will describe an iterative treatment development process that evolved from nondirective to CBT-informed approaches, including specific adaptations for preparation, dosing sessions, and integration work. For depression, panelists will

discuss how CBT has been used to enhance psilocybin-assisted therapy protocols to treat depressive symptoms and improve psychosocial functioning. For trauma, panelists will discuss how CPT and ketamine-assisted psychotherapy can be successfully incorporated in trauma groups to improve learning of DBT and CPT skills. Finally, for couples therapy, panelists will explore how CBT mechanisms of relationship distress can be addressed through PAT, including assessment strategies, dyadic dosing considerations, and integration methods. Throughout the discussion, emphasis will be placed on practical clinical considerations, case examples, and future directions for research and practice. Special emphasis will be placed on working with diverse clients and tailoring CBT-informed psychedelic-assisted therapy to meet the unique needs of individuals from different cultural backgrounds, gender and sexual identities, and clinical presentations. Audience participation will be encouraged to explore challenges and opportunities in combining these therapeutic approaches.

Earn 1.5 continuing education credits

Bolden 4, Level 2

Clinical Round Table 5

Comorbid OCD+PTSD: Conceptualization and Treatment Recommendations for Exposure Therapy

MODERATOR:

Andrew M. Sherrill, Ph.D., Emory University

PANELISTS:

Jessica Goodnight, Ph.D., Anxiety and Trauma Clinic of Atlanta

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

Caitlin M. Pinciotti, Ph.D., Baylor College of Medicine

Nathaniel Van Kirk, Ph.D., OCD Institute, McLean Hospital

Carly Yasinski, Ph.D., Emory University School of Medicine

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: *ERP (Exposure and Response Prevention), Prolonged Exposure, OCD (Obsessive Compulsive Disorder)*

Obsessive-compulsive disorder (OCD) and posttraumatic stress disorder (PTSD) frequently co-occur, presenting unique challenges in conceptualization and treatment. While both disorders involve maladaptive avoidance and distress intolerance, their symptom structures differ, and their comorbidity is associated with greater severity and poorer treatment response. Recent research supports an integrated approach for OCD+PTSD by combining disorder-specific exposure-based interventions, namely exposure and response prevention (ERP) and prolonged exposure (PE). This clinical round table will bring together six clinical psychologists with extensive clinical, research, and educational experience in OCD, PTSD, and exposure therapy. Presenters have experience with children and adults with OCD+PTSD in range of settings including private practice, academic medical centers, and veterans affairs. A moderated discussion will present the audience with recent

empirical evidence related to exposure therapy for OCD+PTSD including findings on mechanisms of change, predictors of treatment response, and how to combine elements from ERP and PE. The presenters will translate empirical research into actionable clinical recommendations and identify gaps in the literature that warrant further investigation. Strategies will be reviewed to maintain treatment fidelity while practicing flexible and identity-affirming care, particularly with patients from marginalized groups (e.g., racial, ethnic, gender, sexuality, and religious groups). Opportunities to innovate within both the clinic and research lab will be highlighted. The final portion of the clinical round table will include presenters offering live consultation on real-world cases offered by the audience, allowing attendees to engage with experts and refine their clinical decision-making. All discussions will emphasize considerations for diverse and underrepresented populations, including groups more vulnerable to trauma exposure. By bridging the latest research and practice, the clinical round table will offer clinicians practical tools to improve patient outcomes and enhance the implementation of exposure-based interventions in a wide range of settings and patient populations.

Earn 1.5 continuing education credits

Celestin G, Level 3

Clinical Round Table 6

Balancing Fidelity and Fit: Understanding Adaptations of Dialectical Behavioral Therapy for Marginalized Individuals

MODERATORS:

Ramya Ramadurai, M.A., Mclean Hospital/Harvard Medical School

Linda Dimeff, Ph.D., Portland DBT Institute

PANELISTS:

Maria C. Alba, Psy.D., Montefiore Medical Center

William M. Buerger, Psy.D., Montefiore Medical Center

Francesca Kassing, Ph.D., Alliant International University, Fresno

Linda Oshin, Ph.D., Rutgers University

Primary Category: Culture / Ethnicity / Race

Key Words: *Culture, DBT (Dialectical Behavior Therapy), Treatment Development*

The primary goals of this clinical roundtable are to discuss reasons, methods, and effectiveness of Dialectical Behavioral Therapy adaptations for marginalized individuals. DBT is an effective transdiagnostic treatment for emotion dysregulation, self-harm, and suicidality, and has become increasingly widely used. While DBT is thus often delivered to diverse individuals, the “when”, “what”, and “how” of cultural adaptation for DBT are underexplored (Haft et al., 2022) and vary widely in clinical practice. These variations highlight considerations in the application of DBT for marginalized people, including whether to: adopt DBT as is or develop adaptations, conduct pilot testing or engage in large-scale dissemination, and adapt an intervention proactively or reactively (Wiltsey-Stirman et al., 2019). Scholars encourage a radical synthesis between each of these binary choices to develop treatment interventions that are both culturally relevant and clinically meaningful (Koerner et al., 2007). While cultural adaptation is recommended when contextual factors influence symptoms or treatment effectiveness, DBT inherently possesses

several elements which position it as particularly useful when approaching experiences of systemic oppression (Oshin & Rizvi, 2025). With the goal of delivering the most effective treatment to those experiencing complex environmental invalidation, we will explore how to recognize variables that would necessitate adaptation, leverage frameworks to develop targeted adaptations, and prioritize maintaining the “active components” of DBT. Our five presenters will turn to evidence from their mixed-methods, community-based, technology-enabled, or controlled research testing the effectiveness of culturally-adapted DBT to answer these questions. As each presenter has culturally adapted variations in DBT (e.g., full-model, single-session, group) they will discuss 1) approaches and feasibility of approaches to adaptation 2) components of DBT intentionally preserved, and 3) methods used to measure effectiveness of adaptation. Presenters will integrate their clinical expertise and research, exploring the implications of their work for real-world application of DBT with minoritized individuals.

Earn 1.5 continuing education credits

Imperial 12, Level 4

Clinical Round Table 22

Translating Inhibitory Learning Principles into Clinical Practice: Optimizing Exposure Therapy for Eating Disorders

MODERATOR:

Hana F. Zickgraf, Ph.D., Rogers Behavioral Health

PANELISTS:

Jamal H. Essayli, Ph.D., Penn State College of Medicine

Samuel Cares, Ph.D., Rogers Behavioral Health

Nicole Stettler, Ph.D., Rogers Behavioral Health

Cheri A. Levinson, Ph.D., University of Louisville

Martin E. Franklin, Ph.D., Rogers Behavioral Health

Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill

Primary Category: Eating Disorders

Key Words: ERP (*Exposure and Response Prevention*), Eating, Anxiety

The contemporary “inhibitory learning” approach to exposure therapy may optimize treatment outcomes for anxiety disorders relative to traditional habituation-based approaches (Abramowitz, 2019; Craske et al., 2008; Deacon et al., 2013; Kennedy & Hawks, 2021) and has the potential to enhance the effectiveness of exposure therapy for eating disorders (Schaumburg et al., 2021). However, limited practical guidance exists on distinguishing this approach from habituation-based methods, and implementing this shift toward inhibitory learning in real-world clinical settings. This clinical round table brings together experts who research, teach, supervise, and deliver exposure therapy for eating disorders, anxiety disorders, and obsessive-compulsive disorder (OCD) across diverse treatment settings, including large private health systems, academic medical centers, university-based clinics, and clinical trials. The discussion will focus on the practical shift from habituation-based to inhibitory learning approaches in eating disorder treatment across these settings and multiple levels of care (e.g., outpatient, partial hospitalization,

residential treatment). Panelists will address how this theoretical shift transforms several aspects of clinical practice, including: psychoeducation and treatment rationale, development of exposure lists or “menus,” selection criteria for feared stimuli and situations, decision-making around exposure progression, designing and structuring exposures, implementation of exposure exercises, and post-exposure processing. Eating disorder specialists will share implementation experiences, highlighting benefits, barriers, and comparative advantages over traditional approaches, while OCD and anxiety disorder experts will provide cross-diagnostic perspectives, comparing applications across disorders and identifying transferable techniques. Together, this round table of experts will explore similarities and differences between anxiety and eating disorder exposure applications and identify novel strategies to optimize exposure therapy for eating disorders.

Earn 1.5 continuing education credits

Celestin A, Level 3

Clinical Round Table 10

Leveraging Gender-affirming CBT Against the Impact of Structural Transphobia: Optimizing the Translation of Evidence-based and Ethical Practice in Contexts Restricting Gender-affirming Care

MODERATOR:

Trey V. Dellucci, Ph.D., Indiana University

PANELISTS:

*Ash M. Smith, M.A., Hunter College, City University of
New York*

Allison Peipert, Ph.D., Indiana University

*Cara Herbitter, M.P.H., Ph.D., VA Boston Healthcare
System*

*Diane Chen, Ph.D., Ann & Robert H. Lurie Children's
Hospital of Chicago*

Primary Category: Treatment - CBT

Key Words: *Evidence-Based Practice, Treatment, LGBTQ+*

The primary goals of this clinical roundtable are to discuss the cumulative burden of gender minority stress on transgender and gender diverse (TGD) individuals across the lifespan, and to describe the utility of gender-affirming cognitive-behavioral therapy (CBT) in reducing adverse mental health outcomes among TGD youth and adults who experience minority stressors. TGD populations are at least two times more likely to experience depressive episodes, seriously contemplate suicide, and attempt suicide in the past year compared to their cisgender peers. These mental health disparities are partially attributed to gender minority stress and expected to grow in response to the rapid changes in legisla-

tion affecting TGD individuals. Clinicians are likely to see an increase in the cases of TGD clients experiencing clinical concerns related to structural transphobia. The principles and techniques of CBT are well-suited to target mental health symptoms exacerbated by gender minority stress, including structural transphobia. However, if not delivered within a gender-affirming framework, CBT clinicians may risk invalidating client experiences and reinforcing distress and vulnerability. Leveraging models, research, and clinical experience in the provision of gender-affirming CBT across the lifespan, the panelists will discuss evidence-based implementation of principles and techniques best positioned to address the clinical sequelae of structural transphobia. Discussion of clinical vignettes representing real-world clients with presenting concerns related to structural transphobia will support real-world applications of gender-affirming CBT in the current sociopolitical context. Finally, panelists will discuss the ethical prerogative of clinical psychologists to continue providing gender-affirming therapy in the face of emerging federal policies based on scientifically unjustifiable claims that such care promotes “gender ideology,” exploring potential solutions to care barriers.

Earn 1.5 continuing education credits

Imperial 9, Level 4

Panel Discussion 1

Activating Change in High Conflict Couples: A Transdiagnostic and Transtheoretical Dialogue to Distill Common Factors

MODERATOR:

L. Jasmine Dobbs-Marsh, Psy.D., Stanford University

PANELISTS:

Kayla J. Jimenez, Psy.D., Stanford University

Peter Fraenkel, Ph.D., The City College of New York

Maria M. Rowley, Ph.D., Private Practice

Ethan Hoffmann, Ph.D., Stanford University

Cristin D. Runfola, Ph.D., Stanford University

Louisa Kane, M.A., UNC Chapel Hill

Primary Category: Couples / Close Relationships

Key Words: *Change Process / Mechanisms*

This clinical roundtable focuses on identifying common factors of therapeutic interventions designed to address transdiagnostic emotion dysregulation in high conflict couples from a systems approach. Although research has identified numerous potential ramifications of high conflict in couples, both for the relationship itself and for the individuals involved (e.g. increased risk of divorce, aggressive behavior and intimate partner violence, substance abuse, impairments in physical health, and internalizing and externalizing disorders in children and teens), couples presenting to therapy with issues associated with core emotion dysregulation are often underserved in community-based settings. Multiple evidence-based approaches exist to address the range of diagnostic and behavioral patterns in dysregulated couples, yet treatment exclusion and absence of effective containment remain common. Exclusion from treatment and selection of procedures that do not directly target core emotion dysregulation can keep couples entrenched in escalating interactional patterns. A panel of six clinicians and researchers, each bringing expertise in a variety of presentations (trauma and complex trauma, eating disorders, substance use, borderline

personality disorder, IPV, and suicidal and self-injurious behavior) and theoretical orientations (IBCT, EFT, DBT, CBCT), discuss the integration of evidence-based strategies to facilitate active containment, skills development, redirection, and targeted behavioral change to shift interpersonal patterns. The panelists will discuss both (a) mechanisms through which these interventions target skills deficits for emotionally dysregulated couples and (b) the active therapeutic stance to apply these interventions effectively. This widely experienced panel will reference pertinent clinical literature and draw on examples from clinical practice to highlight integral elements of intervention for high conflict couples and to propose guidelines that will improve access and treatment outcomes.

Earn 1.5 continuing education credits

Celestin C, Level 3

Panel Discussion 2

Advancing Mental Health Equity: Synthesizing Research, Clinical Practice and Community Engage- ment on Delivering Inclusive Affirming Care

MODERATOR:

Wisteria Deng, M.S., Other, Yale University

PANELISTS:

Arielle Keller, Ph.D., University of Connecticut

Mark Chen, Ph.D., Yale University

John Pachankis, Ph.D., Yale University

*Christy L. Oleszki, Ph.D., Yale University School of
Medicine*

Eunice Y. Yuen, M.D., Ph.D., Yale School of Medicine

Aaron Breslow, Ph.D., Albert Einstein College of Medicine

Primary Category: Mental Health Disparities

Key Words: *Treatment/ Program Design, Translational Research, Evidence-Based Practice*

In the ongoing pursuit of mental health equity, clinical researchers and practitioners are working collectively to develop and deliver inclusive, affirming therapies to underserved populations. This panel brings together diverse research perspectives and novel methodological approaches that emphasize the critical role of contextual factors and environmental determinants in mental health. Featuring frontline clinicians, our discussion will address both the challenges and opportunities of providing affirming care in marginalized communities. Panelists will share their distinct approaches to improving inclusive therapeutic outcomes, drawing from expertise across multiple disciplines: basic cognitive neuroscience (Dr. Arielle Keller), affective science (Dr. Mark Chen), public health (Dr. John Pachankis), community family psychiatry (Dr. Eunice Y. Yuen), gender-affirming healthcare (Dr. Christy Oleszki) and health equity research (Dr. Aaron S. Breslow). The

conversation will begin with an exploration of varied experiences in delivering inclusive therapies across different settings – hospitals, community centers, and research trials – and among diverse populations, including gender-expansive youth, LGBTQ+ adults, immigrant children and families. The panel will then introduce innovative approaches to understanding the contextual drivers of health inequity: such as the exposome approach to study environmental exposure, spatial analysis to examine the impact of social contexts, and ecological momentary assessment and large-scale longitudinal study to investigate mental health disparities across timescales. The discussion will also highlight several key collaborations that bridge research efforts, clinical innovations and community engagement. These include clinical trials assessing the efficacy of LGBTQ-affirmative CBT and the development of a novel family-centered intervention tailored to Asian American families. Ultimately, this panel will underscore the pressing need for multidisciplinary partnerships as we navigate the complexities of delivering affirming mental health care together.

Earn 1.5 continuing education credits

Empire A, Level 2

Panel Discussion 3

Addressing Gambling Behaviors and Problems in the Wake of Rapidly Expanding Access: Perspectives from Public and Behavioral Health

MODERATOR:

Joshua B. Grubbs, Ph.D., University of New Mexico

PANELISTS:

Joshua B. Grubbs, Ph.D., University of New Mexico

Shane W. Kraus, Ph.D., University of Nevada, Las Vegas

Jeremiah Weinstock, Ph.D., Saint Louis University

Alexander J. Connolly, M.A., University of New Mexico

Primary Category: Addictive Behaviors

Key Words: *Addictive Behaviors, Public Health, Public Policy*

Gambling access in the U.S. has increased exponentially in the 21st century, with even greater increases since the U.S. Supreme Court paved the way for sports betting legalization in 2018. As of March, 2025, 49 states have some form of legal gambling, 39 states have legal sports wagering, and 33 states have some form of legal online gambling. Not surprisingly, this rapid expansion in gambling access has coincided with evidence of clear increases in gambling-related behaviors and harms in various jurisdictions. In short, consistent with the convention's theme of research at the interplay of public health and behavioral treatment, gambling has garnered increased attention as a challenge to both public and individual health. Even so, research related to the proper assessment, prevention, and treatment of gambling-related problems has failed to keep pace with increased access and harm. Recent research suggests that gambling problems are especially related to comorbid substance use issues, greater suicidality, and a wide range of other psychiatric comorbidities. Yet, treatment research is sorely underdeveloped in this domain. Panelists for this discussion were chosen based on extensive experience working with gambling-re-

lated research, policy, and treatment in a variety of settings and with diverse populations. Initial discussions will focus on the evolution of gambling access and research over the past 15 years, including the rise of both legal and illegal online gambling. Next, consistent with the convention's themes around affirmative therapies, gambling-related problems in special populations (e.g., veterans, emerging adults, minoritized communities) will be considered. This will be followed by discussions of how sports gambling legalization has changed the landscape of gambling behavior and problems since 2018. Finally, we will discuss where cognitive and behavioral treatments have shown the most promise in treating gambling-related problems and how these therapies have been translated to diverse groups. Collectively, this panel will aim to broaden awareness of the intersection of gambling-related problems in various mental health treatment settings, while providing clear insights regarding current and future needs for research.

Earn 1.5 continuing education credits

Bolden 5, Level 2

Panel Discussion 4

Affirmative Therapies Means Psychosis Too: Bridging the Research-practice Gap in Doctoral Training for SMI

MODERATORS:

Katrina S. Rbeiz, M.S., Vanderbilt University
Jordana Zwerling, M.A., St. John's University

PANELISTS:

*Emily Treichler, Ph.D., University of California, San Diego
and Veterans Affairs San Diego Healthcare System*
Samantha Reznik, Ph.D., University of Washington
*Caitriona Tilden, Ph.D., VA Tennessee Valley Healthcare
System*
*Maya L. Wong, M.S., Massachusetts General Hospital/
Harvard Medical School*
Courtney N. Wiesepepe, Psy.D., Austin VA Clinic

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *Severe Mental Illness, Implementation, Education and Training*

People with serious mental illness (SMI) experience disparities in access to both mental and physical healthcare, contributing to a ~20 year shorter lifespan on average (Correll et al., 2022; Roberts et al., 2022). People with SMI present in all clinical settings, however, most professional psychologists have inadequate exposure to the science and practice of evidence-based care for SMI. This begins at the doctoral level. Few faculty in clinical psychology programs have expertise in SMI, and among those that do, most focus on psychology and neuroscience (O'Connor & Yanos, 2021, 2022). Psychologists are pioneers developing, evaluating, and implementing EBPs for SMI, yet few doctoral training programs include applied SMI research or recovery-oriented training in their curriculum. The lack of training in SMI research contributes to widespread misunderstandings about SMI across service settings, widening the research-practice gap (Treichler & Jones, 2023). It is

imperative that clinical psychology doctoral programs provide fundamental information and training opportunities in SMI practice and implementation advances to prepare future psychologists for careers across settings (Rbeiz et al., 2024). Therefore, this panel will focus on the need for increased doctoral-level clinical psychology training in SMI to bridge the implementation gap between research and application. Panelists are four SMI-focused psychologists and 1 psychology trainee, all in different settings, who have integrated research and practice to advance care for this underserved population. Panelists will discuss the application of SMI focused and recovery-oriented research insights to bolster clinical psychology graduate training. Discussions will focus on the recovery movement, strategies to integrate relevant information about SMI into the general curriculum, and potential advantages of including SMI specific training opportunities to better prepare clinical psychology students for their careers, regardless of setting. Increasing doctoral level training of research and practice in SMI is critical to ensuring that psychologists may serve as change agents for individuals with SMI to affirming, evidence-based support across all clinical and research settings.

Earn 1.5 continuing education credits

Foster 2, Level 2

Panel Discussion 5

Approaching Exposure for PTSD: Ideas from Marketing, Theory, Tech, and the Clinic

MODERATOR:

Keith Cox, Ph.D., University of North Carolina Asheville

PANELISTS:

*Barbara O. Rothbaum, ABPP, Ph.D., Emory University
School of Medicine*

*Sheila A.M. Rauch, ABPP, Ph.D., Emory University School
of Medicine/Atlanta VAHCS*

*Sudie E. Back, Ph.D., Medical University of South
Carolina*

Peter W. Tuerk, Ph.D., University of Virginia

Arielle Rubenstein, Ph.D., Harvard Medical School

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: *Exposure, PTSD (Posttraumatic Stress Disorder), Prolonged Exposure*

Although prolonged exposure (PE) is a first-line treatment for posttraumatic stress disorder (PTSD) with scores of research studies supporting its efficacy, PE remains underutilized outside many evidence-based clinical settings. One potential reason for this science-practice gap includes misconceptions or misunderstandings, among clinicians and patients, about exposure therapy-what it entails and how it is practically implemented. This is a decades long issue requires novel ideas and innovative marketing approaches to enhance uptake of this powerful treatment. The proposed panel will provide six diverse ways to frame PE that are different from conventional packaging and which offer new avenues to appeal to clinicians. The six new frames include: 1) consider the pros and cons of referring to PE using the more felicitous “processing emotions” and how this alternative name could enhance uptake among clinicians who may be dissuaded by the term “prolonged exposure”; 2) discuss how clinical trials pairing psychedelics (e.g., MDMA) with PE may open the door to engaging psychedelically-oriented clinicians about the clinical utility of PE; 3) consider how the recent transdiagnostic proposal to rebrand/reimagine expo-

sure as the practice of “approach” could attract clinicians to PE usage; 4) discuss how PE stakeholders can use the history of exposure practices in psychoanalytic/psychodynamic traditions to persuade adherents of those theoretical backgrounds regarding the clinical value of PE; 5) discuss engaging clinicians who treat substance use disorders to approach substance use as a potential safety behavior and employ PE to help patients fear less and use less; and 6) explore how tech-based crowdsourcing among clinicians provides exposure practice templates that can attract clinicians to PE and give them practical models for implementing it. The panel’s ultimate goals are to share these novel ideas and refine them in actionable ways with attendee feedback to mitigate the longstanding science-practice gap in the field and enhance uptake of this evidence-based treatment for PTSD.

Master Clinician Seminar 2

Neuroaffirming CBT for Autistic Individuals: Strategies to Adapt the Formulation and Improve Treatment Outcomes

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

Basic to Moderate level of familiarity with the material

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, CBT, Case Conceptualization / Formulation*

With the advent of the neurodiversity movement, there has been a call for clinicians to shift their understanding of autism spectrum disorder. Rather than viewing it as a disorder to be treated to normalcy, autistic individuals represent a minoritized group, deserving of adapted, neuro-affirming care. Like those with other marginalized identities, the distress experienced by autistic individuals often stems from difficulties in meeting behavioral norms and expectations. Underlying CBT formulations are similar majority-based normative expectations, which can indirectly reinforce the belief that well-being depends on the ability to conform and mask unwanted differences. How, then, can clinicians help autistic individuals thrive in a world not designed for them? This master clinician seminar focuses on answering that question. Using CBT-based principles, Dr. Hong will present ways to adapt existing treatments and will use real-world case examples to illustrate how incorporating autism-related differences into the formulation can shift the approach and improve outcomes. The seminar will emphasize practical, concrete strategies and invite interactive discussion from the audience to inform concepts presented. Dr. Hong aims to empower clinicians already well-versed in CBT to adapt their case formulations to drive more effective treatments for autistic individuals.

Recommended Reading 1: Black, M. H., Helander, J., Segers, J., Ingard, C., Bervoets, J., De Puget, V. G., & Bölte, S. (2024). Resilience in the face of neurodivergence: A scoping

review of resilience and factors promoting positive outcomes. *Clinical Psychology Review*, 113, 102487. <https://doi.org/10.1016/j.cpr.2024.102487>

Recommended Reading 2: Bury SM, Jellert R, Haschek A, Wenzel M, Hedley D, Spoor JR. Understanding language preference: Autism knowledge, experience of stigma and autism identity. *Autism*. 2023 Aug;27(6):1588-1600. doi: 10.1177/13623613221142383.

Recommended Reading 3: Leadbitter K, Buckle KL, Ellis C and Dekker M (2021) Autistic Self-Advocacy and the Neurodiversity Movement: Implications for Autism Early Intervention Research and Practice. *Front. Psychol.* 12:635690. doi: 10.3389/fpsyg.2021.635690

Recommended Reading 4: Kroll E, Lederman M, Kohlmeier J, Kumar K, Ballard J, Zant I and Fenkel C (2024) The positive impact of identity-affirming mental health treatment for neurodivergent individuals. *Front. Psychol.* 15:1403129. doi: 10.3389/fpsyg.2024.1403129

Outline:

- I. Introduction
 - A. Incorporating diversity factors into treatment
 - B. Where does diversity fit in
 - C. What is neurodiversity
- II. Training Overview
 - A. Shifting the Goal of Therapy
 1. Disorder based CBT models
 2. Changing the goal of therapy
 3. Therapy as a learning context
- III. Reframing the Autism Diagnosis
 - A. Identifying autism
 - B. Diagnostic criteria- social impairment
 - C. Psychotherapy as a neurotypical context
 - D. Diagnostic criteria- repetitive, restrictive behaviors
- IV. Case example to address differences
- V. Shifting the Interventions
 - A. Functional behavior analysis
 - B. Creating a neurodiversity-centered formulation
- VI. Case example
- VII. Shifting the role of the therapist
 - A. Autism related differences – relevance to therapy
 - B. Advocacy in a therapy context
 - C. Advocating for patient differences
- VIII. Case example

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

- Identify how existing CBT formulations may be limited for autistic individuals.
- Name the ways the neurodiversity framework differs from a disorder based model of autism.
- Identify at least 2 ways including neurodiversity factors can change the case formulation and treatment plan.
- Name at least 2 ways CBT can be adapted to address difficulties experienced by autistic individuals.
- Explain how functional behavioral analysis can help improve treatment outcomes.

Long-Term Goals:

- Participants will learn skills to develop neuroaffirming cognitive behavioral case formulations

- Participants will learn ways to adapt the psychotherapy process to enhance patient learning.

3:00 p.m. – 6:00 p.m.

ticket

Earn 3 continuing education credits

Imperial 1, Level 4

Traditional Workshop 6

Pumping up Parents: How to Use Evidence-based Parenting Tools to Build Caregiver Confidence, Affirm Family Values, and Increase Skills

Andrea B. Temkin-Yu, Psy.D., Weill Cornell Medicine
Tony Puliafico, Ph.D., Columbia University Medical Center
Lisa W. Coyne, Ph.D., McLean Hospital
Samuel Fasulo, Ph.D., Moss Psychological Services, PC

Moderate to Advanced level of familiarity with the material

Primary Category: Parenting / Families

Key Words: *Parent Training, DBT (Dialectical Behavior Therapy), ACT (Acceptance & Commitment Therapy)*

Parents play an integral role in the lives of their children and often significantly impact both family dynamics and the trajectory of a child's mental health. Unfortunately, parents are bombarded with messages about how they "should" raise their children, often leaving them disheartened, confused, or carrying a sense of inadequacy. Fortunately, mental health providers have the opportunity to guide parents towards effective tools in a way that promotes caregiver confidence, affirms family values, and increases skills use. With a heavy emphasis on live role-play demonstrations, this workshop will highlight a number of core strategies to help caregivers more effectively engage in mental health treatment to sup-

port their child and create sustainable change at home. 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 meaningful participation in treatment, improved parental emotion regulation, and increased ability to support youth as they navigate identity and independence. Specific areas of focus will include (1) early treatment work to understand family values and align them with treatment goals (2) parental emotion identification (3) parent coping skills, (4) validating a child's experience as they navigate identity development, (5) parental scaffolding as youth build independence. 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.

Recommended Reading 1: Maliken, A. C., & Katz, L. F. (2013). Exploring the impact of parental psychopathology and emotion regulation on evidence-based parenting interventions: A transdiagnostic approach to improving treatment effectiveness. *Clinical child and family psychology review*, 16, 173-186.

Recommended Reading 2: Fasulo, S.J., & Waugh, W.E. (2024). The Family Time-Out: A trans-diagnostic, family-level intervention protocol to reduce harmful conflict. *APSAC Advisor*, 37(3), 36-47.

Recommended Reading 3: Waugh, W.E., and Fasulo, S.J. (2024). Goals, objectives, and implementation structure of a family time-out intervention. *APSAC Advisor*, 37(3), 48-59.

Recommended Reading 4: 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*.

Recommended Reading 5: Raftery, J. H., Moore, P, Palm, K & Coyne, L. W. (2016). Changing problematic parent-child interaction in child anxiety disorders: The promise of Acceptance and Commitment Therapy (ACT). *Journal of Contextual Behavioral Science*, 5(1), 64-69.

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

- Describe the utility of early treatment engagement work between clinician and parent in order align family values with treatment goals.
- Demonstrate ways to increase parental emotion identification.
- List at least one way to teach parent coping skills.
- Demonstrate effective validation techniques that parents can employ when communicating with youth about identity development.
- Provide examples of how to balance support and opportunities for autonomy as youth develop independence.

Long-term Goals:

- Flexibly apply evidence-based parenting strategies across a broad range of presenting issues
- Develop contextually sensitive parent case conceptualizations that lead to more effective treatment and better outcomes

ticket

Earn 3 continuing education credits

Imperial 10, Level 4

Traditional Workshop 7

Respond with CARE™ (Child-Adult Relationship Enhancement) After Disasters: The Agents of Change in Reducing Risk and Promoting Resilience in Youth

Jami M. Furr, Ph.D., Florida International University

Robin H. Gurwitch, Ph.D., Duke University School of Medicine

Basic to Moderate level of familiarity with the material

Primary Category: Disaster Mental Health

Key Words: *Disaster Mental Health, Trauma, Child*

As has been clear with the recent wildfires in LA, natural disasters (and other types of disasters) are on the rise and causing increased financial, physical health, and mental health burden. The field of trauma and our understanding of factors impacting recovery and resilience after these types of disasters continue to grow and develop. One factor that remains a constant in supporting healing and resilience is the presence of strong positive relationships, especially for children, teens, and young adults. The most effective evidence-based programs supporting youth after trauma highlight the importance of relationships, but they require intensive training and treatment. Unfortunately, the need for mental health services after trauma and disasters far outstrips the capacity to provide such services. As a result, access to universal programs designed to improve relationships to help in the healing process is lacking; Child Adult Relationship Enhancement (CARE) helps address this need. CARE is a trauma-informed set of skills created to enhance relationships and reduce mild to moderate child behavior challenges that often present after trauma. CARE is for use by any adult interacting with a child or adolescent and can be used alone or to complement other intervention services. To date, CARE has been

disseminated widely across the US and internationally, with a growing evidence base for its effectiveness in different populations and settings (i.e., childcare, schools, after disasters/mass casualty events). Medical, mental health, allied health professionals, and crisis counselors have received CARE training to complement their services, especially for children experiencing trauma. This workshop will focus on how CARE can be implemented within the context of disasters to foster secure and positive relationships and promote children's resilience after trauma. The workshop will include didactic information, videos, and live practice with feedback for the greatest learning potential. This CARE training will also address relevant sociocultural issues (e.g., rise in racism, deportation fears) and how they threaten safe and secure relationships. Implementation and dissemination efforts of CARE to participants' specific settings will be discussed.

Recommended Reading 1: Gurwitsch, R.H., Messer, E., Masse, J., Olafson, E., Boat, B.W., & Putnam, F.W. (2016). Child-Adult Relationship Enhancement (CARE): An evidence-informed program for children with a history of trauma and other behavioral challenges. *Child Abuse & Neglect*, 53, 138-145.

Recommended Reading 2: Messer, E.P., Greiner, M., Beal, S., Cassidy, A., Eismann, E., Gurwitsch, R.H., Boat, B., Bensman, H., Bemerer, J., Greenwell, S., Eiler-Sims, P. (2018). Child Adult Relationship Enhancement (CARE): A brief, skills-building training for foster caregivers to increase positive parenting practices. *Children and Youth Services Review*, 90, 74-82.

Recommended Reading 3: Murphy, K.G., Warner-Metzger, C.M., & Moreland, A.D. (April 2019). Child-Adult Relationship Enhancement (CARE): Expanding evidence-based child behavior management skills to an academic medical center. *Behavior Therapist*, 42 (4), 118-121.

Recommended Reading 4: Scott, R., Gurwitsch, R. G., Messer, E. P., Kelley, L., Myers, D, & Young, K. (2020). Integrated CARE: Adaptation of Child-Adult Relationship Enhancement (CARE) model for use in integrated behavioral health pediatric clinics. *Clinical Pediatrics*. <https://doi.org/10.1177/0009922820959938>

Outline:

- I. Introductions and origin of CARE
- II. CARE for children with a history of trauma; current concerns
- III. Video demo of avoid skills, discussion, & Q's handout
- IV. Video demo of Do skills, discussion, & 3 P's handout
- V. Live feedback as participants practice CARE Do skills
- VI. Break
- VII. Strategic Ignoring
- VIII. Learn and practice the second components of CARE:
- IX. Giving Good Instructions
- X. Live feedback as participants practice integrating
- XI. CARE skills
- XII. Break
- XIII. Implementation
- XIV. Self-care and work-force wellness
- XV. Wrap-up, Questions and Answers, Evaluation

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

- Discuss how trauma impacts child development, behaviors, and relationships, particularly the impact on marginalized communities.

- Identify at least 2 reasons why use of CARE skills with children and teens may benefit those with a trauma history.
- List 3 ways to improve relationships with children and teens in the school setting, including how to improve behaviors in children and teens after disasters.
- Provide 2 strategies on how to help adults provide instructions that are more likely to improve compliance.
- Discuss how CARE skills can be easily implemented into any setting or interaction with children and teens, including schools, homes, and foster care settings.

Long-term Goals:

- Incorporation of CARE skills to complement all therapy interventions
- Commitment to self-care activities to reduce therapist risk for secondary traumatic stress (STS).

Traditional Workshop 8

RUBI Parent Training for Autistic Youth with Challenging Behaviors

FRIDAY

Elizabeth Cross, Ph.D., Kennedy Krieger Institute/Johns Hopkins School of Medicine

Ji Su Hong, M.D., Johns Hopkins School of Medicine

Katherine McCalla, Ph.D., Kennedy Krieger - Center for Developmental Behavioral Health

Karen Bearss, Ph.D., Catalight

Basic level of familiarity with the material

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, Parent Training*

It has been well documented that challenging behaviors, such as irritability, aggression, meltdowns, and transition difficulties, are very common in autistic youth and emerge in early childhood. These challenging behaviors are strongly associated with poor quality of life, social isolation, behavioral crisis, school difficulties, and parental stress and depression (Kanne & Mazurek, 2011; Lecavalier et al., 2006; Soke et al., 2016). RUBI 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 through didactic instruction, video clips, role-play of a RUBI session, and educational handouts. Core RUBI sessions will be reviewed, including behavioral principles (emphasizing the antecedent-behavior-consequence model), prevention strategies, reinforcement, mindful attention (planned ignoring), functional communication training, and skill building. We will review how RUBI is structured, and the audience will have the opportunity to see how a RUBI session is conducted. Lastly, we will review the

current evidence supporting the effectiveness of RUBI and how to approach intervention delivery through a neurodiversity-affirming lens.

Recommended Reading 1: 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.

Recommended Reading 2: 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.

Recommended Reading 3: 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.

Recommended Reading 4: 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, 1020-1030.

Recommended Reading 5: 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.

Outline:

- I. Learn about challenging behaviors in autism and potential treatments
 - A. Types and rates of challenging behaviors
 - B. Treatment options, including parent training approaches
 - C. Use of parent training in the context of the neurodiversity movement
- II. Discuss the structure of RUBI
 - A. Overview of session content and behavior support plan
 - B. Structure of treatment
 - C. Treatment materials: therapist manual; parent workbook; video vignettes
 - D. Engaging families in treatment
- III. Learn about basic behavioral principles and other components of RUBI
 - A. Behavioral principles
 - B. Prevention strategies
 - C. Reinforcement
 - D. Mindful attention (planned ignoring)
 - E. Supporting follow through with instructions
 - F. Functional communication training
 - G. Skill building
 - H. Generalizing and maintaining improvements in challenging behaviors and adaptive skills
- IV. Observe speaker role-play of a RUBI session
- V. Review of the current evidence supporting RUBI

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

- Describe the basic behavioral principles that are the foundation of RUBI.

- Explain how behavioral strategies, such as reinforcement and planned ignoring, can be used by parents.
- Identify the type of patients who would benefit from RUBI.
- Describe how RUBI is structured.
- Identify the current evidence supporting the efficacy of RUBI.

Long-term Goal:

- Empower clinicians to coach caregivers in using RUBI's evidence-based behavioral strategies to enhance adaptive functioning and reduce challenging behaviors in autistic youth

Traditional Workshop 9

Teaching People to Be BRAVE: Transdiagnostic Principles in the Delivery of Exposure Therapy for Fear-based Disorders

Jolene Jacquart, Ph.D., University of Arizona
Talya Leibowicz, Ph.D., The University of Texas at Austin
E. Marie Parsons, Ph.D., Boston University

Moderate to Advanced level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Evidence-Based Practice, Anxiety, Exposure*

This workshop draws attention to the core principles of change that underlie effective exposure therapy and is based on rigorous research in extinction and memory processes. Exposure will be discussed as an active learning process that must be integrated into existing (fear) memory structures. Specific strategies for conceptualizing exposure targets and delivering exposure learning interventions will be emphasized. This workshop is designed to provide a personalized and transdiagnostic approach to thinking through exposure therapy. Consistent with this year's convention theme, we will pay special attention to incorporating information for delivering exposure therapy in an inclusive and affirming way. The goal is to help clinicians deliver individualized exposure treatments that flexibly meets their unique needs and moves between specific fear targets and exposure procedures.

Recommended Reading 1: Carpenter, J. K., Andrews, L. A., Witcraft, S. M., Powers M. B., Smits J. A. J., & Hofmann, S. G. Cognitive behavioral therapy for anxiety and related disorders: A meta-analysis of randomized placebo-controlled trials. *Depression and Anxiety*, 35, 502-514.

Recommended Reading 2: Hunt, C., Campbell-Sills, L., Chavira, D., Craske, M., Sherbourne, C., Sullivan, G., ... & Bomyea, J. (2022). Prospective relations between anxiety sensitivity and transdiagnostic anxiety following cognitive-behavioral therapy: Evidence from the Coordinated Anxiety Learning management trial. *Behaviour Research and Therapy*, 155, 104119.

Recommended Reading 3: Pittig, A., Heinig, I., Goerigk, S., Richter, J., Hollandt, M., Lueken, U., ... & Wittchen, H. U. (2022). Change of threat expectancy as mechanism of exposure-based psychotherapy for anxiety disorders: evidence from 8,484 exposure exercises of 605 patients. *Clinical Psychological Science*, 21677026221101379.

Recommended Reading 4: Jacquart, J., Abramowitz, J., Arch, J., Margraf, J., Smits, J. A. J. (2022). The Basics of Exposure Therapy. In: Smits, J.A.J., Jacquart, J., Abramowitz, J., Arch, J., Margraf, J. (eds), *Clinical guide to exposure therapy: Beyond phobias* (pp. 1-31). Springer International Publishing.

Recommended Reading 5: Smits, J. A. J., Powers, M. B., & Otto, M. W. (2019). *Personalized exposure therapy: A person-centered transdiagnostic approach*. New York, NY: Oxford University Press.

Outline:

- I. Transdiagnostic Principles in the Delivery of Exposure Therapy: Teaching Clients to be BRAVE
- II. Thinking Through Exposures: What is to be Learned and Retained from Exposure Sessions?
- III. Strategies for Facilitating Engagement and Success
- IV. Example Applications of Personalized Exposure Therapy (e.g., intervening on fears of emotions and related sensations; intervening with fears of people, places, and things; intervening with fears of thoughts, images, and traumatic memories)

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

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

Long-term Goals:

- Conduct exposure therapy sessions using principle-based interventions.
- Design exposure therapy sessions to achieve specific learning related to core fears.

Storyville Hall, Level 3

Underrepresented Scholars Meet and Greet

FRIDAY

Scholars from underrepresented backgrounds at all career stages are invited to connect and engage at the ABCT Underrepresented Scholars Meet and Greet. This event offers a unique opportunity to network with established mental health professionals from historically underrepresented backgrounds and gain insights on:

- Navigating academia as an underrepresented scholar
- Pursuing a successful career in mental health
- Building meaningful professional connections

Come share your experiences, expand your network, and be part of a supportive community dedicated to advancing diversity and inclusion in behavioral and cognitive therapies.

Earn 1.5 continuing education credits

Celestin B, Level 3

Symposium 7

FRIDAY

Advancing Suicide EMA Research: Diverse Research Ques- tions Call for Diverse Analytic Approaches

CHAIRS:

Ki Eun Shin, Ph.D., Long Island University, Post
Christine B. Cha, Ph.D., Yale University

DISCUSSANT:

Matthew K. Nock, Ph.D., Harvard University

Basic to Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

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

Who and What Retrospective Risk Assessments Miss: Examining Retrospective Denial of Momentary Suicidal Ideation in Adolescents

Ki Eun Shin, Ph.D., Long Island University, Post
Ilana Gratch, M.S., Columbia University
Christine B. Cha, Ph.D., Yale University

Digital Phenotypes of Dynamics in Desire to Live and Die Among Suicidal Adolescents

Olivia C. Lawrence, M.A., Columbia University
Ki Eun Shin, Ph.D., Long Island University, Post
Da-Eun Lee, Ph.D., Yale School of Medicine
Christine B. Cha, Ph.D., Yale University

Idiographic Network Models Reveal Highly Individualized Proximal Risk Processes for Suicidal Ideation in Adults After Hospitalization for a Suicide Attempt

Gemma T. Wallace, Ph.D., Alpert Medical School of Brown University

Christopher D. Hughes, Ph.D., Alpert Medical School of Brown University

Heather Schatten, Ph.D., Butler Hospital & Brown University

Linguistic Signals of Acute Suicidal Ideation in Major Depressive Disorder: NLP Analysis Reveals Contextual Sentiment Patterns in Ecological Momentary Assessments

Nicholas C. Jacobson, Ph.D., Dartmouth College

Damien Lekkas, Ph.D., Northwestern University

Amanda C. Collins, Ph.D., Center for Technology and Behavioral Health, Geisel School of Medicine, Dartmouth College, Lebanon, NH, United States; Department of Biomedical Data Science, Geisel School of Medicine, Dartmouth College

Michael V. Heinz, M.D., Center for Technology and Behavioral Health, Geisel School of Medicine, Dartmouth College; Department of Psychiatry, Geisel School of Medicine, Dartmouth College

Tess Z. Griffin, Ph.D., Center for Technology and Behavioral Health, Geisel School of Medicine, Dartmouth College

Arvind Pillai, M.S., Department of Computer Science, Dartmouth College

Subigya Nepal, Ph.D., Stanford University

Daniel M. Mackin, Ph.D., Dartmouth-Hitchcock Medical Center and Dartmouth College

Andrew Campbell, PhD, Dartmouth College

Earn 1.5 continuing education credits

Celestin D&E, Level 3

Symposium 8

Understanding and Addressing the Mental Health Needs of Latine Community College Students

FRIDAY

CHAIR:

Francisco A. Reinosa Segovia, Ph.D., University of California, Los Angeles

DISCUSSANT:

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

Basic to Moderate level of familiarity with the material

Primary Category: Technology/Digital Health

Key Words: *College Students, Mental Health Disparities, Evidence-Based Practice*

Examining the Perspectives of Latine Community College Students on Barriers and Facilitators to Initial Uptake in the STAND Program: A Qualitative Analysis

Francisco A. Reinosa Segovia, Ph.D., University of California, Los Angeles

Tamar Kodish, Ph.D., University of Colorado Boulder

Pamela Pichon, B.A., University of California Los Angeles

Vanessa Calderon, M.P.H., Ph.D., University of California Los Angeles

Yesenia Aguilar Silvan, M.A., University of California Los Angeles

Alison Hamilton, PhD, MPH, University of California Los Angeles

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

Kate Wolitzky-Taylor, Ph.D., University of California Los Angeles School of Medicine

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

Why Go to Therapy When We're here: Exploring the Role of Family on Latine Community College Students' Conceptualizations of Mental Health and Adoption of a Digital Mental Health Intervention

Vanessa Calderon, M.P.H., Ph.D., University of California, Los Angeles

Daniel Saravia, M.A., University of California, Los Angeles

Matthew Wong, B.A., University of California, Los Angeles

Alison Hamilton, Ph.D., MPH, University of California, Los Angeles

Robert Gibbons, Ph.D., University of Chicago

Katherine Song, University of California, Los Angeles

Marissa Ramirez, University of California, Los Angeles

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

Kate Wolitzky-Taylor, Ph.D., University of California, Los Angeles School of Medicine

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

Predictors of Perceived Need Among Latine Community College Students with Mental Health Symptoms

Daniel Saravia, M.A., University of California, Los Angeles

Jean Pauline Serrano, M.A., University of California Santa Barbara

Michael Woller, M.A., University of California, Los Angeles

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

Codesign and Pilot of a Text-messaging Intervention to Increase Uptake of Mental Health Services Among Latine Community College Students

Tamar Kodish, Ph.D., University of Colorado Boulder

Francisco Reinoso, Ph.D., University of California, Los Angeles

Pamela Pichon, B.A., University of California, Los Angeles

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

Kate Wolitzky-Taylor, Ph.D., University of California, Los Angeles School of Medicine

David C. Mohr, Ph.D., Northwestern University Feinberg School of Medicine

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

Earn 1.5 continuing education credits

Celestin F, Level 3

Symposium 9

Advancing Cognitive Behavioral Therapy for Adult ADHD in Japan: Innovations and Cultural Adaptations

FRIDAY

CHAIRS:

Hironori Kuga, M.P.H., M.D., Ph.D., National Center for Cognitive Behavior Therapy and Research, National Center of Neurology and Psychiatry
Russell Ramsay, ABPP, Ph.D., Independent Practice

DISCUSSANT:

Laura Knouse, Ph.D., University of Richmond

Basic to Moderate level of familiarity with the material

Primary Category: Adult - ADHD

Key Words: ADHD, Adult, Culture

Culturally Adapted Cognitive Behavior Therapy (CBT) for Adults with ADHD

Ikue Umemoto, M.A., National Center of Neurology and Psychiatry in Japan

Long-term Effectiveness of Videoconference-based Cognitive Behavioral Therapy in Medication-treated Adults with ADHD : One-year Follow-up of a Randomized Controlled Trial

Aiko Eto, Ph.D., Chiba University

Tokiko Yoshidab, Ph.D., Chiba University

Ayumu Endo, Ph.D., Komazawa University

Eiji Shimiz, Ph.D., M.D., Chiba University

A Case Study of an AI Chatbot-based Cognitive Behavioral Therapy Self-guided App

Daiki Takegawa, Emol inc.

Case Study of Cognitive Behavior Therapy for 15 Years of Hikikomori with Adult ADHD and ASD Including Welfare-based Employment Support and Support for Parents

Junichiro Kanazawa, Ph.D., Health Sciences University of Hokkaido

Earn 1.5 continuing education credits

Empire C, Level 2

Symposium 10

FRIDAY

A Neurodiversity-affirmative Approach to Involving Parents and Caregivers in Assessment of and Support for Autistic Children and Young People

CHAIR:

Eleanor Leigh, D. Phil., Ph.D., Psy.D., University of Oxford

Moderate level of familiarity with the material

Primary Category: Autism Spectrum and Developmental Disorders

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

Addressing Idiographic, Stakeholder-defined Goals in Cognitive Behavioral Therapy for Autistic School-aged Children with Interfering Anxiety

Jeffrey J. Wood, Ph.D., University of California, Los Angeles

Kashia Rosenau, Ph.D., University of California, Los Angeles

Kate Cooper, Ph.D., University College London

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

Eric Storch, Ph.D., Baylor College of Medicine

A Co-designed Neurodiversity-affirmative Intervention to Help Parents Help Their Autistic Children to Address Anxiety Problems

Cathy Creswell, Ph.D., University of Oxford

A Collaborative Approach to Reducing Family Accommodation in Autism

Eli R. Lebowitz, Ph.D., Ph.D., Yale University

Judah Koller, PsyD, The Hebrew University of Jerusalem

Shir Rozenblat, M.A., The Hebrew University of Jerusalem

Exploring the Association Between Social Camouflaging and Self- versus Caregiver-report Discrepancies in Anxiety and Depressive Symptoms in Autistic and Non-autistic Socially Anxious Adolescents

Eleanor Leigh, D. Phil., Ph.D., Psy.D., University of Oxford

Earn 1.5 continuing education credits

Empire B, Level 2

Symposium 11

FRIDAY

Bridging Gaps in Access to Care: Designing, Adapting, Testing, and Disseminating Single-session Interventions for Young People

CHAIRS:

Carter J. Funkhouser, Ph.D., Columbia University

Madeline R. Abel, Ph.D., Massachusetts General Hospital

DISCUSSANT:

Lorenzo Lorenzo-Luaces, Ph.D., Indiana University

Basic to Moderate level of familiarity with the material

Primary Category: Technology/Digital Health

Key Words: *Child, Technology / Mobile Health, Treatment/ Program Design*

Designing a Digital Single-session Intervention Focused on Interpersonal Skills for Adolescents with Depression

Carter J. Funkhouser, Ph.D., Columbia University

Trinity Tse, BA, Columbia University

Julia Greenblatt, BA, Columbia University

Samantha Salem, MD, Columbia University

Theresa Nguyen, MSW, Mental Health America

Laura Mufson, PhD, Columbia University

Jessica L. Schleider, Ph.D., Northwestern University

Randy Auerbach, PhD, ABPP, Columbia University

Engaging Stakeholders and Experts by Experience to Adapt Parent-directed Digital

Single Session Interventions

Jenna Y. Sung, Ph.D., Boston University

Ariela Kaiser, Ph.D., Lurie Children's Hospital of Chicago

Yufan Wang, B.A., Northwestern University

Arielle Smith, B.A., Northwestern University

Jocelyn Lebow, Ph.D., Mayo Clinic

Lauren Swift, Ph.D., Lurie Children's Hospital of Chicago

Kamryn Reynolds, B.A., Northwestern University

Heather Risser, Ph.D., Northwestern University Feinberg School of Medicine

A Randomized Controlled Trial of a Single-session Intervention to Reduce Parental Accommodation of Anxiety in Children Awaiting CBT

Madelaine R. Abel, Ph.D., Massachusetts General Hospital

Jessica L. Schleider, Ph.D., Northwestern University

Alayna D'Amico, B.A., Massachusetts General Hospital

Dina Hirshfeld-Becker, Ph.D., Massachusetts General Hospital

Implementing Digital Mental Health Programs for Teens into Public Libraries

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

So Many Treatments, so Little Access: Addressing the Paradox of Dissemination Challenges Through Single-session Interventions in Global Mental Health

Anushka R. Patel, Ph.D., Massachusetts General Hospital

Earn 1.5 continuing education credits

Strand 1, Level 2

Symposium 12

Innovative Approaches in Treatments for Intimate Partner Violence (IPV): Exploring Perspectives from the Survivor, Offender, and the Family System

FRIDAY

CHAIR:

Danielle R. Shayani, M.S., University of Delaware

DISCUSSANT:

David DiLillo, Ph.D., University of Nebraska-Lincoln

Basic to Moderate level of familiarity with the material

Primary Category: Violence / Aggression

Key Words: Abuse / Maltreatment, Treatment, Clinical Trial

From Research to Practice: How Process-based Findings Can Strengthen IPV

Treatment Development and Implementation

Danielle R. Shayani, M.S., University of Delaware

Carla Stover, Ph.D., Yale University

Damion Grasso, Ph.D., UCONN Health Center

Adele M. Hayes, Ph.D., University of Delaware

Web-based Intervention for Reducing Intimate Partner Victimization for Perinatal Women Seeking Mental Health Treatment

Dawn M. Johnson, Ph.D., University of Akron

Golfo Wernette, Ph.D., University of Michigan, Department of Family Medicine

Ananda Sen, Ph.D., Department of Family Medicine, University of Michigan

Kristina Countryman, MPH, Department of Family Medicine, University of Michigan

Caron Zlotnick, Ph.D., Women & Infants Hospital

Strength at Home Intimate Partner Violence Intervention: Current Research

Casey Taft, Ph.D., National Center for PTSD

Earn 1.5 continuing education credits

Bolden 2, Level 2

Symposium 25

Leveraging Novel Scientific Approaches and Digital Technologies to Bridge the Divide in Under Addressed Psychological Conditions

FRIDAY

CHAIR:

Olivia Metcalf, Ph.D., The University of Melbourne

DISCUSSANT:

Brandi C. Fink, Ph.D., University of Oklahoma Health Sciences Center

Basic to Moderate level of familiarity with the material

Primary Category: Technology/Digital Health

Key Words: *Technology / Mobile Health, Vulnerable Populations, Anger / Irritability*

Validity and User Acceptability of Alcohol Use Detection via Wrist-worn Transdermal Biosensor

Catharine E. Fairbairn, Ph.D., University of Illinois at Urbana-Champaign

Silvia Murgia, Ph.D., University of Illinois at Urbana-Champaign

Jiaxu Han, M.A., University of Illinois at Urbana-Champaign

Eddie Caumiant, M.S., University of Illinois at Urbana-Champaign

Nigel Bosch, Ph.D., University of Illinois at Urbana-Champaign

Concurrent, Predictive, and Incremental Validity of Natural, Daylong Cry Audio Recordings and a Machine Learning Algorithm to Identify Risk for Irritability and Psychopathology in Young Children

Lauren M. Henry, Ph.D., National Institute of Mental Health

Kyunghun Lee, Ph.D., National Institute of Mental Health

Elizabeth Tandilashwili, B.S., National Institute of Mental Health

Ellie Hansen, B.A., National Institute of Mental Health

Francisco Pereira, Ph.D., National Institute of Mental Health

Daniel Pine, M.D., National Institute of Mental Health

Elizabeth Norton, D. Phil., Northwestern University

Lauren Wakschlag, Ph.D., Northwestern University

Melissa Brotman, Ph.D., Emotion and Development Branch, National Institute of Mental Health

Preliminary Results from an Ongoing Micro-randomized Trial Testing a Just-in-time-adaptive Intervention for Problem Anger After Trauma

Olivia Metcalf, Ph.D., The University of Melbourne

David Forbes, Ph.D., University of Melbourne

Tianchen Qian, Ph.D., University of California Irvine

Using Wearable Technology to Develop Biomarker-driven Intervention for Alcohol-related Intimate Partner Violence

Julianne C. Flanagan, Ph.D., Medical University of South Carolina

Paul Nietert, Ph.D., Medical University of South Carolina, Ralph H. Johnson VA Medical Center

Brandi C. Fink, Ph.D., University of Oklahoma Health Sciences Center

Rachel Tomko, Ph.D., Medical University of South Carolina

James Cavanagh, Ph.D., University of New Mexico

Morgan Thomas, B.A., Medical University of South Carolina

Earn 1.5 continuing education credits

Bolden 6, Level 2

Symposium 52

Advancing Digital ACT Interventions: Evidence-based Strategies for Expanding Access to Care

FRIDAY

CHAIR:

Emily M. Bowers, M.S., Utah State University

DISCUSSANT:

Courtney Beard, Ph.D., McLean Hospital/Harvard Medical School

All levels of familiarity with the material

Primary Category: Technology/Digital Health

Key Words: *Technology / Mobile Health, ACT (Acceptance & Commitment Therapy), Randomized Controlled Trial*

Evaluating Digital Acceptance & Commitment Therapy as a Transdiagnostic Mental Health Resource for Adults with Chronic Health Conditions

Michael E. Levin, Ph.D., Utah State University

Ty Aller, Ph.D., Utah State University

Francesca M. Knudsen, B.S., Utah State University

Korena Klimczak, M.S., Utah State University

Marissa Donahue, M.A., Utah State University

Randomized Trial of a Multi-modal ACT Intervention to Increase Psychological Well-being and Advance Care Planning in Anxious and Depressed Adults with Likely Incurable Cancer

Joanna Arch, Ph.D., University of Colorado Boulder

Jill Mitchell, PhD, MSW, LCSW, Rocky Mountain Cancer Centers

Sarah Genung, B.A., University of Colorado Boulder

Madeline Nealis, MPH, University of Colorado Boulder

Sarah Schmiede, Ph.D., Department of Biostatistics and Informatics, Colorado School of Public Health, University of Colorado Anschutz Medical Campus

Michael E. Levin, Ph.D., Utah State University

David Andorsky, M.D., Rocky Mountain Cancer Centers

Regina Fink, Ph.D., Division of General Internal Medicine, Department of Medicine, University of Colorado School of Medicine

Jean Kutner, M.D., MPH/MSPH, University of Colorado Anschutz School of Medicine

A Good Enough Intervention: Testing Brief Online Self-help Treatment Modules for Clinical Perfectionism

Clarissa Ong, Ph.D., University of Louisville

Eric Lee, Ph.D., Southern Illinois University

Andrew Kurtz, B.A., Florida State University

Jacob S. Avendano, M.S., University of Toledo

Kate Sheehan, M.A., University of Toledo

Estella Fox, B.A., University of Toledo

Andrew Wall, B.A., Southern Illinois University Carbondale

Hannah Myers Johnson, B.A., Southern Illinois University Carbondale

Alexa M. Skolnik, M.A., University of Toledo

Mediators and Moderators for Adults with Skin Picking Disorder in an Digital A-EBT Intervention

Emily M. Bowers, M.S., Utah State University

Leila Capel, M.S., Dartmouth Hitchcock Medical Center

Mercedes Woolley, M.S., Utah State University

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

Michael E. Levin, Ph.D., Utah State University

Earn 1.5 continuing education credits

Imperial 11, Level 4

FRIDAY

Panel Discussion 6

Best Practices and Considerations for Cultural Adaptations for Parenting and Family Interventions

MODERATOR:

Heather Risser, Ph.D., Northwestern University Feinberg School of Medicine

PANELISTS:

Heather Risser, Ph.D., Northwestern University Feinberg School of Medicine

Kaela Farrise Beauvoir, M.A., LPC, MFT, University of California, Santa Barbara

Yexinyu Yang, M.A., University of North Carolina at Chapel Hill

Jennifer M. Serico, Ph.D., Kennedy Krieger/Johns Hopkins School of Medicine

Rebecca Sachs, ABPP, Ph.D., E & R Psychology, PC

Samantha M. Corralejo, Ph.D., California State University, Fullerton

Primary Category: Parenting / Families

Key Words: *Transdiagnostic, Community-Based, Implementation*

Modifying parent and family interventions to better fit a specific community's culture, needs, and preferences can have multiple benefits. Modification by adaptation or tailoring can improve family engagement, completion, and satisfaction. Additionally, modifications can improve feasibility and effectiveness. Modifications include aligning with inclusive language, cultural practices, and community contexts. Panelists will discuss a variety of modifications used for different evidence-based parenting interventions across different populations. Initial discussions will focus on what populations have been served through cultural adaptation and tailoring, and different methods used to identify community needs and preferences or the rationale for adaptation. Panelists will discuss what

specific content, format, approach, or language was adapted; and community response to the adaptations. Panelists will also discuss barriers and facilitators to adaptations and implementation; and lessons learned. Panelists will discuss their contributions and current best practices gleaned through research and clinical practice for adaptations to CBT and Exposure and Response Prevention (ERP), Parent Child Interaction Therapy, Trauma-Focused Cognitive Behavior Therapy (TF-CBT), Helping the Noncompliant Child (HNC), and Generation PMTO. Finally, we will describe some of the challenges and best practices in conducting research, constructing program evaluations, and data gathering in adapted interventions.

Earn 1.5 continuing education credits

Strand 1, Level 2

FRIDAY

Panel Discussion 7

Centering Black Girls' and Women's Experiences of Community Violence

MODERATOR:

Keyona Allen, Ph.D., University of Chicago Medicine

PANELISTS:

*Taylor Nicoletti, Psy.D., The University of Notre Dame
Angel Boulware, Ph.D., Johns Hopkins University School
of Public Health*

Kaleigh Wilkins, Ph.D., University of Chicago Medicine

Michelle Gilcrest, Ph.D., DePaul University

Devi Jayan, Ph.D., University of Chicago Medicine

Primary Category: Mass Violence/Gun Violence

Key Words: *African Americans / Black Americans, Oppression, Trauma*

While the cascading effect of community violence exposure (CVE) on Black Americans has been increasingly recognized as an urgent public health crisis, the experiences and outcomes of CVE in Black women and girls, specifically, are often overlooked or excluded from intervention and prevention efforts. Prior research has indicated that Black women and girls are significantly more likely to experience direct victimization (e.g., witnessing, injury or death by community violence) than their non-Black peers. They are also at significant risk of secondary victimization (i.e., homicide survivorship), leaving them to shoulder the disproportionate burden of navigating complex emotional, physical, financial, and social consequences in the aftermath of community trauma. This panel will facilitate a critical conversation that centers the multidimensional voices and experiences of Black women and girls within the context of CVE. Panelists are comprised of a public health researcher and clinical and community psychologists who will share insights from their experiences servicing Black families in Baltimore and Chicago who are impacted by chronic, pervasive CVE. First, we will draw upon Kimberlé Crenshaw's intersectionality framework to critically examine how gendered racial oppression contributes to the systemic neglect of Black women and girls in community violence intervention, thus exacerbating their risks of harm. Next, we will present an overview of the nuances and impact of CVE within this

population. We will then explore how Black feminist principles and womanist therapy can be integrated with evidence based cognitive behavioral interventions to guide culturally specific conceptualizations of traumatic stress responses and identity-affirmative treatment. We will present examples from our work with Black girls and share about a novel group therapy model for Black women caregivers that builds upon cultural coping strategies and strengths to facilitate posttraumatic growth after the injury or loss of a loved one to community violence. Lastly, we will highlight collaborative care models that leverage community partnerships, research, and advocacy to address socio-contextual factors that may hinder or facilitate community trauma recovery.

Earn 1.5 continuing education credits

Strand 10 A&B Level 2

FRIDAY

Panel Discussion 8

Cognitive Behavior Therapy for Analytical Rumination in Depression

MODERATOR:

Bradford C. Richards, ABPP, Ph.D., Cognitive Behavioral Institute of Albuquerque

PANELISTS:

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

Paul W. Andrews, Ph.D., McMaster University

Matthew T. Sewell, Ph.D., Cognitive Behavioral Institute of Albuquerque

Duyen B. Vo, ABPP, Ph.D., Cognitive Behavioral Institute of Albuquerque

Primary Category: Cognitive Science/ Cognitive Processes

Key Words: *Depression, Rumination, Cognitive Processes*

Depressive episodes usually resolve on their own. Traditionally glossed over as “spontaneous remission,” these recovery processes are being increasingly studied as coordinated systemic recruitments of motivational, attentional, mnemonic, and cognitive resources. In evolutionary biology the innovative Analytical Rumination Hypothesis (ARH) of Panelist 3 holds that ruminative processes in depression evolved because they tended to facilitate effective root cause analyses of the precipitating problems (i.e., recalling and reconstructing causal chains of events that led to a harmful event, usually a mistake, loss, or failure). These analyses - facilitated by precisely the Type 2 thinking processes of slow, deliberative, repetitive, past-focused, self-focused cognitive elaborations - in turn helped lead to effective operant avoidance learning and thus helped prevent future depressive episodes. In essence, the ARH posits that rumination in depression is a species-typical cognitive adaptation that draws together those elements of avoidance learning that are crucial for remission and relapse prevention. Processes that interfere with, suppress, prevent, or subvert full avoidance learning tend to prolong depressive episodes and make them more likely to recur or become chronic. Experiments directly testing the ARH now show that, even in

non-clinical individuals, inducing depressive mood does initiate the steps of a root cause analysis that includes self-blame, problem identification, and causal reconstruction of the precipitating problem. Clinical implications of the ARH point to specific methodologies (such as increasing sadness tolerance and utilization, combining reasonable self-blame with self-acceptance, normalizing the initial cognitive effects of a depressive state, and iteratively constructing a moral to the story of a depressive episode) that could further optimize CBT's already superior ability to prevent relapse. Discussants will elaborate on the clinical significance of this new understanding of depressive rumination and its growing experimental evidence base.

Earn 1.5 continuing education credits

Bolden 5, Level 2

FRIDAY

Panel Discussion 9

Cognitive Behavioral Therapies for Psychosis: Innovative Per- son-affirming Care to Improve Assessment, Intervention, and Dissemination

MODERATOR:

Kate Hardy, Ph.D., Stanford University

PANELISTS:

*Iruma Bello, Ph.D., New York State Psychiatric Institute/
Columbia University Medical Center*

*Abbe Duke, New York State Psychiatric Institute/
Columbia University Medical Center*

*Michelle Friedman-yakoobian, Ph.D., Beth Israel Deaconess
Medical Center*

Alexandra B. Moussa-Tooks, Ph.D., Indiana University

Emily Owens, Ph.D., Cognitive Behavior Associates

*Jonathan Reinharth, Ph.D., NYC Health and Hospitals/
Woodhull Hospital; Jonathan Reinharth, Psychologist
PLLC (private practice)*

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: Psychosis / Psychotic Disorders, Mental Health Disparities, Implementation

The era of professional psychology has seen a substantial evolution in what and who gets labeled as psychotic. Community-driven movements, starting in the 1970s, have exposed system gaps, prejudices, and inequities, including for people labeled psychotic. As a result, there is a gap between the engrained systems of assessment and 'treatment as usual' on the one hand, and the transdiagnostic, etiological models of CBT and ecologically-informed care models such as coordinated specialty care (CSC) on the other. This panel will

describe current challenges and effective tools for how we assess, treat, and engage the community regarding psychosis, particularly through CBT models. Panelists will address these efforts from intersecting perspectives of researcher, clinician, and lived experience. We will first introduce a critical content analysis of the DSM-5-TR to highlight standardization inconsistencies regarding psychosis and consider how this may contribute to stigma and impede access to evidence-based care. Next, we will highlight the influence of demographic disparities in psychosis assessment and the role of skillful cultural adaptation to CBT to maintain high fidelity, efficacy, and accessibility for minoritized individuals. We will then explore how the OnTrackNY CSC model moves beyond the medical model to deliver recovery-oriented, person-centered services. We will discuss how providers tailor CBT-based interventions to promote autonomy and self-determination through individual goal attainment. We will consider how Peer Specialists in OnTrackNY CSC teams use lived experience to shift the focus from assessment and treatment to meaning making. Finally, we will explore strategies for disseminating CSC models to professionals working with youth in CSC and community settings, through an online course and video series. These resources integrate lived experience and professional perspectives to enhance training and implementation.

Earn 1.5 continuing education credits

Bolden 6, Level 2

FRIDAY

Panel Discussion 10

Community-engaged Research 101: How to Build and Maintain Meaningful Community Partner- ships

MODERATOR:

Alexandra L. Silverman, Ph.D., McLean Hospital/Harvard Medical School

PANELISTS:

Ruben G. Martinez, Ph.D., Alpert Medical School of Brown University

Ashley A. Knapp, M.A., Ph.D., Northwestern University Feinberg School of Medicine

Michelle Alto, Ph.D., Baker Center for Children and Families

Courtney Beard, Ph.D., McLean Hospital/Harvard Medical School

Primary Category: System Stakeholder Issues

Key Words: *Community-Based, Stakeholder Relevant, Underserved Populations*

Community-engaged research (CEnR) approaches center community voices across all stages of research. By emphasizing community members' contexts and lived experiences from the outset, CEnR can enhance the real-world impact of clinical research (Giusto et al., 2024). Despite the apparent benefits of CEnR, the practical ins and outs of building community partnerships are less clear to many. Directly tied to this year's conference goal to increase the reach and impact of cognitive and behavioral therapies by accounting for contextual, cultural, and diverse factors in our research, this expert panel seeks to demystify CEnR and offer practical guidance for establishing and maintaining community partnerships. Panelists have extensive experience using a range of CEnR strategies (e.g., advisory boards, human-centered design, focus groups, ethnography) across different types of research (e.g., intervention development, efficacy/effectiveness research, implementation

science) and diverse contexts (e.g., community mental health, hospitals, schools, states [Hawaii], public libraries). Panelists will present project specific and evidence-based approaches (e.g., community-based participatory research) for building community partnerships, highlighting unique opportunities and challenges that can arise when partnering with different communities (e.g., patients, providers, teachers, school staff, youth, library staff). Panelists will also share examples from their own CEnR projects of how partnership-building activities can be used to establish ethical and equitable partnerships with historically underserved communities (Alto et al., 2022; Knapp et al., 2023; Martinez et al., 2023). Steps for forming, operating, and maintaining community advisory boards will also be presented based on best practices (Newman et al., 2011), and panelists' own experiences. Finally, stuck points and lessons learned will be discussed, including: aligning expectations between community and academic partners; navigating the tension between community priorities and what is possible with current resources (e.g., budget, time); ways to share power and decision-making with community partners; and strategies for building trust.

Earn 1.5 continuing education credits

Celestin G, Level 3

FRIDAY

Clinical Round Table 2

Adaptations of CBT/EBT for Young Populations Impacted by Recent Federal Policy Actions

MODERATOR:

Julia Rabin, Ph.D., Northwestern University Feinberg School of Medicine

PANELISTS:

Rebecca E. Ford-Paz, Ph.D., Northwestern University Feinberg School of Medicine

Claire A. Coyne, Ph.D., Northwestern University Feinberg School of Medicine

William Martinez, ABPP, Ph.D., University of California, San Francisco/Zuckeberg San Francisco General Hospital

Marilyn Sampilo, M.P.H., Ph.D., Northwestern University Feinberg School of Medicine

Lisa Pineda, Terra Firma National

Marissa A. Nunes-Moreno, Ph.D., Children's Hospital Colorado

Primary Category: Culture / Ethnicity / Race

Key Words: *Public Policy, LGBTQ+, Underserved Populations*

On January 20, 2025, a series of executive orders were released that had direct repercussions for the psychological well-being of marginalized populations, such as immigrant, LGBTQ, and low-income populations (NIJC, 2025). Threats of mass deportations and abolishing protections for sensitive locations (allowing immigration enforcement in clinics and hospitals) has created fear among immigrant populations accessing healthcare and exacerbated bullying and anti-immigrant public sentiment. Preventing hospitals and providers who accept Medicaid or receive federal funding for research or education from providing gender-affirming care for youth under 19 decreases access to critical medical

care for transgender and gender-diverse; while terminating Diversity Equity and Inclusion programs has created threatening environments for gay, lesbian, and bisexual youth. Planned drastic cuts to Medicaid will have sweeping effects on access to care for millions of low-income children and families, many of whom come from structurally minoritized backgrounds (e.g., BIPOC). The ethical dissemination and delivery of science-based interventions in clinical and community settings couched within this hostile sociopolitical context requires a broader scope of focus that centers contextual and cultural factors and pulls from the field of public health. This clinical roundtable will feature national experts in the fields of immigrant mental health, gender-affirming care, and equitable care for under-resourced populations. Panelists will be asked to comment on the strength of the evidence base using science-based and affirmative therapies with these populations as well as structural and cultural factors that impede their reach and generalizability for populations impacted by recent federal policies. Discussion will also highlight ways that the practice of CBT/EBT be adapted to reduce threats to psychological well-being due to structural determinants and how institutions can mitigate the stressful impact of uncertainty on providers and families. In sum, this clinical roundtable will provide timely contextual insights and actionable information for clinicians serving structurally marginalized populations affected by recent federal policy changes.

Earn 1.5 continuing education credits

Strand 11A&B, Level 2

FRIDAY

Clinical Round Table 8

Culturally Responsive Therapeutic Group Interventions for Underrepresented Populations

MODERATOR:

Megan Ann Vergara Mendoza, M.D., Weill Cornell Medicine

PANELISTS:

Stephanie Cherestal, Ph.D., Weill Cornell Medicine
Nana Asabere, M.D., Union Square Practice
Koryalys Edwards, M.D., NYU Langone Medical Center
Shefalika Gandhi, LCSW, Weill Cornell Medicine

Primary Category: Vulnerable Populations

Key Words: *African Americans / Black Americans, Group Therapy, Student Issues*

The primary goal of this clinical roundtable will be to describe the value of group interventions geared towards underserved patient populations, and to present outcomes related to the creation of two such group interventions. Research has shown that culturally responsive clinical care improves ethnic minorities' health care outcomes (Joo & Liu, 2020). However, many trainees in psychology and psychiatry lack the necessary training in cultural humility to effectively treat historically underserved populations in their clinical work, in both individual and group treatment settings (Galán et al., 2024; Weissman et al., 2001; Venkataramu et al., 2021). Research has shown that group psychotherapy tailored to the needs of underrepresented populations is a promising clinical intervention, and yet is all too limited in its utilization by providers. Therefore, the expert group of panelists will describe the implementation, and preliminary outcomes of two group interventions developed within the Weill Cornell Medicine/NewYork-Presbyterian Psychiatry Department that were geared towards two underrepresented populations that are especially vulnerable to mental illness – black children and adolescents, and underrepresented women in medical and graduate school programs (Asabere et al, 2024; Wilkens-Yel et al, 2022). These groups relied heavily on mindfulness, cognitive, and behavioral interventions, and were designed with the goal of promoting pride and resilience amongst the group participants. Consistent with this year's ABCT theme of promoting rigorous science and

inclusive affirming therapies, these two interventions aimed to provide an inclusive space for participants, as well as a space for learning skills for facing discrimination in everyday lives. The panelists will lead exercises to give participants an interactive experience, and demonstrate certain key interventions used while conducting these groups. The panelists will also facilitate discussions on navigating challenges that arise when developing group interventions of this kind.

Earn 1.5 continuing education credits

Strand 13A&B, Level 2

Clinical Round Table 9

FRIDAY

Dismantling Fatphobia: A Roundtable on Integrating Fat Liberation in CBT Interventions for Eating Disorders

MODERATORS:

Zachary A. Soulliard, Ph.D., Miami University

Connor Elbe, M.A., Miami University

PANELISTS:

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

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

Ally Duwall, B.S., Equip Health

Shruti Kinkel-Ram, Ph.D., University of Pittsburgh

Primary Category: Eating Disorders

Key Words: *Eating, Treatment Development, Underserved Populations*

Individuals living in larger bodies face a disproportionate risk of adverse mental health outcomes, including eating disorders. Weight stigma or fatphobia, defined as the pervasive denigration of higher-weight/larger-bodied individuals based on body size or perceived weight, is a critical factor in these health disparities. Likewise, the internalization of weight stigmatizing messages serves as a robust mediator between experiences of weight stigma and eating disorders. Current evidence-based interventions, including cognitive behavioral therapy (CBT), have been developed to mitigate the detrimental effects of weight stigma; however, such interventions often lack a foundational framework of fat liberation. Instead, while acknowledging the detrimental effects of weight stigma, CBT interventions frequently maintain a deficit-based perspective by concurrently advocating for weight loss, an approach fundamentally antithetical to effective eating disorder treatment in fat individuals. Expert panelists in this clinical roundtable will discuss how weight stigma research can inform a paradigm shift toward fat liberation in CBT interventions for eating disorders, with the goal of fostering more inclusive eating disorder care. Two panelists and experts in weight stigma will discuss how research can inform CBT interventions aimed

at reducing the psychological effects of weight stigma in a way that integrates principles of acceptance and respect for clients of diverse body sizes. Our third panelist will build on this discussion based on her experience adapting eating disorder interventions for marginalized populations by providing guidance on how to utilize CBT skills to foster a sense of body appreciation, body functionality, and weight stigma resistance. Finally, our fourth panelist will provide insights based on her involvement in fat activism on how clinicians can provide affirmative CBT interventions for clients in larger bodies. Our co-moderators will facilitate this discussion by drawing on lived experiences related to facing weight stigma, as well as their programs of research broadly focused on developing and delivering identity-affirmative, CBT interventions for eating disorders.

Earn 1.5 continuing education credits

Bolden 2, Level 2

Clinical Grand Round 4

The Science and Art of Clinical Supervision in RE-CBT

FRIDAY

CHAIR:

Mark Terjesen, Ph.D., St. John's University

PANELISTS:

Tamara Del Vecchio, Ph.D., St John's University

Kristene A. Doyle, Ph.D., Albert Ellis Institute

Primary Category: Workforce Development / Training / Supervision

Key Words: *Supervision, Training / Training Directors, REBT (Rational Emotive Behavior Therapy)*

Clinical supervision is considered to be one of the benchmarks to developing core clinical skills (Falender & Shafranske, 2017). Yet many supervisors have limited training in provision of supervision and the field lacks an evidence-based model (Barrett, Gonsalvez, & Shires, 2020). Over 20 years ago, Milne and James (2002) argued that we have to consider training on competence in clinical supervision to best develop the skills of practitioners to benefit their clients as they work towards clinical change. There remains today a consensus that implementation of a competency-based approach for psychology training and supervision is needed (Gonsalvez & Crowe, 2014). This presentation will stress the importance of supervision for clinician development and client outcomes and an evidence-based approach to developing competency in supervision of practitioners will be highlighted. Methods for providing clinical supervisory feedback that promotes skill development, problem-solving and growth will be highlighted with consideration to a developmental approach towards supervision provision. Demonstration of provision of supervision from a Rational Emotive/Cognitive-Behavioral framework will be offered in order to model effective supervision and discuss specific approaches used and why. This demonstration will provide an opportunity for participants to view how a RE-CBT supervisor is able to provide supervision to assist the supervisee in developing clinical skills within a RE-CBT framework to best assist their clients and become more confident as a practitioner. The supervisor and supervisee will be interviewed about the structure of the supervision, the supervisory decision made, and their perception of how beneficial this was to their work with the client as well as in their overall skill development.

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

- Describe core components of competency in clinical supervision.
- Explain the science and application of a competency based approach towards CBT clinical supervision.
- Describe how to implement a competency-based approach in the training of supervisors in RE-CBT.
- Communicate an understanding of a developmental approach towards RE-CBT supervision.
- Integrate a competency-based supervisory approach towards RE-CBT within training programs.

Recommended Readings: Milne, D., Reiser, R., Aylott, H., Dunkerley, C., Fitzpatrick, H., & Wharton, S. (2010). The systematic review as an empirical approach to improving CBT supervision. *International Journal of Cognitive Therapy*, 3(3), 278-294. Pretorius, W. M. (2006). Cognitive behavioural therapy supervision: recommended practice. *Behavioural and Cognitive Psychotherapy*, 34(4), 413-420. Gonsalvez, C. J., & Calvert, F. L. (2014). Competency-based models of supervision: Principles and applications, promises and challenges. *Australian Psychologist*, 49(4), 200-208.

Earn 1.5 continuing education credits

Celestin H, Level 3

Symposium 6

Advancing Idiographic Methods Toward Practice: Moving Beyond Concepts to Implementation, Feasibility, and Trial Insights

FRIDAY

CHAIR:

Mercedes Woolley, M.S., Utah State University

DISCUSSANT:

Cheri A. Levinson, Ph.D., University of Louisville

Moderate level of familiarity with the material

Primary Category: Research Methods and Statistics

Key Words: *Implementation, Treatment, Research Methods*

Applying Network-informed Process-based Therapy for Trichotillomania: Insights from Real-world Clinical Applications

Mercedes Woolley, M.S., Utah State University

Michael E. Levin, Ph.D., Utah State University

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

An Idiographic Examination of Personalized Treatment Informed by Process-based Therapy

Kate Sheehan, M.A., University of Toledo

Adam J. Mann, M.S., University of Toledo

Clarissa Ong, Ph.D., University of Louisville

Examining the Relationship Between Network-based Subgroups and Treatment Outcomes Among Individuals with Eating Disorders

Clarissa Ong, Ph.D., University of Louisville

Claire Cusack, M.S., University of Louisville

Cheri A. Levinson, Ph.D., University of Louisville

Regular Eating Within Personalized Treatment Reduces Food Restriction Behaviors in an Eating Disorder Sample: Evidence That Modular Personalized Treatment Impacts Intended

Savannah Hooper, B.A., The University of Louisville

Lauren Harris, Ph.D., Auburn University

Irina A. Vanzhula, Ph.D., University of Louisville

Earn 1.5 continuing education credits

Imperial 9, Level 4

Symposium 15

Impacts of Relationship Education Delivered Through Community Partnerships to Couples from Various Minoritized and Marginalized Backgrounds

FRIDAY

CHAIR:

Yunying Le, Ph.D., University of Denver

DISCUSSANT:

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

Basic level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Community-Based, Couples / Close Relationships, Psychoeducation*

Evaluation of Becoming ONE: Effectiveness of a Community-based Relationship Education Program for Black Couples

John V. Miller, University of Denver

Adi Rosenthal, Ph.D., University of Denver

Claire L. Chapman, B.S., University of Denver

Carra Gilson, M.P.H., University of Denver

Nicholas Perry, Ph.D., University of Denver

Galena K. Rhoades, Ph.D., University of Denver

Outcomes of a Briefer Version of Family Expectations: A Community-based Relationship Education Program for Expectant Low-income Couples

Yunying Le, Ph.D., University of Denver
Scott Stanley, Ph.D., University of Denver
Nicholas Perry, Ph.D., University of Denver
Daphne Liu, Ph.D., University of Denver
Claire L. Chapman, B.S., University of Denver
Galena K. Rhoades, Ph.D., University of Denver

Engaging Military and First-responder Couples in Relationship Education

Galena K. Rhoades, Ph.D., University of Denver
Maria-Ernestina Christl, Ph.D., University of Denver
Yunying Le, Ph.D., University of Denver
Nicholas Perry, Ph.D., University of Denver
Claire L. Chapman, B.S., University of Denver
Jennifer Lee, B.S., University of Denver

Outcomes from an RCT of Relationship Education with and Without Economic Services

Hannah Williamson, Ph.D., The University of Texas at Austin
Po-Heng Chen, M.A., University of Texas at Austin

Earn 1.5 continuing education credits

Imperial 12, Level 4

Symposium 16

LGBTQ+ Structural Stigma and Health: Advancing the State of the Science Through New Meta-analytic, Methodological, and Mechanistic Insights

FRIDAY

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: LGBTQ+

Key Words: LGBTQ+, Stigma, Mental Health Disparities

LGBTQ+ Structural Stigma and Individual-level Stigma Processes and Interpersonal-level Stigma Experiences: A Meta-analysis

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

Micah R. Lattanner, Ph.D., Santa Clara University

Mark Hatzenbuehler, Ph.D., Harvard University

The Walls Are Narrowing In: The Mental Health Effects of U.S. State Policies

Targeting LGBTQIA+ People

Briana Last, Ph.D., Stony Brook University

Madeline E. Poupard, B.A., Stony Brook University

Noah Williamson, B.A., Stony Brook University

Laura K. Jans, M.A., Stony Brook University

Rafael Esteva Haché, B.A., Stony Brook University

Nguyen Tran, M.P.H., Ph.D., Stanford University

Juno Obedin-Maliver, M.D., MAS, MPH, Stanford University

Mitchell R. Lunn, M.D., M.S., Stanford University

Annesa Flentje, Ph.D., Stanford University

State of the Science of Structural Stigma and LGBTQ+ Health: Meta-analytic Evidence, Research Gaps, and Future Directions

Micah R. Lattanner, Ph.D., Santa Clara University

Sarah McKetta, M.P.H., M.D., Ph.D., Columbia University Mailman School of Public Health

John Pachankis, Ph.D., Yale University

Mark Hatzenbuehler, Ph.D., Harvard University

Measuring Early-life LGBTQ+ Structural Stigma and Examining Its Life-course Effects Among Sexual Minority Women: A Natural Language Processing Approach

Sarah McKetta, M.P.H., M.D., Ph.D., Columbia University Mailman School of Public Health

Earn 1.5 continuing education credits

Celestin A, Level 3

Symposium 17

Adherence in Dialectical Behavior Therapy: Current Efforts and Critical Need

FRIDAY

CHAIR:

Allison K. Ruork, Ph.D., Evidence-Based Practice Institute

DISCUSSANT:

Shireen Rizvi, ABPP, Ph.D., Montefiore Medical Center

Basic to Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Adherence, DBT (Dialectical Behavior Therapy), Competence*

Measuring Competency in Dialectical Behavior Therapy: The DBT California Competency Scales (DBTCCS)

Lynn McFarr, Ph.D., CBT California

Kate Comtois, Ph.D., MPH, University of Washington School of Medicine

Alex King, Ph.D., CBT California

Evaluation of Therapist Adherence to Dialectical Behavior Therapy in the U.S.

Department of Veterans Affairs' Suicide Prevention 2.0 Clinical Telehealth Initiative Training Program

Melanie Harned, ABPP, Ph.D., VA Puget Sound Health Care System & University of Washington

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

Meredith Sears, Ph.D., Rocky Mountain MIRECC for Suicide Prevention, Rocky Mountain Regional VAMC

Catherine Flores, LCSW, Department of Veterans Affairs

Laura Meyers, ABPP, Ph.D., Orlando VA Healthcare System

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

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

Jeffery Pitcock, MPH, Central Arkansas Veterans Healthcare System

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

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

Teaching to the Test: DBT Adherence in a Multi-site Study of DBT in College Counseling Centers

Allison K. Ruork, Ph.D., Evidence-Based Practice Institute

Linda Oshin, Ph.D., Rutgers University

Hannah R. Krall, B.S., Rutgers University

Jacqueline Pistorello, Ph.D., University of Nevada, Reno Counseling Services

John R. Seeley, Ph.D., University of Oregon

Scott N. Compton, Ph.D., Lurie Children's Hospital of Chicago

Shireen Rizvi, ABPP, Ph.D., Montefiore Medical Center

How Can We Enhance DBT Adherence?: Examining the Impact of Client Factors

Janice Kuo, Ph.D., PAU-Stanford PsyD Consortium, Palo Alto University

Alexander Chapman, Ph.D., Simon Fraser University

Shelley McMain, Ph.D., CAMH

Earn 1.5 continuing education credits

Celestin C, Level 3

Symposium 18

FRIDAY

Community Engaged and Participatory Strategies Across the Life Span to Characterize and Treat Trauma and Stressor Related Disorders

CHAIR:

Amantia Ametaj, Ph.D., Northeastern University

DISCUSSANT:

Sarah Valentine, Ph.D., Boston Medical Center and Boston University

Basic to Moderate level of familiarity with the material

Primary Category: Mental Health Disparities

Key Words: *Community-Based, PTSD (Posttraumatic Stress Disorder), Mental Health Disparities*

A Systematic Review of Community Based Participatory Research Efforts to Understand and Address Trauma Exposure in Children and Caregivers in the United States

Kristina Conroy, Ph.D., Massachusetts General Hospital

Emily J. Blevins, Ph.D., Massachusetts General Hospital

Amantia Ametaj, Ph.D., Northeastern University

Caley Mikesell, M.A., Massachusetts General Hospital

Alyssa Fuller, MPH, Broad Institute of MIT and Harvard

Rohan Chopra, B.A., Northeastern University

Alisa Lincoln, Ph.D., Northeastern University

Archana Basu, Ph.D., Massachusetts General Hospital/Harvard Medical School

Parents as Experts: Implementing a Parent Advisory Board to Research Trauma-informed Services for Parents and Children

Emily J. Blevins, Ph.D., Massachusetts General Hospital

Caley Mikesell, M.A., Massachusetts General Hospital

Makiko Watanabe, Ph.D., Massachusetts General Hospital

Dana Allswede, Ph.D., Massachusetts General Hospital

Katelyn Malvese, M.A., Massachusetts General Hospital

Mary Wallace, B.A., Massachusetts General Hospital

Archana Basu, Ph.D., Massachusetts General Hospital/Harvard Medical School

Perspectives of People with Lived Experiences of Trauma on Formal Mental Health Services and Barriers to Care

Amantia Ametaj, Ph.D., Northeastern University

Jasmine Elsayed, HS, Northeastern University

Arielle A.J. Scoglio, Ph.D., Bentley University

Rohan Chopra, B.A., Northeastern University

Paige DePasquale, M.A., Northeastern University

Chloe Mak, HS, Northeastern University

Rabiya Jaffry, HS, Northeastern University

Julisa Fernandez-Rivera, M.A., Northeastern University

Alyssa Fuller, MPH, Broad Institute of MIT and Harvard

Suzanne Garverich, MPH, Northeastern University

Alisa Lincoln, Ph.D., Northeastern University

Co-development of Psychoeducation and Coping Skill Intervention to Dually Address Trauma and Oppression-based Stress Among Three Marginalized Communities

Nuha Alshabani, Ph.D., Boston Medical Center

Samantha LaMartine, Psy.D., Boston Medical Center Wellness & Recovery After Psychosis (WRAP) Research Program

Grace Crosley, B.A., Boston Medical Center

Sarah Valentine, Ph.D., Boston Medical Center and Boston University

Earn 1 continuing education credit

Celestin D&E, Level 3

Symposium 19

FRIDAY

Mindfulness in Daily Life: Cultivating Mindful Engagement to Improve Wellbeing

CHAIR:

Emily R. Weiss, Ph.D., Yale University School of Medicine

DISCUSSANT:

Kellyann Navarre, M.A., University of Toronto

All level of familiarity with the material

Primary Category: Treatment - Mindfulness & Acceptance

Key Words: *Mindfulness, Exercise, Treatment Development*

Getting in Touch: Exploring the Effects of Mindful Taekwondo in High-level

Treatment Settings

Emily R. Weiss, Ph.D., Yale University School of Medicine

Xiaoyuan Li, B.S., Yale University School of Medicine

Dayna Freeman, B.S., Yale University School of Medicine

Victoria R. Hart-Derrick, B.A., Yale University School of Medicine

Kellyann Navarre, M.A., University of Toronto

Leo Kalotihos, B.A., Nationwide Children's Hospital

Sarah Barnes, Ph.D., Yale University School of Medicine

Margaret T. Davis, Ph.D., Yale University School of Medicine

Digital Wellness and Quality of Life: A Randomized Trial of Mindfulness and Physical Activity Modules

David H. Klemanski, M.P.H., Psy.D., Yale University

Macarena Kruger, M.A., Drexel University

Emily R. Weiss, Ph.D., Yale University School of Medicine

Rolling for Growth: Integrating Therapeutic Role-playing Games into Group Therapy Practices

Allison Battles, Ph.D., BattleRobin Counseling PLLC

Earn 1.5 continuing education credits

Celestin F, Level 3

Symposium 20

Navigating the Transition to Adulthood: Behavioral Interventions and Contextual Supports for ADHD and Autism Across the Lifespan

FRIDAY

CHAIRS:

Elizabeth SM Chan, Ph.D., Montclair State University

Elaine Clarke, Ph.D., Rutgers University

DISCUSSANT:

Elizabeth SM Chan, Ph.D., Montclair State University

Basic to Moderate level of familiarity with the material

Primary Category: Adult -ADHD

Key Words: ADHD, Autism Spectrum Disorders, Adult

Supporting College Students with ADHD: An Examination of a Group Telehealth Intervention

William H. Canu, Ph.D., Appalachian State University

Cynthia Hartung, Ph.D., University of Wyoming

Tamara M. Abu-Ramadan, M.S., University of Wyoming

Emily Miller, B.S., University of Wyoming

John Vasco, MPS, University of Wyoming

Abigail B. de Arellano, M.A., University of South Carolina

Yvette Rother, M.A., University of South Carolina

Jennifer Nelson, M.A., Appalachian State University

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

Kate Flory, Ph.D., University of South Carolina

Adapting Community Reinforcement and Family Training (CRAFT) for ADHD at Emerging Adulthood

Hong Bui, M.S., University of Maryland, College Park

Autism After Age 30: Examining and Defining Positive Outcomes in a Diverse Longitudinal Sample

Hannah Singer, M.A., University of California Los Angeles

Elaine Clarke, Ph.D., Rutgers, the State University of New Jersey

Hillary Schiltz, Ph.D., University of Washington

Catherine Lord, Ph.D., University of California Los Angeles

Understanding Housing Outcomes for Autistic Adults and Their Families: A Mixed-method Study

Elaine Clarke, Ph.D., Rutgers, The State University of New Jersey

Melanie Wellman, B.A., Rutgers, The State University of New Jersey

Erin J. Libsack, M.A., Rutgers, The State University of New Jersey

Vanessa Bal, Ph.D., Rutgers, The State University of New Jersey

Discovering What Matters: Building Meaningful and Sustained Employment Outcomes for Autistic Adults by Engaging Across Systems

Kilmer Merritt-Gawe, B.A., Drexel University

Jacob Bennett, Ph.D., University of New Hampshire

Ava N. Gurba, M.S., Drexel University

Dianne Malley, MFA, A.J. Drexel Autism Institute

Jaclyn Abrams, MEd, A.J. Drexel Autism Institute

Elena Marta, M.Sc, A.J. Drexel Autism Institute

Regina Wilson, M.Cert.ADR, A.J. Drexel Autism Institute

Dahrah Chekis, B.A., A.J. Drexel Autism Institute

Matthew D. Lerner, Ph.D., Drexel University

Earn one continuing education credit

Empire A, Level 2

Symposium 21

FRIDAY

Romantic Relationship Dynamics and Alcohol Use: Rigorous Science Aimed at Understanding Relationship Factors Related to Use and Efforts to Improve Treatment Outcomes by Involving Romantic Partners

CHAIRS:

Julia D. Buckner, Ph.D., Louisiana State University
Katharine L. Thomas, B.A., Louisiana State University

DISCUSSANT:

Sherry H. Stewart, Ph.D., Dalhousie University,
Departments of Psychiatry and Psychology and
Neuroscience

Basic to Moderate level of familiarity with the material

Primary Category: Addictive Behaviors

Key Words: *Addictive Behaviors, Couples / Close Relationships, Underserved Populations*

Alcohol Behavioral Couple Therapy Delivered via Telehealth in a Clinical Trial

Setting: A Mixed-methods Examination

Julianne C. Flanagan, Ph.D., Medical University of South Carolina

Michaela Hoffman, Ph.D., Medical University of South Carolina

Stacey Sellers, M.S., Medical University of South Carolina

Morgan Thomas, B.A., Medical University of South Carolina

Paul Nietert, Ph.D., Medical University of South Carolina, Ralph H. Johnson VA Medical Center

Julie Hurd, Ph.D., Ralph H Johnson VA

Shannon Forkus, Ph.D., Medical University of South Carolina

Barbara McCrady, Ph.D., University of New Mexico

Relationship-specific Motives for Alcohol Use in College Dating Couples: An EMA Study

Jaye L. Derrick, B.A., M.A., Ph.D., University of Houston

Eun-Ji Song, B.A., M.A., University of Houston

Katie MacEachern, B.S., University of Houston

Lindsay J. Browne, B.A., M.A., Ph.D., University of Houston

The Impact of Significant Other Support and Sex on Alcohol Use Among Black Adults: An Analysis from Ecological Momentary Assessment

Katharine L. Thomas, B.A., Louisiana State University

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

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

Earn 1.5 continuing education credits

Empire B, Level 2

Symposium 22

Adapting and Improving the Implementation of Community-based Behavioral Interventions for Minoritized Autistic Youth

FRIDAY

CHAIR:

Diondra Straiton, Ph.D., University of Pennsylvania School of Medicine

DISCUSSANT:

Sarabeth Broder-Fingert, M.P.H., M.D., UMASS Chan Medical School

Basic to Moderate level of familiarity with the material

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, Community-Based, Implementation*

Using Community Engagement to Adapt Anxiety Cognitive Behavioral Therapy for Minoritized Autistic Youth Receiving Services in Community-based Settings

Jessica Tschida, M.A., Michigan State University, Children's Hospital of Philadelphia

Jyothika Kalatturu, Michigan State University

Aria Kingstrom, Michigan State University

Izza Peeran, B.A., Henry Ford Health

Amy Drahota, Ph.D., Michigan State University

Characterizing Intervention Delivery and Outcomes Within Community Settings

Serving Underrepresented Autistic Toddlers and Their Families

Katherine Pickard, Ph.D., Emory University School of Medicine

Lawrence Scahill, Ph.D., Emory University School of Medicine

Aubyn Stahmer, Ph.D., University of California, Davis

A Mixed Methods Examination of Clinician Resource Needs and Predictors of Adaptation for Minoritized Families in Community Settings

Anamiguel Pomales Ramos, M.A., Michigan State University

Isabella Barbore, B.A., Michigan State University

Brooke Ingersoll, Ph.D., BCBA-D, Michigan State University

The Use of Telehealth in Community-based Early Intervention: Insights into the Digital Divide, Parent Coaching Practices, and Parent Engagement

Hannah Tokish, M.A., Michigan State University

Anamiguel Pomales Ramos, M.A., Michigan State University

Jessie Greateorex, B.A., Michigan State University

Isabelle Saligumba, B.A., Michigan State University

Brooke Ingersoll, Ph.D., BCBA-D, Michigan State University

Tailored Implementation Support to Improve Caregiver Coaching for Minoritized Autistic Children in an Urban Early Intervention System

Diondra Straiton, Ph.D., University of Pennsylvania School of Medicine

Samantha Crabbe, MEd, University of Pennsylvania

David S. Mandell, Perelman School of Medicine at the University of Pennsylvania

Melanie Pellecchia, Ph.D., University of Pennsylvania

Earn 1.5 continuing education credits

Empire D, Level 2

Symposium 23

Expanding the Frontiers of CBT: Emerging Evidence and Equitable Engagement in Psychedelic- and Mdma-assisted Therapies

FRIDAY

CHAIR:

Jason Luoma, Ph.D., Portland Psychotherapy Clinic,
Research, & Training Center

DISCUSSANT:

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

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Randomized Controlled Trial, CBT, Psychotherapy Outcome*

Mdma-assisted Therapy in Combination with Exposure Therapy for Generalized Social Anxiety Disorder: A Randomized Clinical Trial

Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

M. Kati Lear, Ph.D., Portland Institute for Psychedelic Science

Brian Pilecki, Ph.D., Portland Psychotherapy

Jenna LeJeune, Ph.D., Portland Institute for Psychedelic Science

Kyong Yi, LCSW, Portland Institute for Psychedelic Science

Aryan Sarparast, M.D., Oregon Health and Science University

Seth Mehr, M.D., Cascade Psychedelic Medicine

The Promise of MDMA in Combination with Prolonged Exposure Therapy for Posttraumatic Stress Disorder

Barbara O. Rothbaum, ABPP, Ph.D., Emory University School of Medicine

Psilocybin-assisted Cognitive Behavioral Therapy for Depression – Acceptability, Feasibility, and Clinical Outcomes of Open Trial

Marc J. Weintraub, Ph.D., University of California, Los Angeles Semel Institute

Jessica Jeffrey, M.P.H., M.D., University of California Los Angeles

Megan Ichinose, Ph.D., University of California Los Angeles

Lindsey Bergman, Ph.D., University of California Los Angeles

Anabel Salimian, B.A., University of California Los Angeles

Benjamin Shapiro, M.D., University of California Los Angeles Semel Institute

Hewa Artin, MD, University of California Los Angeles Semel Institute

Gregory Barnett, M.D., University of California Los Angeles Semel Institute

Marc Lynn, LCSW, University of California Los Angeles Semel Institute

Charles Grob, MD, University of California Los Angeles Semel Institute

David J. Miklowitz, Ph.D., University of California Los Angeles

Healing Together: MDMA Assisted Cognitive Behavioral Conjoint Therapy for PTSD

Leslie Morland, Psy.D., National Center for PTSD

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

Chandra E. Khalifian, Ph.D., University of California, San Diego and Veterans Affairs San Diego Healthcare System

Bettye Chargin, B.S., VA San Diego Healthcare System

Strategies for Inclusion in Psychedelic Assisted Psychotherapy Trials

Dara G. Friedman-Wheeler, Ph.D., Johns Hopkins University School of Medicine

Frederick Barrett, Ph.D., Center for Psychedelic and Consciousness Research

Rebecca Ehrenkranz, Ph.D., Center for Psychedelic and Consciousness Research

Andrew Gaddis, MD, MPH, Center for Psychedelic and Consciousness Research

Albert Garcia-Romeu, Ph.D., Center for Psychedelic and Consciousness Research

Sandeep Nayak, M.D., Center for Psychedelic and Consciousness Research

David Yaden, Ph.D., Center for Psychedelic and Consciousness Research

Earn 1 continuing education credit

Strand 12 A&B, Level 2

Symposium 24

FRIDAY

At the Intersection of Interpersonal Difficulties and Emotion Dysregulation in BPD: Associations with Nssi/suicidal Thoughts and Behaviors, Relationship Satisfaction, and Symptoms

CHAIR:

Jennifer S. Cheavens, Ph.D., The Ohio State University

DISCUSSANT:

katherine L. Dixon-Gordon, Ph.D., University of Massachusetts Amherst

Basic to Moderate level of familiarity with the material

Primary Category: Personality Disorders

Key Words: *Borderline Personality Disorder, Emotion, Self-Injury*

BPD and Nonsuicidal Self-injury: The Effect of Interpersonal Sensitivity and Emotion Dysregulation

Genesis A. Vergara, Ph.D., University of Massachusetts Amherst

Inter- and Intra-personal Emotion Differentiation and Its Relation to Borderline Personality Disorder Symptoms in Romantic Couples

Ella S. Sudit, M.A., American University

Kelly V. Klein, M.A., American University and NIMH

Ramya Ramadurai, M.A., Mclean Hospital/Harvard Medical School

Nathaniel R. Herr, Ph.D., American University

We're Still Working on This Together: How Intimate Partners of People with Borderline Personality Disorder Respond to Suicidal and Self-injurious Thoughts and Behaviors

Talia Tissera, M.A., York University

Elizabeth A. Earle, B.A., York University

Katherine Dixon Gordon, Ph.D., University of Massachusetts-Amherst

Karen Fergus, Ph.D., York University

Rachel Liebman, Ph.D., University Health Network

Candice Monson, Ph.D., Toronto Metropolitan University

Skye Fitzpatrick, Ph.D., York University

The Interrelatedness of Intimate Relationship Problems and Suicidal or Self-injurious Behavior in Borderline Personality Disorder

Skye Fitzpatrick, Ph.D., York University

Elizabeth A. Earle, B.A., York University

Rachel Liebman, Ph.D., University of Toronto

Kamya Goenka, B.A., Palo Alto University

Omega Luxor, B.A., York University

Ava Rutgers, B.A., York University

Ashley Seigel, M.A., York University

Anna Waisman, M.A., York University

Ariel Shoikhetbrod, M.A., York University

Iana Vedelago, M.A., York University

Talia Tissera, M.A., York University

Callista Forchuk, M.A., York University

Audrey Li-Chay-Chung, M.A., York University

Emily Mullins, B.A., York University

Rachel Howells, B.A., York University

Jessica Newman, M.A., York University

Annabelle Moore, B.A., York University

Ravina Sankar, B.A., York University

Danielle Fitzpatrick, B.A., York University

Noa Tulchinsky, B.A., York University

Taylor Alves, B.A., York University

Nathaniel Edgar, B.A., York University

Katherine L. Dixon-Gordon, Ph.D., University of Massachusetts Amherst

Candice Monson, Ph.D., Toronto Metropolitan University

Karen Fergus, Ph.D., York University

Bev Fredborg, Ph.D., University of Winnipeg

Earn 1 continuing education credit

Bolden 4, Level 2

Symposium 26

Characterizing Hoarding Disorder Across the Lifespan: Recent Research from Pediatrics to Geriatrics

FRIDAY

CHAIR:

Mary E. Dozier, Ph.D., Mississippi State University

DISCUSSANT:

Mary E. Dozier, Ph.D., Mississippi State University

All levels of familiarity with the material

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: *Hoarding, Early Intervention, Social Skills Training*

The All of Us Research Program: A Unique Cohort of Individuals Diagnosed with Hoarding Disorder

Ben Porter, Ph.D., Mississippi State University

Cognitive Profiles in Rural-dwelling Older Adults with Hoarding Disorder: Insights from the NIH Toolbox Cognition Battery

Branden J. Schaff, M.A., Mississippi State University

Mary E. Dozier, Ph.D., Mississippi State University

Jarrod Williams, B.S., Mississippi State University

Assessing Mental Health Providers' Perspectives on Youth Hoarding

Seth Downing, M.S., University of Florida

**A Feasibility Study of Early Intervention Group Therapy for Hoarding in Emerging
Adults**

Jarrod Williams, B.S., Mississippi State University

Mary E. Dozier, Ph.D., Mississippi State University

Earn 1 continuing education credit

Foster 2, Level 2

Symposium 27

FRIDAY

Determinants of PTSD EBP Receipt Across the Continuum of Care: Increasing Generalizability and Addressing Structural Barriers Through Adaptation

CHAIR:

Rebecca Sripada, ABPP, Ph.D., University of Michigan

DISCUSSANT:

Rebecca Sripada, ABPP, Ph.D., University of Michigan

Moderate level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: CBT, Implementation, Veterans

Treatment of PTSD in the Military Health System: Which Patients Receive Evidence Based Psychotherapy?

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

Jeffrey Cook, Ph.D., Center for Deployment Psychology

Christopher Haddock, Ph.D., NDRI-USA

Chunki Fong, Ph.D., NRDI-USA

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

Mixed-methods Analysis of the Feasibility, Acceptability, and Considerations for

Implementation of Massed Ebps for PTSD into VA Outpatient Clinics

Erika M. Roberge, Ph.D., Salt Lake City VA, University of Utah School of Medicine

Diana Bennett, PhD, VA Salt Lake City Health Care System

Harrison Weinstein, Ph.D., Salt Lake City VA Healthcare System & The University of Utah

Implementing Brief Evidence-based PTSD Treatment in Primary Care Clinics:

Provider Perspectives on Challenges and Opportunities

Rebecca Sripada, ABPP, Ph.D., University of Michigan

Heather Walters, M.S., VA Center for Clinical Management Research

Margaret Venners, MSW, National Center for PTSD Dissemination & Training Division, VA Palo Alto Health Care System

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

Assessing Provider Competency During Training in Written Exposure Therapy for

Posttraumatic Stress Disorder

Stefanie LoSavio, ABPP, Ph.D., University of Texas Health Science Center at San Antonio

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

Cy Pattee, MPH, University of Texas Health Science Center at San Antonio

Brooke Fina, LCSW, University of Texas Health Science Center at San Antonio

David Rozek, ABPP, Ph.D., University of Texas Health Science Center at San Antonio

Katy Dondanville, PsyD, ABPP, University of Texas Health Science Center at San Antonio

Earn 1.5 continuing education credits

Foster 1, Level 2

FRIDAY

Research & Professional Development 3

Working In Digital Mental Health: Roles, Career Paths, and Lessons Learned

PANELISTS:

Elizabeth H. Eustis, Ph.D., Boston University

Risa Weisberg, Ph.D., XRHealth

Vaile Wright, Ph.D., American Psychological Association

Caitlin A. Stamatis, Ph.D., Bruin Health

Matthew M. Carper, Ph.D., Quantitative Sciences

Program, Alpert Medical School of Brown University

Henry A. Willis, Ph.D., University of Maryland- College Park

Andrew Schwehm

All levels of familiarity with the material

Primary Category: Workforce Development / Training / Supervision

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

Research, clinical applications, and interest in digital mental health has steadily increased in recent years. Behavioral health specialists working in academic, industry, and other settings (e.g., professional organizations, non-profits) all have an important role to play in realizing the potential impact digital mental health interventions can have to increase access to inclusive evidence-based mental health treatments and to reduce the burden of mental health disorders. Despite an increase in the number of behavioral health specialists finding work in the growing field of digital mental health (APA, 2024), resources for psychologists, therapists, and graduate students to learn about career paths in digital mental health across various contexts are severely lacking in most training programs and in the field more broadly. In response to employment trends, the need for more professional development resources on careers in digital mental health, and the opportunity to increase innovation and access to CBT, this panel will focus on career paths in digital

mental health. Panelists are seven clinical psychologists who have expertise in digital mental health and have worked in a range of roles in academia, industry, and scientific and professional organizations, and range from early career to more senior professionals. Each panelist will describe their current role including how they apply their clinical, research, and cultural responsiveness training to their work, along with their career path to their current role. In addition, panelists will provide specific concrete recommendations for how audience members can learn more if they are interested in careers in digital mental health in a range of contexts and will end with time for questions from the audience. This panel is relevant with this year's theme of Bridging the Divide in that it gives audience members the opportunity to learn about non-traditional ways to promote evidence-based practices through digital health and is relevant to ABCT's mission and goals to increase innovation in the science of behavioral health and to build relationships with ABCT members and diverse stakeholders.

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

- Describe panelists current or recent job titles and roles, including day -to-day tasks and responsibilities, so audience members can learn about job options within digital mental health.
- Describe panelists career paths that led to their current roles.
- List specific concrete recommendations for how audience members can learn more about jobs in digital mental health.

Recommended Readings:

Torous, J., Myrick, K., & Aguilera, A. (2023). The need for a new generation of digital mental health tools to support more accessible, effective and equitable care. *World psychiatry: official journal of the World Psychiatric Association (WPA)*, 22(1), 1–2. <https://doi.org/10.1002/wps.21058>

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>

Award Ceremony

2025 Award Recipients:

Career/Lifetime Achievement

Raymond A. DiGiuseppe, Ph.D., ABPP, St. John's University

Distinguished Friend to Behavior Therapy

Seymour Weingarten, Guilford Press

The Francis C. Sumner Excellence Award

Geneva K. Jonathan, Ph.D., Harvard University

Anne Marie Albano Early Career Award

Emily Becker-Haimes, Ph.D., Penn Medicine

Outstanding Service to ABCT

Rita Hitching, M.Sc., The University of Newcastle

Virginia Roswell Student Dissertation Award

"Stress Experiences as Markers of Person-level Vulnerability and Temporal Risk for Near-term Suicidal Ideation" - Anne Knorr, M.A., University of Notre Dame

Michael J. Kozak Critical Inquiry and Analytical Thinking Award

Norah C. Feeny, Ph.D., Case Western Reserve University

Outstanding Training Program

The Master of Arts Program in Clinical Counseling Psychology at Assumption University

Outstanding Contribution by an Individual for Education/Training

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

Leonard Krasner Student Dissertation Award

"A Novel, Single-Session Intervention for Sexual Assault Related Psychopathology among College Students." - Jenna Bagley, M.A., Case Western Reserve University

John R.Z. Abela Student Dissertation Award

"The Bidirectional Dynamics Between Affective States During Peer Interactions and Suicidal Thoughts in Daily Life Among Adolescents" - Emily Hutchinson, B.S., University of Pittsburgh

President's New Researcher Award

Brianna Last, Ph.D., Stony Brook University

Student Research Grant

"Beyond Suicide Risk: A Cross-Cultural Grounded Theory Study of Life-Oriented Processes in Suicidal Individuals Across Western and Eastern Cultures" - Spencer Chen, M.A., Simon Fraser University

"Emotion Regulation in Context: How Daily Life Shapes Suicidal Ideation" - Simon M. Li, M.A., Columbia University

Charles Silverstein Lifetime Achievement Award in Social Justice

Jillian Shipherd, Ph.D., National Center for PTSD

2025 Champions

- Omar Aziz, Ph.D., International Rescue Committee, Atlanta Office
- Rachel Kim, Ph.D., Magnolia Psychological Counseling
- Stephanie Renno, Ph.D., Cohen Veterans Network
- Vanessa Holm, LMFT, Pacific Clinics
- Kiki Fehling, Ph.D., Private Practice
- Shaina Siber-Sanderowitz, LCSW, AFFIRM Mental Health, LLC
- Face-the-Fight Leadership Team
- Justin Schmitt
- Tiffany Benjamin
- Sonya Medina Williams

Elsie Ramos Memorial Student Poster

- Callum Chertavian, B.S., The Baker Center for Children and Families
- Wing Lam Yip, M.S., University of Oxford
- Joshua Steinberg, M.A., Harvard University

Student Travel Award

- Jolie Ho, M.A., M.S, University of Waterloo
- Liana Parrish, B.A., San Diego State University

Spotlights on Mentors

- Nathaniel Herr, Ph.D., American University
- Stanley Seah, Ph.D., University of Pittsburgh
- Kelsey Pritchard, Ph.D., University of Michigan Medicine & VA Ann Arbor Healthcare System

Spotlights on a Researcher

- Alayna Park, Ph.D., University of Oregon
- Kelsie Okamura, Ph.D., The Baker Center for Children and Families

Fellows Class of 2025

Joel Becker, Ph.D. Cognitive Behavior Associates & University of California Los Angeles

Melanie S. Harned, Ph.D., ABPP, VA Puget Sound Health Care System & University of Washington

Travis L. Osborne, Ph.D., ABPP, Evidence Based Treatment Centers of Seattle

Ann M. Steffen, Ph.D., ABPP, University of Missouri – St. Louis

Shona N. Vas, Ph.D., ABPP, The University of Chicago Kate Wolitzky-Taylor, Ph.D., University of California Los Angeles

2025 ABCT Youth Community Leader Award

Max Williams, Senior at New Harmony High School and member of the Children and Youth Planning Board for the city of New Orleans

Jamal Beverly Jr., Senior at Benjamin Franklin High School

2025 Mary Jane Eimer Student Convention Scholarship

Olufunke Mary Benson, Ph.D. Student, Oklahoma State University

Gray Bowers, Ph.D. Student, The Graduate Center City University of New York

Kate Conroy, Ph.D. Student, University of Washington

Gabriella Epshteyn, Ph.D. Student, University of Rhode Island

Abigail Fischbach, Ph.D. Student. University of Cincinnati

Madison Forde, Ph.D. Student, New York University

Victoria Hart-Derrick, Post Baccalaureate trainee, Yale University

Felipe Herrmann, Post Baccalaureate Trainee, Harvard University, Massachusetts General Hospital

Chase Isaacs, Post Baccalaureate Trainee, George Washington University/University of Rhode Island
Emmarald Jean-Francois, Post Baccalaureate Trainee, Cincinnati Children's Hospital Medical Center
Atulya Kharbanda, Ph.D. Student, University of Wisconsin-Milwaukee
Jae Eun Kwak, Ph.D. Student, University of Tennessee, Knoxville
Hyein Sarah Lee, Ph.D. Student, University of Massachusetts Chan Medical School
Julianna Martinez, Post Baccalaureate Trainee, University of California, Los Angeles
Nina Micanovic, Ph.D. Student, Queen's University
Patrick Mulkern, Ph.D. Student, Boston College
Kellyann May Navarré, Post Graduate Trainee, University of Toronto
Christopher Palmer, Ph.D. Student, Wayne State University
Daisy Ramos, Ph.D. Student, University of New Mexico
Tiffany Yip, MSc Student, University of Oxford

Storyville Hall, Level 3

ABCT Reception & SIG Expo

Come join your colleagues and friends at the biggest 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. The first 30 minutes is quiet viewing of the posters. Beverage service will begin at 6:30 PM.

FRIDAY

Saturday, November 22

8:30a.m. – 9:45a.m.

Earn 0.5 continuing education credits

Celestin D&E, Level 3

Plenary 2a

A Multidisciplinary Approach to the Study of Social Policies and Mental Health Disparities: Insights from Stigma Research

SATURDAY

Mark Hatzenbuehler, Ph.D., Harvard University

All levels of familiarity with the material

Primary Category: Mental Health Disparities

Key Words: *Stigma, Mental health disparities, Public policy*

Psychological research has made significant advancements in the study of stigma, defined as the co-occurrence of labeling, stereotyping, status loss, and discrimination that unfolds in a context of unequal power. However, this work has been criticized for focusing almost exclusively on individual and interpersonal stigma processes to the exclusion of structural factors that promulgate stigmatization. To address this knowledge gap, researchers have recently expanded the stigma construct to consider how broader, macrosocial forms of stigma—what I call structural stigma—also disadvantage stigmatized individuals. In this talk, I will define the construct of structural stigma and discuss one instantiation of it in the form of public policies that target specific groups for social exclusion or that fail to provide legal protections. I will then review several illustrative studies from our research group that use a range of methodological and measurement approaches to document the negative biopsychosocial consequences of exposure to structural stigma across

a range of stigmatized statuses, including those related to sexual orientation, race, and socioeconomic status. I will end the talk with a brief discussion of implications of this research for structural and psychological interventions aimed at reducing the negative mental health sequelae of stigma for members of marginalized groups. Collectively, this research highlights the need for clinical scientists to further attend to structural influences in our conceptual models of health, in our empirical studies, and in our interventions aimed at reducing mental health disparities.

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

- Describe stigma as a multi-level phenomenon ranging from individual to structural levels.
- Evaluate the biopsychosocial consequences of structural stigma in the form of social policies that target specific groups for social exclusion or that fail to provide legal protections.
- Explore the role of stigma in undermining the efficacy of psychotherapy interventions.
- Long-term Goal: Consideration of the role of clinical scientists in addressing mental health disparities resulting from stigmatization.

Long-term Goal:

- Consideration of the role of clinical scientists in addressing mental health disparities resulting from stigmatization.

Recommended Readings: Lattanner, M.R., McKetta, S., Pachankis, J.E., & Hatzenbuehler, M.L. (2025). State of the science of structural stigma and LGBTQ+ health: Meta-analytic evidence, research gaps, and future directions. *Annual Reviews of Public Health*, 46, 7.1-7.19.

Weissman, D.G., Hatzenbuehler, M.L., Cikara, M., Barch, D.M., & McLaughlin, K.A. (2023). State-level macro-economic factors moderate the association of low income with brain structure and mental health in U.S. children. *Nature Communications*, 14, 2085.

Hatzenbuehler, M.L., & Pachankis, J.E. (2021). Does stigma moderate the efficacy of mental and behavioral health interventions? Examining individual and contextual moderators of treatment effect heterogeneity. *Current Directions in Psychological Science*, 30, 476-484. 3.

Earn 0.5 continuing education credits

Celestin D&E, Level 3

Plenary 2b

State of the Science and Emerging Research on Gender Affirmative Medical Care for Transgender Youth

SATURDAY

Diane Chen, Ph.D., Ann & Robert H. Lurie Children's Hospital of Chicago

All levels of familiarity with the material.

Primary Category: LGBTQ+

Key Words: *LGBTQ+, Adolescents, Longitudinal*

Transgender and nonbinary (TNB) youth experience gender in ways that do not align with their designated sex at birth. Recent estimates suggest TNB youth comprise between 2% and 9% of high-school aged youth in the United States. Many TNB youth experience gender dysphoria—the persistent affective distress stemming from gender incongruence—and increasingly, TNB youth seek transition-related medical care to address dysphoria. The field of pediatric gender medicine is rapidly evolving, outpacing outcomes research in this marginalized population. Pediatric gender medicine also is increasingly politicized, with disinformation running rampant. This presentation will: (1) introduce the gender affirmative model of care and how it has evolved over the last decade, (2) highlight current gaps in research related to pediatric gender health care, and (3) present emerging research from the Trans Youth Care Study—the first NIH-funded study on medical/mental health outcomes of early medical treatment in TNB youth.

Outline:

- I. Background and terminology
 - A. Key tenets of gender affirmative care
 - B. Gender transition = process of changing gender presentation and/or physical body to be more aligned with gender identity
 1. Reversible

2. Partially reversible
3. Irreversible
- II. Continuum of gender-affirming medical/surgical care
 - A. Pubertal suppression with GnRH analogs, exogenous testosterone/estrogen, and gender-affirming surgery
 - B. Historical “Dutch Model”
 1. Research outcomes
 - C. Developmentally-informed affirmative approach
 1. Research outcomes
- III. Findings from the TYC Study

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

1. Identify key tenets of gender affirmative care.
2. Discuss current gaps in research related to pediatric gender care.
3. Describe emerging research on psychosocial outcomes of gender-affirming medical care.

Long-term Goals:

- Participants will gain a deeper understanding of the gender affirmative model, including how it has evolved to support the health and wellbeing of TNB youth. Attendees will be equipped to integrate affirming, evidence-based practices in clinical or policy settings that prioritize youth autonomy, reduce gender dysphoria, and support positive mental health outcomes.
- Participants will recognize the urgency for research-informed practice in pediatric gender medicine.

Recommended Readings:

Huit, T.Z., Coyne, C.A., & Chen, D. (2024). State of the science: Gender-affirming care for transgender and gender diverse youth. *Behavior Therapy*, 55, 1335-1347. DOI: <https://doi.org/10.1016/j.beth.2024.02.010>. [PMID: 39443069]

Coyne, C.A., Yuodsnukis, B., & Chen, D. (2023). Gender dysphoria: Optimizing health-care for transgender and gender diverse youth with a multidisciplinary approach. *Neuropsychiatric Disease and Treatment*, 19, 479-493. DOI: 10.2147/NDT.S359979 [PMID: 36879947; PMCID: PMC9985385]

Chen, D., Berona, J., Chan, Y.M., Ehrensaft, D., Garofalo, R., Hidalgo, M.A., Rosenthal, S.M., Tishelman, A.C., & Olson-Kennedy, J. (2023). Psychosocial functioning in transgender youth after two years of hormones. *New England Journal of Medicine*, 388, 240-250. DOI: 10.1056/NEJMoa2206297 [PMID: 36652355; PMCID: PMC10081536]

Earn 1.5 continuing education credits

Strand 10A&B, Level 2

Mini Workshop 9

Engagement Strategies for Reluctant and Difficult Clients: Using Ancient Stoicism to Teach Anger Management

SATURDAY

Scott H. Waltman, ABPP, Psy.D., Center for Dialectical and Cognitive
Behavior Therapies

Trent Codd, III, Ed.S., Cognitive-Behavioral Therapy & Assessment
Associates

Moderate level of familiarity with the material

Primary Category: Anger

Key Words: *Anger / Irritability, ACT (Acceptance & Commitment Therapy), Cognitive Therapy*

Across the three waves of cognitive behavioral therapy, various evidence-based strategies for anger management have been developed. Often the individuals who come in for anger management are difficult to engage, due to preconceived notions about therapy or being coerced into treatment. In recent years, Stoic philosophy has become incredibly popular in the lay culture. Many of the most popular podcasts and several popular press authors have written self-improvement guides based on the principles of ancient Stoicism. Frequently clients who are hardest to engage in therapy are interested in Stoicism and have learned about it from these popular press sources. When Albert Ellis and Aaron Beck developed the cognitive therapies, they cited the ancient Stoics as their inspiration. The famous quote from Epictetus explained we are not upset by things but by our views of them (i.e., the cognitive model). Ancient Stoicism is actually more compatible with third wave CBT than the second wave. The principles of stoicism involve teaching people to be non-judgmental, learn acceptance to the limitations of their control, and focus on living a good life guided by values. The ancient Stoics had explicit and detailed anger management

strategies and teachings. This clinical round table will focus on discussing the common strategies for anger management across the big tent of CBT (e.g., CBT, DBT, ACT) and explore examples from Stoicism that could be used to teach these principles. In this way, Stoicism becomes a delivery model for teaching evidence-based strategies. Emphasis will be on teaching strategies which are immediately applicable and usable to attendees. Handouts will be included.

Recommended Reading 1: Robertson, D. & Codd, R. T. (2019). Stoic philosophy as Cognitive-Behavioral Therapy. *The Behavior Therapist*, 42(2), 42-49.

Recommended Reading 2: Berkout, O. V., Tinsley, D., & Flynn, M. K. (2019). A review of anger, hostility, and aggression from an ACT perspective. *Journal of contextual behavioral science*, 11, 34-43.

Recommended Reading 3: Eifert, G. H., & Forsyth, J. P. (2011). The application of acceptance and commitment therapy to problem anger. *Cognitive and Behavioral Practice*, 18(2), 241-250.

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

- Describe at least two evidence-based strategies for anger management.
- Utilize at least two Stoic teachings to facilitate evidence-based strategies.
- Describe at least three similarities between modern cognitive behavioral therapy and ancient Stoicism.

Earn 1.5 continuing education credits

Strand 11A&B, Level 2

Mini Workshop 10

Teens and Screens: Cognitive Behavioral Interventions That Promote Digital and Mental Wellbeing

SATURDAY

Aidan Schmitt, Ph.D., Weill Cornell Medicine
Sara Fruchter, Ph.D., Weill Cornell Medicine
Madeline Levitt, Ph.D., Weill Cornell Medicine
Shannon M. Bennett, Ph.D., Weill Cornell Medicine

Basic to Moderate level of familiarity with the material

Primary Category: Technology/Digital Health

Key Words: *Adolescents, CBT, Transdiagnostic*

Over a decade of research has explored relationships between social media use and mental health in adolescents; however, relevant evidence-based interventions are lacking. Researchers have identified mediators (e.g., social comparison, negative feedback, risky self-presentation) that should be targeted by interventions. Unfortunately, some existing treatments rely on abstinence-based models (e.g., “digital detox”), which may ostracize teens, neglect benefits of social media use, and fail to provide long-term skill acquisition. Research shows that harm reduction and strengths-based approaches are often more effective. Cognitive behavioral therapy (CBT) is a gold-standard treatment that provides a starting point. This workshop will teach clinicians how to utilize CBT tools to educate and empower teens to better understand and manage their tech habits. Our team created a CBT-based intervention to provide psychoeducation and skills training to teens to minimize risks and maximize benefits of social media use, in both online and offline contexts. We will begin by discussing assessment of adolescents’ social media use as it relates to current symptomatology and emotion regulation. Using role play and interactive teaching, we will demonstrate core intervention components and their application for social media

use, including assessment, psychoeducation, mindfulness, values clarification, cognitive restructuring, and behavioral activation in the context of “fear of missing out” (FOMO), mental health misinformation, artificial intelligence, unrealistic body image standards, and more. Parenting interventions will also be covered, including empowering parents to understand teen tech use and set appropriate limits. Special attention will be paid to individual differences and the optimization of the interventions for marginalized youth, as well as safety considerations. Interactive activities and role plays will be used to demonstrate concepts. We will also present preliminary data on the feasibility and acceptability of our treatment model in an adolescent partial hospital program. This workshop will be accessible to clinicians of diverse training backgrounds and interventions can be applied across multiple levels of care.

Recommended Reading 1: Plackett, R., Blyth, A., & Schartau, P. (2023). The impact of social media use interventions on mental well-being: systematic review. *Journal of Medical Internet Research*, 25, e44922.

Recommended Reading 2: Harness, J., Domoff, S. E., & Rollings, H. (2023). Social media use and youth mental health: intervention-focused future directions. *Current Psychiatry Reports*, 25(12), 865-871.

Recommended Reading 3: Berger, M. N., Taba, M., Marino, J. L., Lim, M. S., & Skinner, S. R. (2022). Social media use and health and well-being of lesbian, gay, bisexual, transgender, and queer youth: Systematic review. *Journal of medical Internet research*, 24(9), e38449.

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

- Identify both negative and positive impacts of social media use on adolescent mental health.
- Assess for signs of problematic social media use and associated difficulties in home, school, and social settings.
- Apply CBT tools in clinical settings with adolescents struggling to effectively balance social media use and mental health.
- Explain how to tailor and optimize interventions to support marginalized youth.
- Discuss social media use with teens and parents in a way that is relatable, informative, and developmentally appropriate.

Earn 1.5 continuing education credits

Strand 12A&B, Level 2

Mini Workshop 11

The Intersection of Trauma and OCD in Youth: Support Through CBT and Exposure-based Interventions

SATURDAY

Breanna Myers, LCSW, New York University
Nicole Baez, LCSW, LICSW, InStride Health

Moderate to Advanced level of familiarity with the material

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: CBT, ERP (*Exposure and Response Prevention*), Adolescents

Children and adolescents with Obsessive Compulsive Disorder often present with complex symptom profiles, especially when co-occurring trauma is a factor. Trauma exposure has the ability to intensify OCD symptoms and influence how they manifest, while OCD often mimics or exacerbates trauma responses, leading to misdiagnosis or an incomplete treatment approach. Due to this overlap, clinicians require a nuanced approach that addresses both diagnoses effectively. Therefore, this session will explore the intersection between trauma and OCD in youth, and how to make modifications in treatment that can both address a patient's feared consequence related to OCD and overlapping trauma worries. This presentation will combine lecture-style instruction with interactive components, including case examples, role play demonstrations, and group discussions.

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

- Define trauma in a holistic sense, combining information from the DSM and the ACES study.
- Differentiate between trauma responses and OCD-related symptoms in clinical assessments.
- Develop their understanding of trauma informed cognitive behavioral therapy (CBT) frameworks for youth.
- Integrate exposure and response prevention (ERP) techniques with sensitivity to trauma histories.
- Address the avoidance behaviors common to both diagnoses while maintaining trust and safety in the therapeutic relationship.

Long-term Goal:

- Understand the basic mechanisms of gold-standard OCD and PTSD treatment models and how to skillfully apply both with patients with co-occurring diagnoses

Recommended Readings:

Pinciotti CM, Van Kirk N, Horvath G, Storch EA, Mancebo MC, Abramowitz JS, Fontenelle LF, Goodman WK, Riemann BC, Cervin M. Co-occurring PTSD in intensive OCD treatment: Impact on treatment trajectory vs. response. *J Affect Disord.* 2024 May 15;353:109-116. doi: 10.1016/j.jad.2024.03.004. Epub 2024 Mar 5. PMID: 38452939.

Lifetime Potentially Traumatic Events and Cognitive-Behavioral Therapy Outcomes in Pediatric Obsessive-Compulsive Disorder by Laura Belschner PhD, Robert McMahon PhD, and Evelyn Stewart MD. Lafleur DL, Petty C, Mancuso E, McCarthy K, Biederman J, Faro A, Levy HC, Geller DA.

Traumatic events and obsessive-compulsive disorder in children and adolescents: is there a link? *J Anxiety Disord.* 2011 May;25(4):513-9. doi: 10.1016/j.janxdis.2010.12.005. Epub 2010 Dec 27. PMID: 21295942; PMCID: PMC3074033.

Earn 1.5 continuing education credits

Strand 13A&B, Level 2

Mini Workshop 12

The Safety Planning Intervention: It's More Than Just Filling out the Form!

SATURDAY

Kelly L. Green, Ph.D., Department of Psychiatry, Perelman School of Medicine, University of Pennsylvania
Gregory K. Brown, 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, Evidence-Based Practice*

Brief interventions to address acute suicide risk are a relatively recent development in the larger field of evidence-based treatment for suicidal patients. Sponsored by the Suicide and Self-Injury SIG, this workshop focuses on one such innovation: the Stanley-Brown Safety Planning Intervention (SPI; Stanley & Brown, 2012). The SPI is an evidence-based, collaborative intervention that helps patients decrease their suicide risk by consulting and using a pre-determined set of strategies and resources during a suicidal crisis. The intervention results in a written plan for the patient to use that contains six steps: 1) warning signs for future suicidal crises; 2) internal coping strategies for distraction; 3) people or social settings for distraction; 4) people to ask for help with the crisis; 5) professionals and agencies that can help resolve the crisis; and 6) reducing access to lethal means for suicide. While the SPI has been widely implemented and is recommended by accrediting bodies such as The Joint Commission, research has found that the fidelity and quality with which SPI is implemented in the real world is often suboptimal. For example, the SPI may be considered as just a form to fill out, rather than a clinical intervention, leading to the omission of critical components of the intervention as designed. This workshop will focus on the aspects of the SPI that are beyond the safety plan form itself, including 1) conducting a narrative interview of a recent suicidal crisis; 2) providing psychoeducation and rationale

about the SPI and its various steps; 3) vetting potential strategies to avoid harm and ensure a high degree of personalization and feasibility; 4) helping patients to implement their safety plan on their own; and 5) involving caregivers in the intervention for adolescents or adults who may need caregiver assistance.

Recommended Reading 1: Stanley, B., & Brown, G. K. (2012). Safety planning intervention: A brief intervention to mitigate suicide risk. *Cognitive and Behavioral Practice*, 19, 256-264.

Recommended Reading 2: Pettit, J. W., Buitron, V., & Green, K. L. (2018). Assessment and Management of Suicide Risk in Children and Adolescents. *Cognitive and behavioral practice*, 25(4), 460-472.

Recommended Reading 3: Stanley, B., Brown, G. K., Brenner, L. A., Galfalvy, H. C., Currier, G. W., Knox, K. L., Chaudhury, S. R., Bush, A. L., & Green, K. L. (2018). Comparison of the Safety Planning Intervention With Follow-up vs Usual Care of Suicidal Patients Treated in the Emergency Department. *JAMA psychiatry*, 75(9), 894-900.

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

- Describe how to conduct a narrative interview of a recent suicidal crisis.
- Explain the rationale for the SPI and each of the six steps.
- Identify specific intervention techniques that result in high quality safety plans.

Earn 1 continuing education credits

Celestin B, Level 3

Spotlight Research 3

Healing Together: The Role of Social Connectedness and Processing Parent Adverse Childhood Experiences in Reducing Depression Among Parents of Color in the Child Welfare Systems

SATURDAY

CHAIRS:

Yikai Xu, B.A., M.A. – Doctoral Student, New York University

PANELISTS:

Hunter Crespo, M.A. – Clinical Psychology PhD Student, The New School

Kelsey Armusewicz, Ph.D. – Assistant Director of Trauma Services, Assistant Professor in Pediatrics, Montefiore Einstein

Primary Category: Child / Adolescent - Trauma / Maltreatment

Key Words: *Abuse / Maltreatment, Depression, Treatment*

Parents of color who are involved with child welfare systems are at a greater risk for depression given the significant intersectional stressors (e.g., poverty, racism). Considering the significant impact of parental depression on children's health, the disproportionate overrepresentation of families of color in the child welfare systems signifies a critical need for intervention that is contextually sensitive to the stressors among this population. [Name Redacted] is a group family intervention that aims to improve parent-child relationships and well-being for families with children under 5, many of whom are referred by child welfare systems. Two intervention targets are fostering social connectedness and buffering the impact of adverse childhood experiences (ACEs) on parenting behaviors.

Studies have shown that both ACEs and limited social connectedness predicted parental depression and increased child maltreatment risks, supporting processing ACEs and fostering social connectedness in family therapy. To evaluate the impact of the intervention, the current study examines (1) the trajectory of depressive symptoms among parents of color during treatment and (2) the effects of parent ACEs and social connectedness on the initial depressive symptoms at intake and the trajectory of change during treatment. Methods. 722 parents of color (Mage = 29.64, SD = 7.22, 97.23% female) reported depressive symptoms at intake, 3-month follow-up, and at termination. We used latent curve modeling to explore the change of depressive symptoms during treatment and related factors. Results. We found that the depressive symptoms decreased from intake to termination ($\beta = -.29$, $p < .001$), controlling for parent age and treatment duration. Both parent ACEs and limited social connectedness predicted greater depressive symptoms at intake ($\beta = .39 - .70$, $p < .001$) and a greater reduction in depressive symptoms during treatment ($\beta = -.56 - -.32$, $p < .001$). Discussion. Our study showed the effectiveness of the group intervention in reducing depression among parents of color in the child welfare systems, particularly among those with significant ACEs. Further, the results suggested the importance of addressing parent ACEs and fostering social connectedness in family therapy.

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

- Identify risk factors for depression among parents of color in the child welfare system.
- Describe key intervention targets of the [program name redacted].
- Explain how intervention address risk factors for depression among parents of color in the child welfare systems.

Recommended Readings:

Adverse childhood experiences (ACEs) and later-life depression: perceived social support as a potential protective factor <https://pmc.ncbi.nlm.nih.gov/articles/PMC5588961>

The Long-Term Impact of Parental Mental Health on Children's Distress Trajectories in Adulthood - Christina Kamis, 2021 <https://journals.sagepub.com/doi/full/10.1177/2156869320912520>

Parental Social Isolation and Child Maltreatment Risk during the COVID-19 Pandemic <https://link.springer.com/content/pdf/10.1007/s10896-020-00244-3.pdf>

Earn 1 continuing education credits

Celestin C, Level 3

Spotlight Research 1

Addressing Clinician Bias to Promote Equitable Implementation of Evidence-based Practice in School Mental Health

SATURDAY

CHAIR:

Freda F. Liu, Ph.D. – Associate Professor, University of Washington School of Medicine

Co-author: *Rosemary Reyes, B.A.* – Research Study Coordinator, University of Washington, Dept of Psychiatry & Behavioral Sciences

Co-author: *Yasmin Landa, B.A.* – Research Study Coordinator, University of Washington

Co-author: *Roger Goosey, B.S.* – Research Manager, University of Washington

PANELIST:

Elizabeth Connors, Ph.D. – Associate Professor, Yale University School of Medicine

Co-author: *Aaron Lyon, Ph.D.* – Professor, University of Washington

Primary Category: Dissemination & Implementation Science

Key Words: *Implementation, Mental Health Disparities, Adolescents*

Despite the robust evidence-based for cognitive-behavior therapies for a wide range of youth mental health issues, broad implementation continues to be limited in community settings (e.g., schools) with disparate access and uptake for racial/ethnic minoritized (REM) youth. Healthcare providers' implicit bias has been identified as a significant contributor to these disparities due to its adverse effects on the client-provider relationship and inequitable delivery of high-quality, evidence-based practices (EBP).¹ Although

implicit bias trainings are proliferating, few are evidence-based and designed for mental healthcare.²

We conducted a randomized pilot feasibility trial of an implicit bias training for school mental health clinicians (SMHC)—Virtual Implicit Bias Reduction and Neutralization Training (VIBRANT)—an interactive, brief (45-min) eLearning module. Informed by the established implicit cognition literature, VIBRANT was iteratively developed using human-centered design methodology and initially tested in a proof-of-concept open trial with 12 SMHC.³

This NIH-funded study evaluates VIBRANT's feasibility and preliminary effectiveness to address SMHC's implicit bias and promote equitable implementation of a highly learnable EBP—measurement-based care (MBC or routine collection of client-reported data to inform clinical decision-making). We hypothesized that SMHC in the VIBRANT condition will show more equitable delivery of MBC (e.g., fewer differences between REM and non-Hispanic white [NHW] clients) and report better therapeutic alliance with REM youth compared to control group SMHC. We also expect VIBRANT SMHC to demonstrate greater reductions in their implicit bias and greater use of the VIBRANT bias-management strategies.

Data collection ends Summer 2025. Thus far, 89 SMHC (63% NHW, 89% female) have been recruited and randomized to receive MBC training with or without VIBRANT; 74% completed training and post-training data collection. Beyond results of hypothesized outcomes and mechanisms, the presentation will also discuss innovations in the research methodology (e.g., clinician caseload service logs, youth data) and intervention package (e.g., weekly discussion topics, post-training consultation).

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

- Describe 3 evidence-based implicit bias management strategies.
- Explain how addressing healthcare provider implicit bias can improve implementation of evidence-based practice and reduce health disparities.
- Identify mechanisms of how implicit bias training can improve care for marginalized youth.

Recommended Readings:

Zestcott, C. A., Blair, I. V., & Stone, J. (2016). Examining the presence, consequences, and reduction of implicit bias in health care: a narrative review. *Group Processes & Intergroup Relations*, 19(4), 528-542.

Hagiwara, N., Duffy, C., Cyrus, J., Harika, N., Watson, G. S., & Green, T. L. (2024). The nature and validity of implicit bias training for health care providers and trainees: A systematic review. *Science Advances*, 10(33), eado5957.

Liu, F. F., Coifman, J., McRee, E., Stone, J., Law, A., Gaias, L., ... & Lyon, A. R. (2022). A brief online implicit bias intervention for school mental health clinicians. *International Journal of Environmental Research and Public Health*, 19(2), 679.



Earn 3 continuing education credits

Imperial 1, Level 4

Traditional Workshop 10

The Moving Target of What to Focus on When Your Patient's Eating Disorder Is One of Several Problems

SATURDAY

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

*Anita Federici, Ph.D., FAED, The Centre for Psychology + Emotion
Regulation*

Moderate level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Eating, Comorbidity, Suicide*

The work of professionals who treat clients diagnosed with an eating disorder (ED) and significant other comorbidities such as depression, anxiety, suicidality, or BPD can be complicated. First and foremost, multi-diagnostic ED clients can be ambivalent about treatment and recovery. Professionals are often in the position of having to “sell” the treatment we believe is needed to individuals who often have not been helped by multiple previous interventions. Furthermore, EDs can be life threatening illnesses and professionals may become unclear about priorities when attempting to help a client who has more than one life-threatening condition: e.g., what if my client is self-harming and is medically unstable – which do I deal with first? The work of the ED professional is further complicated by behaviors that can interfere with the treatment delivery. Behaviors such as angry outbursts, failure to complete homework, lying, water-loading, and cancelling sessions are considered therapy-interfering behaviors (TIBs) and can interfere with clients’ abilities to benefit from treatment, remain in treatment, or both. Finally, the professional’s own burn out and frustrations can interfere with treatment, as well. Multidiagnostic Eating Disorder- Dialectical Behavior Therapy (MED-DBT), provides a clear and systematic mod-

el for dealing with ambivalent, multiple-problem cases, as well as life-threatening, and therapy-interfering behaviors. In this workshop participants will be exposed to MED-DBT theory and practice. Particular attention will be given to how to conceptualize and organize patient behavior in terms of priorities, and how to identify and address therapy-interfering behaviors on the part of the patient and therapist. Using lectures, case examples, small group exercises and role plays, participants will have the opportunity to practice and observe MED-DBT treatment strategies for those diagnosed with an eating disorder. The current presentation will describe how a MED-DBT treatment model can effectively and comprehensively address eating disorder issues and their comorbidities across the DBT targets.

Outline:

- I. Introduction (15 mins)
 - A. Overview of workshop objectives and MED-DBT model
- II. Theoretical Foundations (30 mins)
 - A. Review of DBT targeting hierarchy and MED-DBT adaptations
- III. Case Conceptualization and Prioritization (30 mins)
 - A. Mapping client behaviors onto Targets I-III
- IV. Clinical Vignettes and Small Group Exercises (45 mins)
 - A. Role-playing therapy-interfering behaviors and clinician responses
- V. Skill Application and Troubleshooting (30 mins)
 - A. Diary card use, addressing suicidal behavior and burnout
- VI. Q&A and Summary (30 mins)
 - A. Addressing audience challenges, summary of key takeaways

Recommended Reading 1: Ben-Porath, D., Duthu, F., Luo, T., Gonidakis, F., Compte, E., & Wisniewski, L. (2020). Dialectical behavioral therapy: an update and review of the existing treatment models adapted for adults with eating disorders. *Eating Disorders: The Journal of Treatment and Prevention*, 28, 101-121. <https://www.tandfonline.com/doi/full/10.1080/10640266.2020.1723371>

Recommended Reading 2: Brown, T., Wisniewski, L., & Anderson, L. (2020). Dialectical Behavior Therapy and Eating disorders: State of the Research and New Directions. *Eating Disorders: The Journal of Treatment and Prevention*, 28, 97-100.

Recommended Reading 3: Navarro-Haro, M.V., Botella, V.G., Badenes-Ribera, L. et al. Dialectical Behavior Therapy in the Treatment of Comorbid Borderline Personality Disorder and Eating Disorder in a Naturalistic Setting: A Six-Year Follow-up Study. *Cogn Ther Res* 45, 480-493 (2021). <https://doi.org/10.1007/s10608-020-10170-9>

Recommended Reading 4: Wisniewski, L. & Ben-Porath, D. (2015). Dialectical Behavior Therapy and Eating Disorders: The Use of Contingency Management Procedures to Manage Dialectical Dilemmas. *American Journal of Psychotherapy*, 69 (2), 129-140

Recommended Reading 5: Reilly, E. E., Orloff, N. C., Luo, T., Berner, L. A., Brown, T. A., Claudat, K., ... Anderson, L. K. (2020). Dialectical behavioral therapy for the treatment of adolescent eating disorders: a review of existing work and proposed future directions. *Eating Disorders*, 28(2), 122-141. <https://doi.org/10.1080/10640266.2020.1743098>

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

- Describe how to categorize ED behaviors in the context of Targets I, II and III.
- Identify patient and therapist behaviors (eating disordered and otherwise) that interfere with treatment.
- Conceptualize clients using MED-DBT dialectical dilemmas.
- Teach clients how biotemperament interacts with invalidating environments to cause and maintain complex ED symptoms.
- Formulate strategies to address suicidality, non-suicidal self-injury and TIB's in and outside of session.
- Troubleshoot common challenges to MED-DBT diary cards.

Long-term Goals:

- Equip clinicians with a sustainable treatment model (MED-DBT) that organizes complex symptom presentations into a prioritized treatment plan.
- Enhance clinicians' ability to confidently manage life-threatening behaviors and therapy-interfering behaviors across treatment contexts, ultimately improving client engagement and treatment outcomes.



Earn 3 continuing education credits

Imperial 11, Level 4

Traditional Workshop 11

Thriving in College with ADHD: A CBT Skills Approach

William H. Canu, Ph.D., Appalachian State University

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

Kate Flory, Ph.D., University of South Carolina

Cynthia M. Hartung, Ph.D., University of Wyoming

Moderate level of familiarity with the material

Primary Category: ADHD - Adult

Key Words: ADHD, College Students, Treatment

Attention-Deficit/Hyperactivity Disorder (ADHD) is a chronic disorder characterized by inattention and/or hyperactivity-impulsivity that impacts functioning across the lifespan. Some of the most profound impacts of ADHD arise in educational settings, extending to higher education. In college students, the disorder is associated with lower GPAs and graduation rates as well as elevated rates of comorbid disorders (Anastopoulos et al., 2018; DuPaul et al., 2009, 2021). Fortunately, research over the past two decades has demonstrated that cognitive-behavioral therapy (CBT) that is specifically tailored to the needs of adults with ADHD can be efficacious for ADHD symptom reduction (Liu et al., 2023). Because treatment satisfaction is associated with the extent to which the CBT approach is tailored to the specific needs of adult clients with ADHD (William et al., 2024), a few research groups have endeavored to develop CBTs that are even more adapted to the unique needs of emerging adults (Knouse & Fleming, 2016; LaCount et al., 2019)—specifically, college students—with the disorder (Anastopoulos et al., 2021; Fleming et al., 2015; Hartung et al., 2022). Over the past several years, we have developed and tested a tailored CBT approach for college students with ADHD (Canu et al., 2023; Hartung et al., 2022). Like most efficacious CBTs for adult ADHD (Safren et al., 2010; Solanto et al., 2010), our approach is firmly grounded in helping students acquire organization, time management, and planning (OTMP) skills to support their deficits in executive functioning, supported by cognitive strategies (Ramsay, 2020) and integrating skill areas appropriate to this developmental period and setting including academic skills, relationship navigation, healthy

lifestyles, and “adulting.” Using didactics, practice exercises, and demonstration videos, this workshop will ground participants in the theoretical and empirical basis of the approach and help them to acquire the skills needed to begin to implement this treatment approach in their practice. The workshop will also give clinicians guidance in implementing this flexible approach in both group or individual format as well as how to tailor the treatment to the unique needs of each client.

Outline:

1. Introductions
2. Treatment Approach Overview
3. Educating Clients about ADHD
4. Organization, Time Management, and Planning
5. Academic Learning Skills
6. Thinking and Responding Differently
7. Taking Good Care of Yourself
8. Being Successful in Relationships
9. “Adulting” or Managing Daily Tasks of Living
10. Wrap-up and Q & A

Recommended Reading 1: Hartung, C. M., Lefler, E. K., Canu, W. H., Stevens, A. E., Jaconis, M., LaCount, P. A., Shelton, C. R., Leopold, D. R., & Willcutt, E. G. (2019). DSM-5 and other symptom thresholds for ADHD: Which is the best predictor of impairment in college students? *Journal of Attention Disorders*, 23(13), 1637-1646. doi: 10.1177/1087054716629216

Recommended Reading 2: LaCount, P. A., Hartung, C. M., & Canu, W. H., & Knouse, L. E. (2019). Interventions for adolescents with ADHD transitioning to emerging adulthood: Developmental context and empirically-supported treatment principles. *Evidence-Based Practice in Child & Adolescent Mental Health*, 4, 170-186. doi: 10.1080/23794925.2018.1518120

Recommended Reading 3: DuPaul, G. J., Gormley, M. J., Anastopoulos, A. D., Weyandt, L. L., Labban, J., Sass, A. J., Busch, C. Z., Franklin, M. K., & Postler, K. B. (2021). Academic trajectories of college students with and without ADHD: Predictors of four-year outcomes. *Journal of Clinical Child & Adolescent Psychology*, 0(0), 1-16. <https://doi.org/10.1080/15374416.2020.1867990>

Recommended Reading 4: Liu, C., Hua, M., Lu, M., & Goh, K. K. (2023). Effectiveness of cognitive behavioural-based interventions for adults with attention-deficit/hyperactivity disorder extends beyond core symptoms: A meta-analysis of randomized controlled trials. *Psychology & Psychotherapy: Theory, Research & Practice*, 96(3), 543-559.

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

- Explain the diagnostic criteria for ADHD and areas of functional impairment that impact college students with ADHD.
- Articulate important principles of educating college students about ADHD and applying the CBT model.
- Support clients in applying self-regulation skills to areas of impairment including organization and time management skills.
- Support clients in applying cognitive skills to increase motivation and promote emotional resilience, coping, and use of self-regulation skills.
- Evaluate pre- and post-clinical data to determine response to treatment and develop recommendations for continued client support.

Long-term Goals:

- Implement CBT-oriented therapy techniques in their ongoing clinical practice to assist young adult college student clients with ADHD.
- Assist in further dissemination of this new evidence-based therapy approach in their research and clinical practices.



Earn 3 continuing education credits

Strand 5, Level 2

Traditional Workshop 12

To Habituate or Not Habituate: Applying Inhibitory Learning, Positive Affect, and Habituation Models of Exposure Therapy to Youth Anxiety and Related Disorders

SATURDAY

Jill Ehrenreich-May, Ph.D., University of Miami
Lauren Milgram, M.S., University of Miami

Basic to Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Anxiety

Key Words: *Exposure, Child, Anxiety*

Much evidence suggests that exposure is the key, active ingredient in cognitive-behavioral treatment for youth anxiety disorders, and the largest treatment gains often occur after exposure is introduced in treatment. Still, recent studies have found that, of providers who largely report using cognitive-behavioral therapy, only 19% to 33% use exposure therapy to treat adults and only 5% use exposure therapy for youth. Many practicing clinicians report hesitance to utilize exposure due to concerns about potential harms to the client. When clinicians do opt to incorporate exposure into their treatment plan, exposure is often delivered in a manner inconsistent with its theoretical foundation and evidence base. For example, clinicians may pair exposure with relaxation techniques, which may reduce the potency of the exposure, or reassure the client that the feared outcome will not occur, which may undermine expectancy violation and inhibitory learning. The goal of this workshop is to equip clinicians with a deeper understanding of three distinct yet com-

plementary theoretical models of exposure therapy—the habituation model, the inhibitory learning model, and recent positive affect approaches—and practical applications for the treatment of youth anxiety and related disorders. The workshop will begin with an overview of the evidence-base for exposure therapy and an introduction of the three models, followed by discussion of how these models can inform case conceptualization, exposure planning, decision-making during exposure, and selection and assessment of exposure-relevant outcomes (e.g., within- and between-session fear reduction, distress tolerance). The workshop will also demonstrate how all of these exposure therapy models can be delivered in an affirming and inclusive manner to ensure that all youth benefit from these powerful techniques. The bulk of this workshop will be spent on live exposure demonstrations of these differing approaches with significant audience participation and feedback, designed to increase exposure competency and confidence. The workshop will conclude with an open Q&A session focused primarily on identifying and troubleshooting barriers to exposure implementation in attendee's own practice settings.

Outline:

- I. Introduction
 - A. Review of current evidence base for exposure
 - B. Review of cases/symptoms for which exposure is indicated in youth
 - C. Acknowledge cases/symptoms for which exposure is not indicated in youth
 - D. Discuss common misconceptions about exposure that limit its usage in routine care
- II. Present 3 theoretical models of exposure
 - A. Habituation
 - B. Inhibitory learning
 - C. Positive affect
- III. Discuss practical applications of theory to exposure-based treatment with children and adolescents
 - A. Theory-informed case conceptualization
 - B. Exposure planning, hierarchy building, and exposure selection
 - C. Clinical decision-making regarding therapist behaviors during exposure
 - D. Assessment of client distress during exposure
 - E. Assessment of client learning during exposure
 - F. Considerations for involving parents in exposure
 - G. Affirmative practices in the conduct of youth exposures
 - H. Determining when to conclude an exposure/when to conclude treatment
- IV. Clinical demonstration with audience members
 - A. Habituation
 - B. Inhibitory learning
 - C. Positive affect
- V. Trouble-shooting real-life youth exposure challenges/Q&A

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

- Explain the theoretical underpinnings of the habituation, inhibitory learning, and positive affect models of exposure therapy.
- Apply knowledge about exposure theory to case conceptualization for anxiety and related disorders in youth.
- Discuss theory-informed considerations for child and adolescent exposure planning, hierarchy building, and exposure selection.
- Describe therapist behaviors that can increase and decrease exposure effectiveness.
- Identify affirmative treatment adaptations to optimize inclusive conduct of exposures with youth.
- Reflect on barriers to effective exposure delivery during routine practice and identify strategies to overcome barriers.

Long-Term Goals:

- Clinicians will increase their usage of effective exposure therapy techniques with children and adolescents with anxiety and related disorders.
- Clinicians will apply and share knowledge about theories related to exposure effectively with clients.

Recommended Reading 1: Peterman, J. S., Carper, M. M., & Kendall, P. C. (2019). Testing the habituation-based model of exposures for child and adolescent anxiety. *Journal of Clinical Child and Adolescent Psychology: The Official Journal for the Society of Clinical Child and Adolescent Psychology, American Psychological Association, Division 53, 48(SUP1)*, S34–S44. <https://doi.org/10.1080/15374416.2016.1163707>

Recommended Reading 2: Benito, K. G., & Walther, M. (2015). Therapeutic process during exposure: Habituation model. *Journal of Obsessive-Compulsive and Related Disorders, 6*, 147–157. <https://doi.org/10.1016/j.jocrd.2015.01.006>

Recommended Reading 3: Pittig, A., Heinig, I., Goerigk, S., Richter, J., Hollandt, M., Luken, U., Pauli, P., Deckert, J., Kircher, T., Straube, B., Neudeck, P., Koelkebeck, K., Dannlowski, U., Arolt, V., Fydrich, T., Fehm, L., Ströhle, A., Totzeck, C., Margraf, J., ... Wittchen, H.-U. (2023). Change of Threat Expectancy as Mechanism of Exposure-Based Psychotherapy for Anxiety Disorders: Evidence From 8,484 Exposure Exercises of 605 Patients. *Clinical Psychological Science, 11*(2), 199–217. <https://doi.org/10.1177/21677026221101379>

Recommended Reading 4: McGuire, J. F., & Storch, E. A. (2019). An Inhibitory Learning Approach to Cognitive-Behavioral Therapy for Children and Adolescents. *Cognitive and Behavioral Practice, 26*(1), 214–224. <https://doi.org/10.1016/j.cbpra.2017.12.003>

Recommended Reading 5: Zbozinek, T. D., & Craske, M. G. (2017). The Role of Positive Affect in Enhancing Extinction Learning and Exposure Therapy for Anxiety Disorders. *Journal of Experimental Psychopathology, 8*(1), 13–39. <https://doi.org/10.5127/jep.052615>



Earn 3 continuing education credits

Strand 7, Level 2

Traditional Workshop 13

Treatments to Improve Home and School Functioning in ADHD and Related Disorders Through Practical Executive Function Treatment: Organizational Skills Training in Clinic and School Delivery

SATURDAY

Richard Gallagher, Ph.D., NYU Grossman School of Medicine
Jenellle D. Nissley-Tsiopinis, Ph.D., Children's Hospital of Philadelphia & University of Pennsylvania Perelman School of Medicine

Basic to Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Externalizing

Key Words: *Treatment, Child, ADHD*

Many youth with ADHD and related problems have impairing deficits in executive functioning (EF) and reflections of EF deficits in poor organization, time management, planning (OTMP) skills. OTMP deficits reduce school performance, create homework problems, cause family conflict, hinder children's emotional adjustment, and contribute to problems in life success. Parents and teachers see these practical executive function deficits as a critical concern. From 2 decades of development, pilot testing, and randomized controlled trials, Organizational Skills Training (OST) has been found to significantly change the behavioral, academic, family, and emotional lives of children that struggle with deficits in practical executive functions. The method is efficacious with children that meet the diagnostic criteria for ADHD and for children with OTMP skills deficits that do not necessarily have ADHD. OST is a well-established treatment for children with ADHD

(Evans et al., 2014). It has impact in improving OTMP skills which contributes to improved achievement and to reduced homework problems and family conflict (Abikoff et al., 2012). OST has been fully tested for elementary school children in clinical settings and in school settings delivered by school personnel. The main components of the manualized treatment, both what is done in session and how it is done effectively, will be reviewed through lectures, examples, brief videos and short, interactive exercises. The presentation will review the full protocols with emphasis on child, parent, and teacher orientation and skills building in five areas: supportive parent behavior management and teacher involvement, tracking assignments, managing materials, time management, and planning. The foundations for both the clinical and school-delivered versions of OST will be presented. The options for delivery of the clinical version for in-person contact and telehealth participation will be discussed. The session will also present the modification for efficacious implementation in small groups by school personnel. The workshop is presented by co-developers of the protocols who have extensive experience in training therapists and school personnel in providing the program with fidelity.

Outline:

- Introduction
- The reason for addressing organizational skills as a means of changing executive functioning
- The characteristics of children with deficient organizational skills and the negative impact of these deficiencies
- A brief review of empirical support for clinical and school delivery Identifying Appropriate Cases Through Assessment
- Use of rating scales
- Interviews with parents, teachers, and children
- The Main Treatment Components of OST
- Skills training in 4 areas
- Parent and teacher prompting and Incentive use to build and maintain skills
- Changing the cognitive set Implementation with Described and Brief Video Examples
- In-person for the Clinical Setting
- Telehealth for the Clinical Setting
- In-person Groups for the School Setting Questions and Answers on Implementation

Recommended Reading 1: Christina A. Di Bartolo, Howard Abikoff, | Margaret McDonald, & Richard Gallagher (2021). Adapting an empirical clinic-based organizational skills training program for use in schools: Iterative development and pilot assessment. *Psychology in the Schools*, 58, 1225-1245.

Recommended Reading 2: Jenelle Nissley-Tsiopinis, Thomas J. Power, Phylcia F. Fleming, Katie L. Tremont, Bridget Poznanski, Shannon Ryan1, Jaclyn Cacia, Theresa Egan, Cristin Montalbano, Alex Holdaway, Ami Patel, Richard Gallagher, Howard Abikoff, A. Russell Localio, and Jennifer A. Mautone (2024) School-Based Organizational Skills Training for Students in Grades 3–5: A Cluster Randomized Trial. *Journal of Consulting and Clinical Psychology*, 92, 674-691. <https://doi.org/10.1037/ccp0000909>

Recommended Reading 3: Steven W. Evans, Julie Sarno Owens, Brian T. Wymbs & A. Raisa Ray (2018) Evidence-Based Psychosocial Treatments for Children and Adolescents With Attention Deficit/ Hyperactivity Disorder, *Journal of Clinical Child & Adolescent Psychology*, 47:2, 157-198, DOI: 10.1080/15374416.2017.1390757

Recommended Reading 4: Steven W. Evans , Theodore P. Beauchaine , Andrea Chronis-Tuscano , Stephen P. Becker , Anil Chacko , Richard Gallagher , Cynthia M. Hartung , Michael J. Kofler , Brandon K. Schultz , Leanne Tamm & Eric A. Youngstrom (2021): The Efficacy of Cognitive Videogame Training for ADHD and What FDA Clearance Means for Clinicians, Evidence-Based Practice in Child and Adolescent Mental Health

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

- Describe how low executive functioning hinder practical problems in organization, time management, and planning in children with ADHD and related conditions.
- Assess organization, time management, and planning skills in children and select appropriate children for the organizational skills treatment program.
- Describe in detail the treatment components used in organizational skills training during the direct work with children and the collaborative work with parents and teachers.
- Apply presentation content to implement the treatment in clinical settings through in-person contact and through telehealth contact.
- Describe how to implement the treatment in school settings with groups of children and describe how to train school personnel to provide the treatment.

Long-term Goals:

- Based upon the workshop, attendees can expect to be more effective in evaluating and treating practical reflections of executive function deficits in children with ADHD and related challenges throughout their careers.
- Attendees can expect to apply an empirically-supported sophisticated knowledge of executive function deficits in children in their clinical work and in their consultations with school personnel.

Earn 1.5 continuing education credits

Celestin A, Level 3

Panel Discussion 11

Cultivating Successful Cross-sector Partnerships: Processes and Strategies to Foster Effective Communication, Align Priorities, and Meet Objectives

SATURDAY

MODERATORS:

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

Sara Moss-Pech, Ph.D., TRAILS

PANELISTS:

Sara Moss-Pech, Ph.D., TRAILS

Emily Bilek, ABPP, Ph.D., University of Michigan

Ian Sotomayor, B.A., Northwestern University Feinberg School of Medicine

Katherine Cohen, M.A., Northwestern University Feinberg School of Medicine

Sarah Greenberg, M.A., MFT, Other, Understood

Andy Rapoport, M.P.H., Northwestern University

Primary Category: Dissemination & Implementation Science

Key Words: *Translational Research, Treatment/ Program Design, Professional Issues*

Increasingly, cross-sector partnerships, involving academia, private industry, and nonprofit organizations, are being utilized to complete complex projects in psychology. Collaborations across sectors offer the potential for leveraging diverse perspectives, leading to more sustainable, impactful studies and tools. However, they are also vulnerable to conflicts of priorities and miscommunications. Therefore, successful partnership is not guaranteed; instead collaboration requires careful attention to processes that foster communication, align priorities and monitor progress to meet shared objectives. Unfortunately, practical information on how to conduct successful cross-sector clinical research part-

nerships is lacking. This panel features experts across academia, industry, and non-profit organizations, who have experience collaborating with each other, as well as other partners to design, test, and implement scalable youth-focused mental health interventions. Through a guided open dialogue, panelists will reflect on challenges and successes in their recent collaborative projects and will share lessons learned about (1) identification of priorities, division of responsibilities, and communication protocols, (2) identifying and overcoming potential pitfalls in cross-sector collaborations including misaligned priorities, expectations, or timelines, (3) building clear, ongoing communication between parties with different objectives, work culture, and expertise, and (4) monitoring and communicating about progress to ensure shared goals and priorities are being met. Attendees will leave with actionable strategies to harness the unique opportunities for innovation that can come from planful cross-sectional collaborations.

Earn 1.5 continuing education credits

Celestin H, Level 3

Panel Discussion 12

Doing Better: Practical Steps Toward Building Inclusive, Affirming Training Spaces for Minoritized Trainees

SATURDAY

MODERATOR:

Richard T. LeBeau, Ph.D., University of California, Los Angeles

PANELISTS:

*Bharat Bharat, M.A., University of Miami
Skyler D. Jackson, Ph.D., Yale School of Public Health
Ellen Murphy, M.S., Georgia Southern University
Colleen A. Sloan, Ph.D., VA Boston HCS and Boston University School of Medicine
Colin A. Tidwell, M.A., The University of Arizona
Lucas Zullo, Ph.D., Thomas Jefferson University*

Primary Category: Workforce Development / Training / Supervision

Key Words: *Training / Training Directors, Student Issues, LGBTQ+*

There is a growing body of research on the development and dissemination of inclusive, affirming, anti-oppressive psychological interventions for individuals with minoritized identities. However, there is a paucity of research on inclusive, affirming, anti-oppressive training, supervision, and mentoring of trainees holding multiple minoritized identities. The result is a significant lack of guidance for training programs and supervisors that exacerbates the well-documented challenges faced by psychotherapy trainees with minoritized identities (e.g., Palitsky et al., 2022) and is particularly important given the current sociopolitical climate as well as a recent increase in legislation, violence, and rhetoric against historically marginalized communities. This panel will explore theoretical frameworks and evidence-based strategies that psychotherapy training programs can adopt to better support trainees with minoritized identities and enhance training in inclusive, affirming, anti-oppressive interventions in service of client outcomes. This panel will

primarily address this issue through the lens of sexual and gender minority (SGM) perspectives and is composed of four psychologists and three trainees who hold multiple minoritized identities and have clinical and research expertise in working with marginalized populations. This panel will examine key issues in training, including structural and policy changes to enhance trainee well-being, self-disclosure, strategies for empowering trainees to advocate for themselves and others, managing microaggressions, and how programs can effectively respond to reports of discrimination within therapy dyads. Discussion will also cover trauma-informed approaches, navigating intersectionality and power dynamics, and best practices for providing affirming, culturally responsive care. The panel will encourage audience members to pose questions and engage in discussion. Additionally, audience members will be provided a compendium of resources to assist them in making improvements to their training activities.

Earn 1.5 continuing education credits

Empire B, Level 2

Panel Discussion 13

Don't Go at It Alone: How Researchers Can Engage Provider, Caregiver, and Autistic Partners to Enhance the Delivery of Inclusive Mental Health and Life Skills Services for Autistic People Across Settings

SATURDAY

MODERATORS:

Katherine Pickard, Ph.D., Emory University School of Medicine

Judy A. Reaven, Ph.D., University of Colorado Anschutz Medical Campus

PANELISTS:

Laura G. Klinger, Ph.D., University of North Carolina at Chapel Hill

Kelsey S. Dickson, Ph.D., San Diego State University

Amie Duncan, Ph.D., University of Cincinnati

Grace Lee Simmons, Ph.D., UNC Chapel Hill

Emily M. Eisman, M.A., University of Colorado Anschutz Medical Campus

Judy A. Reaven, Ph.D., University of Colorado Anschutz Medical Campus

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Community-Based, Service Delivery, Autism Spectrum Disorders*

Improving access to mental health and life skills services could make a significant difference in autistic people's independence, wellbeing, and overall quality of life. However, the process to implement and sustain these services in health and educational systems is complex. Thoughtfully engaging administrators, providers, caregivers, and autistic partners is essential to unpack the many factors that affect how well mental health and life skills services are delivered in community settings, and to continually create and refine more inclusive implementation practices. Panelists across geographic locations will discuss ongoing research collaborations between autistic, caregiver, community, and/or educational partners in implementation trials of services for autistic people in schools and community health settings. Our initial discussion will focus on how partner collaboration and early mixed methods data informed the implementation design of a large school trial comparing two CBT programs for autistic students, as well as a cognitive behavioral executive functioning intervention for autistic youth in community mental health settings. Next, we will discuss the role of school partners, caregivers, autistic adults, and autistic youth advisory boards in overcoming implementation "stuck points" in schools. The panel will also highlight ways in which community clinicians can meaningfully weigh in on barriers to using CBT and MBT to treat anxiety and depression in autistic adults, and ways in which clinician and caregiver feedback has been used to inform the real-world implementation of the Surviving and Thriving in the Real World (STRW) intervention for autistic adolescents. Further discussion will address establishing and sustaining community partners as a trainee or early career professional engaged in implementation and dissemination science. Overall, this panel includes discussion of critical strategies to engage diverse research partners in implementation efforts, and how diverse types of engagement can be used to increase the successful delivery of more inclusive mental health and life skills services in schools, community mental health, and outpatient settings serving autistic people from childhood through adulthood.

Earn 1.5 continuing education credits

Strand 1, Level 2

Panel Discussion 14

Engagement in Digital Mental Health Interventions: Towards a Unified Model of Measurement, Reporting, and Interpretation

SATURDAY

MODERATORS:

Elizabeth H. Eustis, Ph.D., Boston University
Jorge Palacios, M.D., Ph.D., Bright Therapeutics

PANELISTS:

Jorge Palacios, M.D., Ph.D., Bright Therapeutics
Joe S. Raiker, Jr., Ph.D., Joon Health
Eliane Boucher, Ph.D., Equip
Jessica M. Lipschitz, Ph.D., Brigham and Women's Hospital
Caitlin A. Stamatis, Ph.D., Bruin Health
Valerie L. Forman-Hoffman, M.P.H., Ph.D., Pogo Research

Primary Category: Technology/Digital Health

Key Words: *Technology / Mobile Health*

While many digital mental health interventions (DMHIs) have demonstrated efficacy, and have potential to radically increase access to evidence-based mental healthcare, engagement with these interventions has been suboptimal, especially in real-world settings, thereby limiting their impact to date (e.g., Boucher & Raiker, 2024). Further, there is no consensus definition of engagement in the field, or standard of what engagement data should be reported. Research studies often report on different metrics of engagement and provide minimal associated data (Lipschitz et al., 2023). The term “engagement” is also often used interchangeably with related terms like “adherence” and “retention” without prominent definitions of each, leading to additional confusion. This panel will focus on best practices for defining and measuring engagement in DMHIs, including consideration of objective behavioral data (e.g., number of exercises completed in an app), individuals’ subjective report about their experience with a product (e.g., how often did you practice

the skill from the app in the real world?), and affective components of engagement (e.g., how much of a bond the person feels with the app). Panelists will discuss the importance of identifying optimal or meaningful engagement for a specific product—i.e., the type of engagement that is associated with the specific desired outcome versus measuring engagement in ways that may not correspond to desired outcomes. Finally, the importance of identifying different patterns of engagement (e.g., a group who engages early and often and relationship to outcomes versus other groups) will be discussed. Panelists are experts in DMHIs, have specific expertise related to engagement in DMHIs, and work in both academic and industry settings. By discussing and sharing best practices for measuring and reporting engagement data, this discussion will advance the field toward a unified model of measurement and interpretation of engagement data, in the service of better understanding what kinds of engagement matter and increasing access to inclusive evidence-based DMHIs that ultimately produce the desired outcomes. This panel is consistent with ABCT's strategic goal to advance innovation in the science of behavioral health.

Earn 1.5 continuing education credits

Bolden 6, Level 2

Panel Discussion 15

Enhancing Behavioral Intervention Development with the ORBIT Model: Integration, Grantsmanship Strategies, and Peer Review Considerations

SATURDAY

MODERATOR:

Sylvie Naar, Ph.D., Florida State University

PANELISTS:

Larissa A. McGarrity, Ph.D., University of Utah School of Medicine

Courtney J. Stevens, Ph.D., Geisel School of Medicine at Dartmouth

Yohannes Woubishet Woldeamanuel, M.D., Mayo Clinic Arizona

Katherine J. Baucom, Ph.D., University of Utah

Wilson Vincent, M.P.H., Ph.D., Temple University

Primary Category: Adult- Health Psychology / Behavioral Medicine

Key Words: *Treatment, Methods, Behavioral Medicine*

The Obesity-Related Behavioral Intervention Trials (ORBIT) model for developing and testing behavioral treatments for chronic diseases was designed to increase rigor in the process of behavioral intervention development. ORBIT provides a framework for systematically translating “bench” results (foundational social science findings) into “bed-side” treatments (health behavior-related interventions) ready for Phase III efficacy testing. Bidirectional pathways throughout the model indicate progress is not always sequential. Returning to an earlier phase of development to optimize before advancing may be necessary if results do not meet the pre-specified milestone. Using phase-appropriate methodology and defining milestones ensure behavioral interventions undergo critical steps

of refinement before efficacy testing. The ORBIT Institute was established in 2023 to provide foundational training for behavioral scientists in use and application of the model to guide intervention development (R25CA244065). This Panel Discussion is moderated by core faculty of the ORBIT Institute and led by fellows of the 2023 and 2024 cohorts who will provide an overview of ORBIT and describe available training opportunities and resources. Next, the panel will discuss practical considerations and guidance generated during group discussions at the Institute. Topics reflect common themes lacking clarity in the extant literature: (1) Comparison of ORBIT to other frameworks, such as the NIH Stage Model or the Multiphase Optimization Strategy. (2) Grantsmanship utilizing the ORBIT model, including selecting appropriate mechanisms for the stage of intervention development and efficiently articulating the model to strengthen grant proposals and generate a conceptual model. (3) Strategies for responding to reviewers (i.e., grants, manuscripts) when feedback diverges from ORBIT guidelines, such as requests for “preliminary efficacy” at inappropriate stages of intervention development. Examples will draw from fellows’ funded intervention development trials. Greater clarity among investigators on these topics will facilitate uptake of ORBIT to guide intervention development and increase overall rigor in the field of applied behavioral medicine.

Earn 1 continuing education credit.

Imperial 9, Level 4

Symposium 28

Clinical Geropsychology: Recent Data Highlighting the Importance of Including Older Adults in Mental Health Research

SATURDAY

CHAIR:

Mary E. Dozier, Ph.D., Mississippi State University

DISCUSSANT:

Catherine Ayers, ABPP, UCSD and VA San Diego Center for Stress and Mental Health

All levels of familiarity with the material

Primary Category: Aging and Older Adults

Key Words: Aging, Evidence-Based Practice, Older Adults

Improving Depression in the Context of Co-occurring Mild Cognitive Impairment: A Feasibility Trial of Engage, a Behavioral Intervention for Older Adults

Brenna N. Renn, Ph.D., University of Nevada, Las Vegas

Matthew Schurr, Ph.D., McLean Hospital

Aimy Paulsen, B.A., University of Washington

Teresa Walker, M.A., University of Nevada, Las Vegas

Rakshiitha Mohankumar, M.A., University of Nevada, Las Vegas

Adverse Childhood Events Continue to Impact Health, Even Among Older Adults

Ben Porter, Ph.D., Mississippi State University

Grief Support Needs Across the Lifespan: Results from a City-wide Needs Assessment Survey

Rachel Weiskittle, Ph.D., University of Colorado, Colorado Springs

**Starkville Strong: Successes and Barriers of a Community-led Response to Housing
Insecurity in Rural Mississippi and the Impact on Older Adults**

Caitlyn A. Nix, M.S., Mississippi State University

Mary E. Dozier, Ph.D., Mississippi State University

ticket

Earn 2 continuing education credits

Imperial 10, Level 4

Master Clinician Seminar 3

Telling People's Stories Through CBT – a Workshop (and Fun- shop!) in Case Conceptualization for Advanced Clinicians

SATURDAY

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

Moderate to Advanced level of familiarity with the material

Primary Category: Treatment - CBT

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

Infinite clinical presentations, not enough opportunities for consultation. We know the foundations – and they're good. But what happens when real life interferes with our clean interventions? How do you address social anxiety in the context of ongoing bullying at school? How do you account for a history of family conflict, intergenerational trauma, and neglect? How does one help kids and families deal with societal injustices that seem ever-present and uncontrollable? This workshop is built for the experienced cognitive behavioral therapist who believes they've taken the formula as far as it can go. We invite attendees to bring in the cases that produce genuine struggle – particularly those that center around depression, anxiety disorders, and family functioning. Using some of their own complex case examples, the presenters will demonstrate how CBT conceptualization and strategies (e.g., functional assessment, values-oriented goals development, problem-solving, exposure and behavioral experiments, mindfulness, cognitive restructuring, etc.) can be applied in a holistic way that acknowledges systems interventions, community context, and systemic/cultural barriers to change. Attendees will then be invited to nominate their own cases for live group discussion and demonstration. Attendees will work in

small groups to brainstorm case conceptualizations to make treatment plans that target the youth's primary goals while addressing the case's complexities.

Outline:

- I. Youth and family cases are ever and increasingly challenging
 - A. Complex clinical profiles: how comorbidity and severity of psychological disorders requires.
 - B. Challenging social and family contexts
 - C. How these challenges require flexibility and adaptation in CBT
 - D. Solicit case examples from audience
- II. Multi-systems CBT Conceptualization
 - A. Identify key social contexts and systems barriers that impact client functioning. Illustrate using APA's Cultural Formulation Interview and Hays' ADDRESSING system.
 - B. Identify client strengths and interests that demonstrate resilience
 - C. Illustrate conceptualization development using functional assessment and CFI.
 - D. Solicit case examples from audience
- III. Case Illustrations to guide how to respond to moment-to-moment decisions
 - A. Solicit case examples from audience
 - B. Using conceptualization and FA to guide effective exposures and behavioral experiments to optimize learning and minimize safety behavior
 - C. Using FA/case conceptualizations to direct assessment of parent-child interactions and family-based exposures

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

- Create a multi-systemic case conceptualization that incorporates youth, family, and community factors that maintain behaviors.
- Apply key CBT strategies (e.g., functional assessment, values-oriented goals development, problem-solving, exposure and behavioral experiments, mindfulness, cognitive restructuring, etc) in the context of diverse clients, problems, and clinical contexts.
- Consult with presenters about challenging cases that have evaded understanding and intervention.
- In the long-term, become a more flexible, principles based cognitive-behavioral therapist who incorporates systemic/local barriers and client strengths into their conceptualization and treatment planning.
- In the long-term, be able to communicate about (e.g., treatment planning, case conceptualization) and teach (e.g., to trainees, colleagues) FA and case conceptualization principles and strategies to facilitate continuity of care in interdisciplinary settings and enhance intentional CBT for especially challenging cases.

Recommended Readings:

- Hoffman, L. J., & Chu, B. C. (2019). When is seeking safety functional? Taking a pragmatic approach to distinguishing coping from safety. *Cognitive & Behavioral Practice, 26*(1), 176-185.
- Hays, P. A. (2024). Four steps toward intersectionality in psychotherapy using the ADDRESSING framework. *Professional Psychology: Research and Practice, 55*(5), 454-462.
- Jarvis, G. E., Kirmayer, L. J., Gómez-Carrillo, A., Aggarwal, N. K., & Lewis-Fernández, R. (2020). Update on the cultural formulation interview. *Focus, 18*(1), 40-46.
- Sanchez, A. L., Comer, J. S., & LaRoche, M. (2022). Enhancing the responsiveness of family-based CBT through culturally informed case conceptualization and treatment planning. *Cognitive and Behavioral Practice, 29*(4), 750-770.

Earn 1.5 continuing education credits

Imperial 12, Level 4

Symposium 29

Harnessing Low-intensity Treatments to Support People on Mental Health Treatment Wait-lists

CHAIR:

Alexandra L. Silverman, Ph.D., McLean Hospital/Harvard Medical School

DISCUSSANT:

Lorenzo Lorenzo-Luaces, Ph.D., Indiana University

All level of familiarity with the material

Primary Category: Program / Treatment Design

Key Words: *Treatment/ Program Design, Technology / Mobile Health, Health Care System*

Using a Mixed-methods Approach to Understanding Provider Perspectives of Treatment Waiting Lists and Use of Low-intensity Treatments (LITs)

Allison Peipert, Ph.D., Indiana University

Sydney M. Adams, B.S., Indiana University Bloomington

Anne Krendl, Ph.D., Indiana University Bloomington

Lorenzo Lorenzo-Luaces, Ph.D., Indiana University

Digital Mental Health for Individuals on Treatment Waitlists: Needs Assessment and Emerging Interventions

Benjamin E. Buck, Ph.D., University of North Carolina at Chapel Hill

Arya Kadakia, B.A., University of Washington

Anna Larsen, Ph.D., University of Washington

Justin Tauscher, Ph.D., University of Washington School of Medicine

Erica Whiting, B.S., University of Washington

Jessy Guler, Ph.D., University of Washington

Dror Ben-Zeev, Ph.D., University of Washington School of Medicine

Using Human-centered Design Methods to Redesign a Single-session Intervention for Adults on the Waitlist for Partial Hospitalization

Alexandra L. Silverman, Ph.D., McLean Hospital/Harvard Medical School

Zelda C. McGhee, B.S., McLean Hospital

Yasamon Salon, B.A., McLean Hospital

Doah E. Shin, B.A., McLean Hospital/Harvard Medical School

Juliet L. Bockhorst, B.A., McLean Hospital

Courtney Beard, Ph.D., McLean Hospital/Harvard Medical School

Top Problems Endorsed by Single-session Consultation Clients on Psychotherapy Wait-lists

Jenna Y. Sung, Ph.D., Boston University

Erica Szkody, Ph.D., Northwestern University Feinberg School of Medicine

Jessica L. Schleider, Ph.D., Northwestern University

Sociodemographic and Clinical Predictors of Mhealth App Usage Among Treatment-seeking Psychiatric Outpatients

Adam Horwitz, Ph.D., University of Michigan

Rohan Nanwani, B.S., University of Michigan

Elizabeth Mills, Ph.D., University of Michigan

Srijan Sen, M.D., Ph.D., University of Michigan

Amy Bohnert, Ph.D., University of Michigan

Earn 1 continuing education credit

Celestin G, Level 3

Symposium 30

Advancing Suicide Risk Assessment for Veterans: Leveraging AI, Assessing Novel Risks, and Developing New Strategies for Risk Management of Veteran Suicide

CHAIR:

Sean A. Lauderdale, Ph.D., University of Houston – Clear Lake

DISCUSSANT:

Bridget Matarazzo, Psy.D., VA Rocky Mountain MIRECC for Veteran Suicide Prevention

Basic to Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

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

Suicide Risk Prediction Modeling in Veterans Experiencing Homelessness And/or Criminal-legal Involvement

Emily R. Edwards, Ph.D., US Department of Veterans Affairs; Icahn School of Medicine at Mount Sinai

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

Effectiveness of Generative Ai-large Language Models' Recognition of Veteran Suicide Risk: A Comparison with Human Mental Health Providers Using a Risk Stratification Model

Alana Encalade, M.A., University of Houston – Clear Lake

Randee M. Schmitt, M.A., University of Houston – Clear Lake

Bre Wuckovich, University of Houston – Clear Lake

Natashaa A. Dalal, B.S., M.A., University of Houston – Clear Lake

Hela Desai, B.S., University of Houston – Clear Lake

Shealyn Tomlinson, University of Houston – Clear Lake

Sean A. Lauderdale, Ph.D., University of Houston – Clear Lake

Enhancing Suicide Risk Assessment and Prevention Among Military-connected Clients: Insights from a Mixed-methods Study

Melissa A. Litschi, Ph.D., Cohen Veterans Network

Steven L. Lancaster, Ph.D., Cohen Veterans Network

David J. Linkh, Ph.D., LCSW, Cohen Veterans Network

Earn 1.5 continuing education credits

Empire C, Level 2

Symposium 31

Modern Parenting: Reconceptualizing Parent-focused Treatment

CHAIR:

Jennifer Piscitello, Ph.D., New York University

DISCUSSANT:

Tim A. Cavell, Ph.D., University of Arkansas

All levels of familiarity with the material

Primary Category: Parenting / Families

Key Words: *Parenting, Parent Training, Externalizing*

Reconceptualizing Good Parenting in the Age of Social Media: Settled Science or a Discipline out of Touch?

Kelly Daly, Ph.D., New York University

Jennifer Piscitello, Ph.D., New York University

Tymaa Alqatari, M.Sc., New York University

Annette Kim, B.A., New York University

Anna Segura Montagut, Ph.D., New York University

Decoding Influence: Understanding Parenting Content Creators and Their Secrets to Success

Samantha M. Corralejo, Ph.D., California State University, Fullerton

Tamara Del Vecchio, Ph.D., St John's University

Anil Chacko, Ph.D., New York University

Jennifer Piscitello, Ph.D., New York University

Meeting Parents Where They Are: Initial Acceptability of a Parent Training Smartphone Application with Dynamic, Personalized Support

Brittany M. Merrill, Ph.D., Florida International University

Gregory A. Fabiano, Ph.D., Florida International University

Leveraging Technology to Improve the Ecologically Valid Assessment of Parent-child Interactions

Jennifer Piscitello, Ph.D., New York University

Brittany M. Merrill, Ph.D., Florida International University

Megan Hare, Ph.D., Vanderbilt University

Gregory A. Fabiano, Ph.D., Florida International University

Ou Bai, Ph.D., Florida International University

Yanzhao Wu, Ph.D., Florida International University

Earn 1 continuing education credit

Empire D, Level 2

Symposium 32

Islamic Trauma Healing (ITH): Effectiveness, Implementation, and Lay Trainer Perspectives in a Mosque-based Mental Health In- tervention

CHAIR:

Lori A. Zoellner, Ph.D., University of Washington

DISCUSSANT:

Vaishali V. Raval, Ph.D., Miami University

Basic to Moderate level of familiarity with the material

Primary Category: Global Mental Health

Key Words: *Clinical Trial, Trauma, Community-Based*

Effectiveness of Islamic Trauma Healing on PTSD and Mental Health Outcomes

Lori Zoellner, Ph.D., University of Washington

*Jacob Bentley, P.D., Associate Professor, Department of Rehabilitation Medicine,
University of Washington Abdisalan Awke, BS (he/him/his) – Executive Director,
SOYDAVO, Burao, Somaliland*

Amna Asim, MA, Research Coordinator, University of Washington

Mohamed Kunle, MS, Lecturer, University of Burao, Burao, Somaliland

Ahmed Ismail, MS, Lecturer, University of Burao, Burao, Somaliland

Implementation Outcomes of a Train-the-Trainer Model for Islamic Trauma Healing

Norah C. Feeny, Ph.D., Case Western Reserve University

Muumin Egeh, B.S., Program Coordinator, SOYDAVO – Burao, Somaliland

Salma Ibrahim, ITH Trainer, Abu-Bakar Al-Siddique Islamic Center, Borama, Somaliland

Abdirahman Muse Tubeec, ITH Trainer, Abu-Bakar Al-Siddique Islamic Center, Borama, Somaliland

Abdisalan Awke, B.S., Executive Director, SOYDAVO – Burao, Somaliland

Lay Trainers' Perspectives on Delivering Islamic Trauma Healing

Daniella Levine, M.A., Case Western Reserve University

Sinan Payat, B.S., Doctoral Student, Case Western Reserve University

Muumin Egeh, B.S., Program Coordinator, SOYDAVO – Burao, Somaliland

Salma Ibrahim, ITH Trainer, Abu-Bakar Al-Siddique Islamic Center, Borama, Somaliland

Abdirahman Muse Tubeec, ITH Trainer, Abu-Bakar Al-Siddique Islamic Center, Borama, Somaliland

Haneen Shibli, Ph.D., Postdoctoral Fellow, University of Washington

Earn 1.5 continuing education credits

Strand 9, Level 2

Symposium 33

Using Research Findings to Extend Treatment's Effectiveness and Reach: examples from Pediatric Anxiety & OCD

CHAIR:

Martin E. Franklin, Ph.D., Rogers Behavioral Health

DISCUSSANT:

John Piacentini, ABPP, Ph.D., University of California Los Angeles School of Medicine

Basic to Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Anxiety

Key Words: Anxiety, OCD (*Obsessive-Compulsive- Disorder*), CBT

Multimodal Treatment Response in Pediatric OCD: effectiveness, Predictors, and Moderators

Martin E. Franklin, Ph.D., Rogers Behavioral Health

The Kids FACE FEARS Pragmatic Randomized Effectiveness Study of Therapist-led versus Guided Online Treatment for Pediatric Anxiety: Overview and Preliminary Outcomes

Jonathan Comer, Ph.D., Florida International University

Donna Pincus, Ph.D., Boston University

Molly Adrian, Ph.D., University of Washington

Jami Furr, Ph.D., Florida International University

Dana McMakin, Ph.D., Florida International University, Department of Psychology

Rheanna Platt, M.P.H., M.D., Johns Hopkins University School of Medicine

Ronald Rapee, Ph.D., Macquarie University

*Andrea Spencer, M.D., MPH, Ann & Robert Lurie Children's Hospital of Chicago/
Northwestern University Feinberg School of Medicine*

Michelle Porche, Ed.D., University of California Riverside School of Medicine

Lisa Fortuna, MD, MPH, University of California Riverside School of Medicine

From Development to Implementation: Using a Team-based Service Model to Increase Access to Exposure Treatment in Pediatric Anxiety and OCD

Jennifer Herren, Ph.D., Alpert Medical School of Brown University

Joshua Kemp, Ph.D., Alpert Medical School of Brown University

Emma Jenkins, B.A., Pediatric Anxiety Research Center, Brown University Health

Erin O'Connor, Ph.D., Alpert Medical School, Brown University

Sarah Morris, Ph.D., Alpert Medical School, Brown University

Kristen Benito, Ph.D., Alpert Medical School, Brown University

Jennifer Freeman, Ph.D., Alpert Medical School of Brown University

Clinician Perspectives on Using Exposure to Treat Non-fear-based Presentations of Obsessive-compulsive Disorder

Rachel A. Schwartz, Ph.D., Rogers Behavioral Health

Madeline Hartig, M.S., Rogers Behavioral Health

Martin E. Franklin, Ph.D., Rogers Behavioral Health

Symposium 34

Novel Approaches to Delineating the Cognitive Mechanisms and Treatment of Social Anxiety Dis- order

CHAIR:

Alexandra M. Adamis, M.S., Vanderbilt University

DISCUSSANT:

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

All levels of familiarity with the material

Primary Category: Adult - Anxiety

Key Words: *Social Anxiety, Cognitive Processes, Technology / Mobile Health*

**The Role of Daily Self-doubt, Post-event Processing, and Reassurance Quality on
Excessive Reassurance Urges for People with Social Anxiety**

Van Bui, M.A., University of Waterloo

David A. Moscovitch, Ph.D., University of Waterloo

The Presence of Others Amplifies Negative Semantic Networks in Social Anxiety

Aidan J. Flynn, University of Maryland School of Medicine

Lira Yoon, Ph.D., University of Maryland, Baltimore County

**The Nature and Accuracy of Worries in the Daily Social Lives of People with Social
Anxiety**

Fallon Goodman, Ph.D., George Washington University

Saskia L. Jorgensen, B.A., George Washington University

Shirin Podury, B.S., George Washington University

Carsyn Parmelee, George Washington University

**Naturalistic Patterns of Attention and Cognition in Social Anxiety: An Ecological
Momentary Assessment Study**

Alexandra M. Adamis, M.S., Vanderbilt University

Savannah Walske, Vanderbilt University

Bunmi O. Olatunji, Ph.D., Vanderbilt University

**Prescriptive Predictors of Mindfulness Ecological Momentary Intervention for Social
Anxiety Disorder: Machine Learning Analysis of Randomized Controlled Trial
Data**

Nur Hani Zainal, Ph.D., National University of Singapore

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

Earn 1.5 continuing education credits.

Bolden 5, Level 2

Symposium 35

Implementing Lgbtq-affirmative Cognitive Behavioral Therapy in Community Settings Nationwide: Centering Case Formulation, Pro- vider Perspective, and Client Im- pact

CHAIR:

Briana Last, Ph.D., Stony Brook University

DISCUSSANT:

Mark Hatzenbuehler, Ph.D., Harvard University

Basic to Moderate level of familiarity with the material

Primary Category: LGBTQ+

Key Words: LGBTQ+, Implementation, Community-Based

Advancing Case Conceptualizations Using Natural Language Processing: A Proof-of-concept Using LGBTQ-affirmative CBT

Julian Burger, Ph.D., Yale University

John Pachankis, Ph.D., Yale University

Determinants and Use of Evidence-based Case Formulation Across 90 LGBTQ+ Community Centers

Briana Last, Ph.D., Stony Brook University

Julian Burger, Ph.D., Yale University

Hunter Baldwin, B.A., Yale University

Rafael Esteva Hache, B.A., Stony Brook University

Palomi Kurade, B.A., Yale University

Danielle Chiaramonte, Ph.D., Yale School of Public Health

John Pachankis, Ph.D., Yale University

LGBTQ Community Mental Health Providers' Attitudes Towards Evidence-based Practice: The Role of Individual and Organizational Characteristics

Hunter Baldwin, B.A., Yale University

Lauren Wilkins, B.A., Yale School of Public Health

Danielle Chiaramonte, Ph.D., Yale School of Public Health

Dennis Li, Ph.D., Northwestern University

Brian Mustanski, Ph.D., Northwestern University

John Pachankis, Ph.D., Yale University

Implementing LGBTQ-affirmative CBT in 90 LGBTQ Community Centers Nationwide: A Comparison of Three Strategies

John Pachankis, Ph.D., Yale University

Danielle Chiaramonte, Ph.D., Yale School of Public Health

Hunter Baldwin, B.A., Yale University

Lauren Wilkins, B.A., Postgraduate Associate

Xin Zhou, PhD, Yale School of Public Health

Skyler D. Jackson, Ph.D., Yale School of Public Health

Audrey Harkness, Ph.D., University of Miami

Zachary A. Soullard, Ph.D., Miami University

Em Matsuno, Ph.D., Arizona State University

Dennis Li, Ph.D., Northwestern University

Brian Mustanski, Ph.D., Northwestern University

Provider-directed Adaptations to LGBTQ-affirmative CBT in Community Settings

Danielle Chiaramonte, Ph.D., Yale School of Public Health

Hunter Baldwin, B.A., Yale University

Ashley Hagaman, Ph.D., Yale School of Public Health

John Pachankis, Ph.D., Yale University

Earn 1.5 Continuing education credits

Foster 2, Level 2

Symposium 36

Emotion Regulation Flexibility in Diverse Communities: Cop- ing with Minority Stress and Well-being

CHAIR:

*Kiran Kaur, M.S., Massachusetts General Hospital/
Harvard Medical School*

DISCUSSANT:

Matthew W. Southward, Ph.D., The Ohio State University

Moderate level of familiarity with the material

Primary Category: Oppression and Resilience Minority Health

Key Words: *Emotion Regulation, Underserved Populations, Stress*

**Emotion Regulation Flexibility in Depression and Anxiety: Validation and
Replication in Community and Clinical Samples Across Cultures**

Mark Chen, Ph.D., Yale University

**Daily Stress and Risk for Emotional Disorders in Ethnic Minority College Students:
Uncovering the Dynamic Role of Emotion Regulation Flexibility**

Kiran Kaur, M.S., Massachusetts General Hospital/Harvard Medical School

Brian Baucom, Ph.D., University of Utah

Monika Lohani, Ph.D., University of Utah

Bert Uchino, Ph.D., University of Utah

Feea Leifker, MPH, Ph.D., University of Utah

Anu Asnaani, Ph.D., University of Utah

Clarifying the Relation Between Minority Stress and Facets of Emotion Regulation: A Meta-analysis and Narrative Review

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

Lorelai Symmes, B.S., Bowling Green State University

Flexible Control: A Community-based Mixed-methods Study of Emotional Beliefs and Regulation Flexibility for Black Women

Ramya Ramadurai, M.A., Mclean Hospital/Harvard Medical School

Greighson M. Rowe, M.A., American University

Nathaniel R. Herr, Ph.D., American University

Lab-based Interpretation Flexibility Predicts Longitudinal Emotion Regulation Variability and Less Intense Daily Affect

Wisteria Deng, M.S., Yale University

Sofie Glatt, B.A., James J. Peters VA Medical Center

Yutong Zhu, B.S., Yale University

Mark Chen, Ph.D., Yale University

Tyrone Cannon, Ph.D., Yale University

Jutta Joormann, Ph.D., Yale University

Earn 1 continuing education credit.

Celestin F, Level 3

Symposium 41

Intimate Relationship Well-being in Context: Measurement, Mean- ing, and Multicultural Consider- ations to Enhance Inclusive Prac- tices

SATURDAY

CHAIRS:

Melissa Gates, M.S., Binghamton University

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

DISCUSSANT:

Jasara Hogan, Ph.D., New York University

Basic level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Translational Research, Culture*

Sudden Gains During Integrative Behavioral Couple Therapy in a Sample of Community Couples

Emily L. Spargo, B.S., University of Utah

Katherine J. W. Baucom, Ph.D., University of Utah

Brian R. W. Baucom, Ph.D., University of Utah

Investigating the Influence of Religion and Spirituality in Romantic Relationships & Understanding Implications for Clinical Practice

Alyssa Miville, B.A., M.S., Binghamton University

Richard Mattson, Ph.D., Binghamton University (SUNY)

Alcohol Use After IPV Victimization Among Sexual Minority Young Adults: The Role of Sexual Minority Stress

Allison Tobar-Santamaria, M.S., Virginia Polytechnic Institute and State University

Monica Ahrens, Ph.D., Virginia Tech

Brian Feinstein, Ph.D., Rosalind Franklin University

Ryan Shorey, Ph.D., University of Wisconsin, Milwaukee

Meagan J. Brem, Ph.D., Virginia Tech

Psychometric Properties of the Spanish Version of the Couples Satisfaction Index (CSI-4)

Quinn E. Hendershot, M.S., Binghamton University

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

Karen Aizaga, Ph.D., New York Presbyterian Hospital

Matthew D. Johnson, Ph.D., Binghamton University (SUNY)

Postdoctoral Paths for Professional Development

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

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 Stephen Crane at the ABCT Central Office: meetings@abct.org.

This session does not qualify for continuing education credit.

Strengthening Science, Clinical Practice, and our Community through Disagreement

Timothy Stahl, Ph.D., Behavioral Wellness of NYC

Akanksha Das, Ph.D., Mid-Atlantic Mental Illness Research, Education, and Clinical Center

Alexandria Miller, Ph.D., Boston University Chobanian & Avedisian School of Medicine

Marisol Perez, Ph.D., Old Dominion University

The field of psychological science calls upon us to debate, critique, and resolve differences for the betterment of individuals, communities, and societies because critical thinking and a diversity of perspectives are key to our field and the advancement of human knowledge. We are highly adept at managing and resolving conflict in the classroom, the therapy room, grant review meetings, and editorial panels. However, our field is not immune from the heightened conflict seen in society and this discord can creep into our academic institutions, healthcare facilities, and professional organizations resulting in division. As we strive to lead the way in welcoming, respecting, and elevating diverse professionals into our field, we are naturally likely to experience more disagreement. Learning to resolve conflict within our own field is critical. Without this, we will face higher levels of stress, demoralization, and irritability, breaking down the cohesion we desperately need when healthcare and science face unprecedented challenges. Moreover, at a systems-level, organizations with unresolved conflicts experience increased rates of turnover, reduced quality of work, and lower morale (Dellifraigne et al., 2014; McKaty et al., 2008). Loss of cohesion can increase negative behavior patterns with one another which can include overwork, isolation, and blocking career and/or grant opportunities (Averbuch et al., 2021; Moss et al., 2022). But there is hope! We can improve our ability to have rigorous scientific conflicts and resolve them in a way that honors individual human experiences and enables collegial cohesion and accountability. This workshop will pull from literature to empower attendees with the internal reflection and concrete skills to enact change on an individual level and advocate for sustained systemic change. As being an ally/advocate requires action, this workshop will call upon our therapeutic skills to hear and integrate diverse perspectives while resolving conflict in a manner that is in line with our professional value of bettering the human condition through scientific knowledge (Arif et al., 20022; Dellifraigne et al., 2014; DeSouza, 2024; Keashly, 2010). Since skill building is best done through modeling and rehearsal, this workshop will have participants work together to discuss, reflect, and resolve conflicts presented through vignettes. Facilitators will ask questions to foster participant conversation between participants as they brainstorm how they would intervene in the presented vignettes. The session will end with a debrief and

actionable steps (pulling from participant responses and evidence-based approaches) one can take at individual and organizational levels to work toward change in a DEIAJ focused manner

This session does not qualify for continuing education credit.

Earn 1.5 continuing education credits

Foster 1, Level 2

Research & Professional Development 4

How to Conduct Research in Your Clinical Practice Using the Progress Monitoring Data You Collect to Guide Your Clinical Work

PANELIST:

Jacqueline B. Persons, Ph.D., Oakland CBT Center

Primary Categories: Assessment,

Key Words: *Assessment, Research Methods, Scientist-Practitioner*

Cognitive-behavior therapists strive to provide evidence-based care. And many of us are trained as scientists and encouraged to adopt professional roles as scientist-practitioners. One way to do all these things as practitioners is to collect data to monitor the progress of each of our patients in treatment and use those data to make a research contribution. Data clinicians collect to monitor their patients' progress and strengthen their clinical work have huge potential to contribute to the scientific literature, as questions that clinicians confront daily and collect data to answer include important questions about the nature of psychopathology and of the change process in treatment that are important to the field. Dr. Persons will share nitty-gritty details of strategies she has learned to collect progress monitoring data for joint clinical and research purposes, to use the data to create a research database, to address ethical issues, to use the database to carry out empirical research studies, and to write up and publish the studies to make a contribution to the scientific literature.

Outline:

- Why conduct research as a practitioner?
- Collecting data to monitor your patients' progress in treatment
- What to monitor
- When to monitor
- How to monitor
- Handling noncompliance
- Using the data to contribute to research
- Building a research database using your progress monitoring data
- Identifying a good research question
- Obtaining informed consent and HIPAA authorization for use of the data in research
- Obtaining ethical review of the research
- Obtaining help from collaborators and assistants
- Writing up your results for publication

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

- Identify two characteristics of online tools that are useful for collecting progress monitoring data for both clinical and research purposes.
- Identify at least two strategies for selecting a good research question.
- Identify a strategy for obtaining informed research consent from their patients.

Long-term Goal:

- Implement one or two changes to the attendee's progress monitoring methods or practice strategies (e.g., the Assessment and Treatment Agreement) to increase the potential for conducting research using progress monitoring data

Recommended Reading 1: Persons, J. B. (2023). How to conduct research in your private practice. *Cognitive and Behavioral Practice*, 30(2), 195-207.

Recommended Reading 2: Persons, J. B., Thomas, C., Hsiao, M., & Courry, R. (2023). How to build a research database from data you collect to guide your clinical work. *Cognitive and Behavioral Practice*, 30(1), 35-44.

Recommended Reading 3: Persons, J. B., Osborne, T. L., & Codd, III, R. T. (2021). Ethical and legal guidance for mental health practitioners who wish to conduct research in a private practice setting. *Behavior Therapy*, 51(3), 313-323.

Postdoctoral Meet & Greet

Primary Category: Professional / Interprofessional Issues

Postdoctoral Meet and Greet For description please see “Postdoctoral Paths for Professional Development” at 10:00 a.m.

- Ann & Robert H. Lurie Children’s Hospital of Chicago
- Albert Einstein College of Medicine/Montefiore Medical Center
- Alpert Medical School of Brown University, Postdoctoral Fellowship Training Program
- Ann Arbor Veterans Healthcare System
- Baker Center for Children and Families
- Binghamton University
- Center for Anxiety, OCD, and CBT Philadelphia
- Center for Anxiety and Related Disorders (CARD) at Boston University
- Central Texas Veterans Healthcare System/VISN 17 Center of Excellence
- Cognitive & Behavioral Consultants (CBC)
- Cognitive Behavioral Institute of Albuquerque
- Cognitive Behavioral Psychologist of NY
- Columbia University
- Dartmouth Health
- Emory Healthcare Veterans Program
- Evidence Based Treatment Centers of Seattle
- Harvard Medical School/Cambridge Health Alliance
- Indiana University School of Medicine Department of Psychiatry
- Institute of Living/Anxiety Disorders Center
- Kaiser Permanente Northern California Mental Health Training Program
- Kennedy Krieger Department of Behavioral Psychology
- Mayo Clinic Medical Psychology Fellowship
- New York Presbyterian – Weill Cornell Medicine
- Portland Psychotherapy Clinic
- STRONG STAR, University of Texas Health at San Antonio
- The Mindfulness & Change Group
- The Trust
- University of Louisville School of Medicine
- University of Oklahoma College of Medicine
- Uptown Psychology
- Utah State Hospital
- VA Bedford Healthcare System-PSR Fellowship
- VA Boston HCS - Clinical Fellowship Training Program
- VA Center for Integrated Healthcare
- VA Connecticut Healthcare System
- VA VISN 2 Mental Illness Research Education and Clinical Center (MIRECC)

Earn 1 continuing education credit

Imperial 9, Level 4

Symposium 37

Implementing and Adapting Innovative Technology to Improve Mental Health, Substance Use, and Social Needs Screening and Referral to Treatment Tools Across Healthcare Settings

SATURDAY

CHAIR:

Sara Witcraft, Ph.D., Medical University of South Carolina

Co-CHAIR: *Marie Hayes, Ph.D., Medical University of South Carolina*

DISCUSSANT:

Carla Kmett Danielson, Ph.D., Medical University of South Carolina

Basic to Moderate level of familiarity with the material

Primary Category: Technology/Digital Health

Key Words: *Telehealth/m-health, Integrated Care, Implementation*

Leveraging Relational Agents to Improve Substance Use Screening, Brief Intervention, and Referral to Treatment in Trauma Centers

Theresa Skojec, Ph.D., Medical University of South Carolina

Ebonie Powell, M.A., Medical University of South Carolina

Sarah German, B.A., Medical University of South Carolina

Timothy Bickmore, Ph.D., Northeastern University
Leigh Ridings, Ph.D., Medical University of South Carolina
Bruce Crookes, M.D., Medical University Of South Carolina
Kenneth Ruggiero, Ph.D., Medical University of South Carolina

Examining Physician Responses to Positive Intimate Partner Violence (IPV) Screening in Primary Care Using an Electronic Health Record Facilitated Confidential Encounter Template

Alyssa Rheingold, Ph.D., Medical University of South Carolina
Jeffrey Pavlacic, Ph.D., Medical University of South Carolina
Sara Witcraft, Ph.D., Medical University of South Carolina
Christine Hahn, Ph.D., Medical University of South Carolina
Kit Simpson, DrPH, Medical University of South Carolina
Jenna McCauley, Ph.D., Medical University of South Carolina
Vanessa Diaz, M.D., Medical University of South Carolina
Leslie Lenert, M.S., M.D., FACMI, Medical University of South Carolina

Mobile Technology Solutions to Improve Screening, Brief Intervention, and Referral for Mental Health and Social Determinants of Health in Obstetric Care

Marie Hayes, Ph.D., Medical University of South Carolina
Connie Guille, M.D., WRBH, Medical University of South Carolina

Leveraging Relational Agents to Improve Substance Use Screening, Brief Intervention, and Referral to Treatment in Trauma Centers

Theresa Skojec, Ph.D., Medical University of South Carolina
Ebonie Powell, M.A., Medical University of South Carolina
Sarah German, B.A., Medical University of South Carolina
Timothy Bickmore, Ph.D., Northeastern University
Leigh Ridings, Ph.D., Medical University of South Carolina
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Kit Simpson, DrPH, Medical University of South Carolina
Jenna McCauley, Ph.D., Medical University of South Carolina
Vanessa Diaz, M.D., Medical University of South Carolina
Leslie Lenert, M.S., M.D., FACMI, Medical University of South Carolina

Earn 1.5 continuing education credits

Celestin D&E, Level 3

Symposium 46

Understanding and Contextualizing LGBTQ+ Identity: Implications for Research and Clinical Practice

CHAIRS:

Saskia L. Jorgensen, B.A., The George Washington University

Joseph M. Green, B.S., George Washington University

DISCUSSANT:

*Michael Newcomb, Ph.D., Northwestern University
Feinberg School of Medicine*

Advanced level of familiarity with the material

Primary Category: LGBTQ+

Key Words: LGBTQ+, Community-Based, Mental Health Disparities

Behavioral Pathways to LGBTQ+ Resilience: A Mixed-methods Approach to

Understanding Connection to LGBTQ+ Identities

Saskia L. Jorgensen, B.A., The George Washington University

Paddy Loftus, B.A., The George Washington University

Chase Isaacs, The George Washington University

Sarah Calabrese, Ph.D., The George Washington University

Fallon Goodman, Ph.D., The George Washington University

Longitudinal Patterns of Sexual Identity, Attraction, and Behavior in Latina/o/x Adolescents: Associations with Familismo and Ethnic Identity

Joseph M. Green, B.S., The George Washington University

David Huebner, Ph.D., MPH, The George Washington University School of Public Health

Kathleen Roche, Ph.D., The George Washington University

Reasons for Changes in Sexual and Gender Identity over Time: A Qualitative Study of Sexual and Gender Minority Individuals Assigned Female at Birth

Kate Dorrell, M.S., Rosalind Franklin University of Medicine and Science

Sabrina Bothwell, M.A., University of Cincinnati

Emily Devlin, B.A., University of Cincinnati

Michael Newcomb, Ph.D., Northwestern University Feinberg School of Medicine

Sarah Whitton, Ph.D., University of Cincinnati

Brian Feinstein, Ph.D., Rosalind Franklin University

The Importance of LGBTQIA+ Identity Affirming Social Support

John "Kai" Kellerman, M.S., Rutgers University

Erika C. Esposito, Ph.D., DBT Works, LLC

Evan M. Kleiman, Ph.D., Rutgers, The State University of New Jersey

If They Look at Me and Land at He/him, It's the Consolation Prize: Transmasculine Nonbinary Individuals' Conceptualization of Passing

Lex Pulice-Farrow, Ph.D., American University

Earn 1.5 continuing education credits

Celestin C, Level 3

Research & Professional Development 1

Providing a Meaningful Umbrella Clinical Supervision Experience: Lessons Learned and a Path For- ward

PANELISTS:

Anna M. Jones, Ph.D., St. Jude Children's Research
Hospital

Linnea Swanson, Ph.D., St. Jude Children's Research
Hospital

Kendra Parris, Ph.D., St. Jude Children's Research
Hospital

Moderate to Advanced level of familiarity with the material

Primary Category: Workforce Development / Training / Supervision

Key Words: *Supervision, Education and Training*

The field has moved towards characterizing supervision as a unique competency and underlining the importance of formal training in clinical supervision. While it is necessary and foundational to complete coursework and didactic instruction related to clinical supervision, participation in an experiential rotation or practice in clinical supervision allows for direct feedback on implementation of skills and assessment of competency. Curtis and colleagues (2016) describe reflective practice in the context of tiered supervision and provide insights from trainees at various levels, as well as licensed psychologists regarding their experience with this supervision training model, which suggests both feasibility and acceptability of this approach to training. Milne and colleagues (2011) conducted a systematic review of evidence-based training in supervision with corrective feedback, role-play, and observation as the elements of supervision training having the most robust support (Milne et al., 2011). Similarly, Kaslow (2004) highlighted the importance of experiential learning, while also recognizing the need for a developmental model in building this competence. Core components of training in clinical supervision include consistency with the

literature and established guidelines, incorporation of experiential and didactic learning opportunities, reliance on a developmental model, description of multiple methods and models of supervision, and grounding in learning theory (Borders, 2009). This panel will discuss the components of an established umbrella supervision training rotation for postdoctoral fellows, highlighting experiences with implementation of this rotation from the licensed psychologists overseeing the rotation and a postdoctoral fellow who completed the rotation.

Recommended Reading 1: Curtis, D. F., Elkins, S. R., Duran, P., & Venta, A. C. (2016). Promoting a climate of reflective practice and clinician self-efficacy in vertical supervision. *Training and Education in Professional Psychology*, 10(3), 133-140. <https://doi.org/10.1037/tep0000121>

Recommended Reading 2: Milne, D. L., Sheikh, A. I., Pattison, S., & Wilkinson, A. (2011). Evidence-based training for clinical supervisors: A systematic review of 11 controlled studies. *The Clinical Supervisor*, 30(1), 53-71. <https://doi.org/10.1080/07325223.2011.564955>

Recommended Reading 3: Newman, C. F. (2013). Training cognitive behavioral therapy supervisors: Didactics, simulated practice, and “meta-supervision.” *Journal of Cognitive Psychotherapy*, 27(1), 5-18. <https://doi.org/10.1891/0889-8391.27.1.5>

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

- Summarize components to be included in the supervision agreement for umbrella supervision.
- Outline strategies to promote experiential learning for the supervisor-in-training.
- Illustrate techniques to facilitate communication within the triadic supervisory relationship.
- Evaluate methods for the measurement of supervisory competence.

Earn 1.5 continuing education credits

Strand 10A&B, Level 2

Mini Workshop 13

Every Second Counts: Confronting the Challenges of CBT Training and Dissemination for Psychiatry Residents

James Hambrick, Ph.D., Northwell Health Zucker Hillside Hospital

Moderate level of familiarity with the material

Primary Category: Workforce Development / Training / Supervision

Key Words: *Supervision, Training / Training Directors, Student Issues*

The close ally-ship between psychiatrists and psychologists is critical to the delivery of gold standard clinical care. At the same time, current psychiatry training models are not sufficient to truly support these partnerships. Psychiatrists are asked to develop a set of complex competencies in CBT in a small fraction of the didactic training, supervision, and clinical contact allocated to the average psychology Ph. D. graduate student. At this same time, CBT training programs rarely are adapted to address the distinctions between psychiatry training models and populations. Psychiatrists first encounter with patients is often in emergency department or inpatient settings, contributing to a particular sense of what mental illness is that does not readily map onto typical outpatient work. CBT training cases are frequently drawn from acute community populations who either rarely present in research samples or are actively excluded by researchers as too complex or risky. Psychiatric residents confront suicidality and risk in their initial patient contacts at a level not commonly seen in other training disciplines. Frequently, training traditions emphasizing biological and psychodynamic training can impact the receptiveness of psychiatrists to CBT as a viable therapeutic option. Finally, psychiatrists practice CBT in the context of combined treatment, requiring them to balance two different models simultaneously while they are taught each separately. Meeting the training needs of our partners requires a radical rethinking of how we handle CBT training for residents. This workshop will

focus on crystalizing the challenges confronted when training psychiatrists in CBT and discussing how we can address these challenges at the program development level as well as giving specific training guidance for best evidence-supported practices in didactic training and supervision. Special attention will be given to how to keep training models up to date with current best practices in cultural humility in direct care.

Recommended Reading 1: Sudak, D. M. (2009). Training in cognitive behavioral therapy in psychiatry residency: An overview for educators. *Behavior Modification*, 33(1), 124-137.

Recommended Reading 2: Moreau, J. M., Phelps, K. W., & Jones, A. B. (2022). The lived experiences of learning cognitive behavioral therapy: a qualitative study of psychiatry residents. *Academic Psychiatry*, 46(6), 746-749.

Recommended Reading 3: Kamholz, B. W., Liverant, G. I., Black, S., Aaronson, C. J., & Hill, J. (2014). Beyond psychologist training: CBT education for psychiatry residents. *The Behavior Therapist*.

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

- Describe the cultural and structural challenges faced by the median psychiatry resident when learning CBT.
- Define best practices in teaching and supervision to facilitate learner development.
- Apply key principles in didactic training or supervision to help residents effectively use CBT principles in direct care.

Earn 1.5 continuing education credits

Strand 11A&B, Level 2

Mini Workshop 14

Fun with Psychoeducation!

Steve Mazza, Ph.D., Columbia University Medical Center

Yamalis Diaz, Ph.D., Hassenfeld Children's Hospital at NYU Langone

Medical Center

Bethany Watson, Ph.D., Hassenfeld Children's Hospital at NYU Langone

Medical Center

Timothy Verduin, Ph.D., New York University Langone Health

All levels of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Psychoeducation, ACT (Acceptance & Commitment Therapy), CBT*

The primary goal of this mini workshop is to teach and model how to provide effective psychoeducation by utilizing humor, fun, visuals, experiential exercises, and metaphor. Psychoeducation is a fundamental component of Cognitive Behavioral Therapy (CBT) and Acceptance and Commitment Therapy (ACT), providing essential knowledge and skills to individuals and their families. However, engaging children, parents, and adults in psychoeducation can be a challenge. This presentation explores innovative and interactive approaches to making psychoeducation enjoyable and effective across different age groups and patient presentations. Drawing from clinical research and experience, this roundtable will demonstrate creative approaches tailored to the developmental stages of children, the concerns of parents, and the learning styles of adults. Through the integration of metaphor, visuals, experiential exercises, and humor, this presentation will model how psychoeducation can be transformed into a fun, memorable, and dynamic learning experience. Presenters will model their approaches to psychoeducation used across diverse populations, with cultural sensitivity, and across modalities (individual therapy, group therapy, and community presentations). Key topics will include the use of age-appropriate metaphors to explain complex concepts, interactive experiences to optimize learning, and the incorporation of humor and visual aids to enhance engagement, comprehension, and retention. Additionally, strategies for fostering active participation, encouraging open dialogue, and addressing potential resistance will be discussed.

Recommended Reading 1: Noble, L. A., Firth, N., Delgadillo, J., & Kellett, S. (2021). An investigation of the competencies involved in the facilitation of CBT-based group psychoeducational interventions. *Behavioural and Cognitive Psychotherapy*, 49(6), 732-744.

Recommended Reading 2: Consoli, A. J., Blears, K., Bunge, E. L., Mandil, J., Sharma, H., & Whaling, K. M. (2018). Integrating culture, pedagogy, and humor in CBT with anxious and depressed youth. *Practice Innovations*, 3(2), 138.

Recommended Reading 3: Foody, M., Barnes-Holmes, Y., Barnes-Holmes, D., Törneke, N., Luciano, C., Stewart, I., & McEnteggart, C. (2014). RFT for clinical use: The example of metaphor. *Journal of Contextual Behavioral Science*, 3(4), 305-313.

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

- Describe core components of how to make psychoeducation engaging, accessible, and memorable.
- Apply psychoeducational strategies across diverse populations and treatment modalities (individual treatment, group treatment, and presentations within the community).
- Demonstrate approaches to psychoeducation that facilitate open dialogue, address resistance, and assess comprehension and retention.

Earn 1.5 continuing education credits

Strand 12A&B, Level 2

Mini Workshop 15

Integrating Cultural Responsiveness into Trauma-focused Care of Teenagers

SATURDAY

*Tina Pham, LMFT, LPCC, Loma Linda University
Ana Scali, LCSW, Anxiety and OCD Evidence Based Treatment Center*

Basic to Moderate level of familiarity with the material

Primary Category: Culture / Ethnicity / Race

Key Words: *Culture, Trauma, Adolescents*

Trauma is a significant mental health concern affecting American teens. While it is estimated that a substantial portion of youth experience at least one traumatic event by the age of 16, youth from minority groups face disproportionately higher rates of trauma compared to their non-Hispanic Caucasian peers. The burden of trauma is exacerbated by a lack of access to culturally responsive care. Failing to consider the cultural contexts of minority youth may lead to a mistrust, disengagement, dissatisfaction, and, ultimately, poor treatment outcomes. Unaddressed trauma can result in the development of mental health challenges such as depression, anxiety, substance abuse, and behavioral issues. Trauma-focused cognitive behavioral therapy (TF-CBT) is a vital evidence-based treatment for children and adolescents who have experienced trauma. Multiple cultural adaptations have been made to apply TF-CBT models to different cultures, including adaptations for Latinx, African-American, Muslim, and Chinese populations. Research suggests that the flexibility of the TF-CBT model enables mental health providers to be culturally responsive and tailor the model to the unique cultural contexts of the clients they treat. Bridging the gap between trauma-informed care and cultural responsiveness, this workshop will equip mental health providers with the tools and knowledge to effectively serve diverse adolescent populations. Participants will explore the intersection of culture and trauma, develop skills in culturally sensitive communication and assessment, and learn to adapt TF-CBT to meet the unique needs of each client. Interactive activities will enhance practical application and promote the use of culturally responsive interventions.

Recommended Reading 1: Cloitre, M. (2015). The “one size fits all” approach to trauma treatment: Should we be satisfied? *European Journal of Psychotraumatology*, 6, 1–9. <https://doi.org/10.3402/ejpt.v6.27344>

Recommended Reading 2: Ennis, N., Shorer, S., Shoval, Z. Y., Freedman, S., Monson, C. M., & Dekel, R. (2020). Treating posttraumatic stress disorder across cultures: A systematic review of cultural adaptations of trauma-focused cognitive behavioral therapies. *Journal of Clinical Psychology*, 76(4), 587–611. <https://doi.org/10.1002/jclp.22909>

Recommended Reading 3: Stewart, R. W., Orengo-Aguayo, R., Wallace, M., Metzger, I. W., & Rheingold, A. A. (2021). Leveraging technology and cultural adaptations to increase access and engagement among trauma-exposed African American youth: Exploratory study of school-based telehealth delivery of trauma-focused cognitive behavioral therapy. *Journal of Interpersonal Violence*, 36(15–16), 7090–7109. <https://doi.org/10.1177/0886260519831380>

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

- Describe the principles of cultural responsiveness and its significance in trauma-informed care.
- Identify cultural factors that influence adolescents' experiences of trauma and their coping mechanisms.
- Enhance communication skills to build trust and rapport with culturally diverse clients and their families.
- Integrate cultural considerations into the assessment process for diverse populations.
- Develop strategies for integrating cultural responsiveness into the TF-CBT model.

Earn 1.5 continuing education credits

Strand 13A&B, Level 2

Mini Workshop 16

It's Not What You Said, but How You Said It: Social Signaling as a Novel Treatment Target and Mechanism of Change, from a Radically Open Dialectical Behavior Therapy Perspective

SATURDAY

Kirsten Gilbert, Ph.D., Washington University in St. Louis
Kristen Fritsinger, LICSW, MSW, DBT Associates LLP

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - Other

Many psychotherapeutic interventions focus on changing internal experiences as a mechanism to decrease psychiatric symptoms. For instance, some psychotherapies focus on changing one's emotions via emotion regulation or changing attention via mindfulness. A completely novel treatment focus and mechanism of change is changing how one socially signals to improve social functioning and decrease psychiatric symptoms (Lynch, 2018). A social signal is defined as any behavior (verbal or non-verbal) done in front of another person, regardless of intent or conscious awareness (Lynch, 2018; Gilbert & Codd, 2022). Examples include a yawn, eyeroll, tone of voice, and facial expressions. A newer psychosocial treatment, Radically Open Dialectical Behavior Therapy (RO DBT) distinguishes itself from other therapies by its focus on social signaling as a main treatment target and mechanism of change. RO DBT is a transdiagnostic treatment that is designed for disorders of 'overcontrol,' and overcontrol is a phenotype, rooted in personality, and characterized by rigid behavioral repertoires, inhibited emotional expression, and perfectionism. Overcontrol is evident across multiple psychiatric disorders, including

treatment resistant depression and anxiety, anorexia nervosa, and obsessive-compulsive personality disorder, and these disorders often exhibit indirect or masked social signals that lead to poor social functioning and loneliness. As such, RO DBT targets maladaptive social signaling habits and teaches novel social signaling skills to enhance connection. In this workshop attendees will be introduced to the transdiagnostic phenotype of overcontrol and common maladaptive social signals that impede close social connection. Attendees will also learn the theoretical foundation underlying the key mechanism of change in RO DBT (i.e., social signaling), how to identify and target maladaptive social signaling habits for change, and hands-on instruction and practice in prosocial signaling skills to enhance client openness and social connectedness—via didactic content, videos, immersive exercises, examples, and role-plays.

Outline:

- I. 1. Define overcontrol and social signals
 - A. Examples of disorders of overcontrol
 - B. Examples of maladaptive social signals
- II. 2. Introduce Radically Open Dialectical Behavior Therapy (RO DBT)
 - A. Very brief overview of treatment for disorders of overcontrol
 - B. Introduce the hypothesized mechanism of change in RO DBT: how targeting social signaling decreases emotional loneliness and psychiatric symptoms
- III. 3. Identify maladaptive social signals and maladaptive social signaling styles in overcontrol
 - A. Still-face experiment video and discussion
 - B. Presenter role-play illustrating maladaptive overcontrolled social signaling styles How to identify clients' maladaptive social signals that could be targeted in therapy Example video and audio clips of problematic social signaling styles
- IV. 4. Teach adaptive social signals as skills to improve social connectedness and decrease psychiatric symptoms
 - A. Eyebrow wags, Closed mouth cooperative smiles, and the Big 3 + 1
 - B. Apollo Eyebrow video; Airport exercise
 - C. Appeasement gestures and “the oh my gosh” to signal friendly intentions, openness and non-dominance
 - D. Practice with partners
 - E. Tips on changing voice tone
- V. 5. Factors that influence when and how to socially signal
 - A. The relationship, the context, and one's values

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

- Identify the overcontrolled phenotype and how it presents across psychiatric disorders.
- Identify examples of maladaptive social signals and social signaling styles in overcontrol and their clients that lead to emotional loneliness.
- Explain RO DBT's hypothesized mechanism of change of why targeting social signals is central to improving social connection and decreasing psychiatric symptoms.
- Describe how to help clients identify their own maladaptive social signals and target them in therapy.
- Describe three or more adaptive social signals as new skills to replace prior maladaptive social signaling styles.

Recommended Reading 1: Hatoum, A. H., & Burton, A. L. (2024). Applications and efficacy of radically open dialectical behavior therapy (RO DBT): A systematic review of

the literature. *Journal of Clinical Psychology*, 80, 2283–2302. <https://doi.org/10.1002/jclp.23735>

Recommended Reading 2: Lynch, T.R., Hempel, R.J., & Dunkley, C. (2015). Radically Open Dialectical Behavior Therapy for Disorders of Overcontrol: Signaling Matters. *American Journal of psychotherapy*, 69(2): 141-162

Recommended Reading 3: Gilbert, K., Codd, R.T., Hoyniak, C. Tillman, R., Baudinet, J., Pires, P., Hempel, R., Russell, I. & Lynch, T. (2023). Processes of change in a randomized clinical trial of Radically Open Dialectical Behavior Therapy (RO DBT) for adults with treatment refractory depression. *Journal of Clinical and Consulting Psychology*, 91(2), 71-81. PMID: 36913282

Recommended Reading 4: Little JN, Codd RT. Radically Open Dialectical Behavior Therapy (RO DBT) in the treatment of perfectionism: A case study. *J Clin Psychol*. 2020; 76: 2097–2108. <https://doi.org/10.1002/jclp.23062>

Earn 1.5 continuing education credits

Celestin H, Level 3

Panel Discussion 17

Engaging with Peer Specialists to Bridge Gaps in Youth Mental Health Care

MODERATOR:

Hannah E. Frank, Ph.D., Brown University

PANELISTS:

*Emily Feinberg, Brown University school of Public Health
Emily M. Becker-Haimes, Ph.D., University of Pennsylvania
Jesslyn Jamison, Ph.D., University of Pennsylvania
Miya Barnett, Ph.D., University of California, Santa
Barbara*

Primary Category: Workforce Development / Training / Supervision

Key Words: *Child, Implementation, Community-Based*

There are not enough professional mental health providers to meet the growing demand for youth mental health services. There are even fewer professionals trained in evidence-based interventions, on top of multiple systemic barriers families face when seeking care. Challenges with accessing high-quality, evidence-based care are especially pronounced for families from historically marginalized backgrounds, exacerbating inequities in care. One promising solution is the integration of peer specialist models – also sometimes referred to as community health workers or peer navigators – into mental health service delivery. Peer specialists bring lived experience, trust, and local community knowledge to their work, making them uniquely positioned to engage underserved youth and families in care. Prior research demonstrates peers’ effectiveness in improving clinical outcomes, service engagement, and treatment satisfaction while also expanding workforce capacity for addressing mental health concerns. This panel will explore the potential and challenge of peer specialists to address youth mental health disparities through the lens of the Health Equity implementation Framework. Panelists will begin by sharing the background of their work with peer specialists. Then, they will use the Health Equity Implementation framework to guide discussion of peer specialist services across the dimensions of patient-peer specialist interactions, cultural considerations, and the broader social context of mental health services. Each panelist brings unique expertise partnering

with peer specialists to improve youth mental health – including certified peer specialists, promotoras de salud, community health workers, and family peer specialist models – across outpatient, crisis services, community, and primary care contexts. By showcasing innovative and emerging peer models, this panel will highlight their potential to transform youth mental health care, reduce disparities, and strengthen the mental health workforce, while identifying key areas of needed future research.

Earn 1.5 continuing education credits

Empire C, Level 2

Panel Discussion 18

Enhancing Therapeutic Skillfulness, Well-being, and Care Through Consultation Groups: Best Practices and Considerations

SATURDAY

MODERATORS:

Daniel Chazin, ABPP, Ph.D., Center for Anxiety, OCD, and Cognitive Behavioral Therapy | Philadelphia
Michelle Drapkin, ABPP, Ph.D., CBT Center

PANELISTS:

Daniel Chazin, ABPP, Ph.D., Center for Anxiety, OCD, and Cognitive Behavioral Therapy | Philadelphia
Michelle Drapkin, ABPP, Ph.D., CBT Center
Christina DiChiara, Psy.D., Center for Anxiety and Behavior Therapy
Torrey Creed, Ph.D., University of Pennsylvania
Simon A. Rego, ABPP, Psy.D., Montefiore Medical Center/Albert Einstein College of Medicine

Primary Category: Professional/ Interprofessional Issues

Key Words: *Professional Issues, Supervision, Evidence-Based Practice*

Consultation is a key component of clinical practice. Consultation groups (CGs) enhance therapists' proficiency in applying evidence-based CBT protocols and techniques, addressing a critical gap in professional development post-training. Implementation studies highlight CGs' role in improving therapy quality, clinician skillfulness, and adherence to CBT principles (Beidas et al., 2012; Frank et al., 2020; Schoenwald et al., 2004), underscoring their value in clinical practice. Beyond skill enhancement, CGs provide essential opportunities for peer support, collaboration, and continuous learning. Our panel examines the structure, benefits, and challenges of CGs, bringing together participants with extensive experience in leading and participating in evidence-based groups. With

backgrounds in implementation science, teaching, and clinical work, panelists will offer insights into how CGs function and how they can be optimized. Topics include CG variations, strategies for creating and sustaining CGs, their role in professional growth and large-scale implementation, and considerations related to diversity, equity, and ethics (see Calloway & Creed, 2022). Discussion will compare CGs across cognitive and behavioral orientations (e.g., CBT, MI, ERP, ACT, DBT), highlighting best practices for group composition, facilitation, and integration of diverse perspectives. This conversation aligns with ABCT's mission by promoting the scientific, ethical, and inclusive delivery of behavioral and cognitive therapies, enhancing patient care through peer support and collaborative learning, and addressing an area where formal guidance remains limited. Panelists have led and actively participated in numerous CGs devoted to empirically supported treatments across clinical practice, research trials, and implementation projects. Their experience spans CGs oriented around CBT, ERP, PE, CPT, ACT, and DBT, ensuring this discussion provides valuable insights into leveraging CGs for professional development, improving patient outcomes, and advancing ABCT's mission of ethical, science-based intervention delivery.

Earn 1.5 continuing education credits

Empire D, Level 2

Panel Discussion 19

Expanding Access to Cognitive Behavioral Therapies in Areas of Crisis: Global Training and Dissemination Efforts

SATURDAY

MODERATOR:

David Rozek, ABPP, Ph.D., University of Texas Health Science Center at San Antonio

PANELISTS:

Jonathan D. Huppert, Ph.D., The Hebrew University of Jerusalem

Phyu Pannu Khin, Ph.D., Massachusetts General Hospital

Tetiana Nickelsen, Ph.D., Texas A & M University

Dina Abdelrahman, M.A., M.D., University of Texas Health Science Center at San Antonio

Primary Category: Global Mental Health

Key Words: *Disaster Mental Health, Dissemination, PTSD (Posttraumatic Stress Disorder)*

In regions affected by conflict and crisis, access to evidence-based mental health treatment is critical yet often limited. This panel brings together experts leading large-scale training and dissemination initiatives in Cognitive Behavioral Therapies (CBTs) for trauma in Israel, Syria, Myanmar, and Ukraine. Moderated by Dr. Katy Dondanville, Director of the STRONG STAR Training Initiative, the discussion will highlight innovative strategies to increase access to PTSD treatment and suicide prevention efforts in crisis settings. Dr. Jonathan Huppert will discuss the Hebrew University Center for Trauma Recovery's collaboration with the Israeli Ministry of Health, which has trained over 500 public sector clinicians—in CPT, WET and other evidence-based therapies for PTSD, significantly expanding treatment capacity. Dr. Phyu Pannu Khin, founder of Resilient Myanmar, will share insights on training community health workers and volunteers in trauma-focused interventions, emphasizing the role of mental health education in survivor advocacy and peacebuilding efforts. Dr. Dina Abdelrahman, an Egyptian American physician and li-

censed professional counselor, will present her work with the Syrian American Medical Society (SAMS), which has trained providers in Jordan, Turkey, and Syria in CPT, demonstrating the effectiveness of remote consultation models in war-torn regions. Dr. Tetiana Nickelsen, Research Assistant Professor at Texas A&M University, will discuss ongoing efforts to train a cadre of Ukrainian clinicians/scientists ensuring sustainable mental health support in a nation under siege. This session will explore lessons learned in training, dissemination, and implementation, offering a roadmap for expanding access to CBTs in high-need settings.

Earn 1.5 continuing education credits

Strand 1, Level 2

Panel Discussion 20

SATURDAY

Harnessing AI to Improve Mental Health Care: Opportunities and Challenges

MODERATOR:

Adam C. Jaroszewski, Ph.D., Harvard Medical School

PANELISTS:

Adam C. Jaroszewski, Ph.D., Harvard Medical School

Sabine Wilhelm, Ph.D., Massachusetts General Hospital

Hannah Lawrence, Ph.D., Google

Nicholas C. Jacobson, Ph.D., Dartmouth College

Shannon Wiltsey Stirman, Ph.D., Stanford University

Bill J. Hudenko, Ph.D., Dartmouth College

Primary Category: Technology/Digital Health

Key Words: *Technology / Mobile Health, Treatment Development, Translational Research*

Artificial intelligence (AI) has the potential to revolutionize mental health care by significantly enhancing access to high-quality, evidence-based therapies. However, with its promise come complex challenges and potential pitfalls that must be carefully navigated. This panel brings together experts from both academia and industry who specialize in mental health and AI to discuss how AI can transform mental health care and how to think about and address challenges and ethical considerations that may arise. The panelists include world-renowned clinical researchers with extensive experience in developing and testing evidence-based therapies for disorders such as obsessive-compulsive disorder and major depression, who are now pioneering AI-driven mental health tools. The discussion will focus on key areas where AI can drive improvements in mental health care, including assessment, education and training, and treatment delivery. Panelists will highlight the technological innovations behind AI-driven interventions and discuss how these technologies can enhance equitable and inclusive access, engagement, monitoring, fidelity, and treatment outcomes. In addition to showcasing the benefits, the panel will address the challenges, possible pitfalls and barriers to integrating AI into existing mental health systems, emphasizing ethical considerations, data privacy, user perceptions, and the critical role of human clinicians. The panelists will offer practical recommendations for

researchers, clinicians, policymakers, and technologists on the responsible application of AI in mental health care. They will also underscore the importance of fostering cross-disciplinary collaborations to realize the full potential of AI in promoting rigorous science and delivering inclusive, affirming therapies.

Earn 1.5 continuing education credits

Bolden 4, Level 2

Panel Discussion 21

From Crisis to Connection: Community-centered Art and Technology Interventions for Youth Mental Health, Chronic Pain, and Opioid Use Disorder

SATURDAY

MODERATOR:

Nancy M. Colorado, B.A., Rutgers, The State University of New Jersey

PANELISTS:

Jenny C. Seham, Ph.D., Montefiore Medical/Albert Einstein College of Medicine

Emma Kaywin, Ed.D., Philliber Research & Evaluation

Gifty Ampadu, Ph.D., Montefiore Medical Center, Albert Einstein College of Medicine

Stacie D. Shivers, Psy.D., Rutgers, The State University of New Jersey

Primary Category: Addictive Behaviors

Key Words: *Addictive Behaviors, Adolescents, Community-Based*

Expert medical and mental health agencies define the opioid epidemic and youth mental health crisis as national emergencies. This panel provides an opportunity to discuss mitigating these crises through innovative, evidence-based programming and inclusive research that focuses on engaging these most vulnerable populations through accessible, person-centered community-informed arts interventions. Panelists with specific community and arts connections represent committed work with underserved communities and ethnically diverse families through the Integrative Management of Chronic Pain and OUD for Whole Recovery research Center at Montefiore Einstein (IMPOWER ME) and the Arts and Integrative Medicine (AIM) Program in Psychiatry at Montefiore

Einstein, Bronx, NY. We will present four mixed methods, pilot clinical research studies to serve as the foundation for discussion. Initiated by a member of the Community Leadership Board (CLB) who is a person living with chronic pain, the IMPOWER ME Art study explores the effects of repetitive self-directed art making at home as a coping strategy for chronic pain and stress. The CLB ensured community input at each stage of the study. Three AIM group studies conducted as part of the outpatient mental health, clinic-based Youth Empowerment Series (YES), target critical mental health constructs for youth: social skills, behavioral activation, emotion regulation, acceptance, and connection. Research examined the impact of the Behavior Regulation Movement Group for children, the Virtual Reality (VR) Art group for teens, and the Community Crochet group for families and community members. The crochet project includes a survey on the role of arts and culture in the Bronx community that initiates a new research database. AIM's Ambassador Board, young adults with experience in mental illness and art intervention, provides input on these studies. Public dance performances and exhibitions of artwork by the participants further the intention to affirm and amplify the voices of these historically oppressed communities, with opportunities to shift negative impressions and stigma. Moderator will guide discussion on effectively expanding evidence-based treatment of OUD, chronic pain, and youth mental health.

Earn 1.5 continuing education credits

Bolden 5, Level 2

Panel Discussion 27

Process-based Therapy and Research: Progress in Personalization

MODERATOR:

Steven C. Hayes, Ph.D., University of Nevada, Reno

PANELISTS:

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

Michael E. Levin, Ph.D., Utah State University

Clarissa Ong, Ph.D., University of Louisville

Anu Asnaani, Ph.D., University of Utah

Primary Category: Transdiagnostic

Key Words: *Mediation / Mediators, Therapy Process, Treatment Development*

A process-based approach to evidence-based intervention science and practice marks a paradigm shift away from rigid diagnostic categories and manualized protocols and toward longitudinal assessment of the biopsychosocial processes related to the client's goals and the deployment of treatment kernels tailored to modify those processes for particular people. This panel will explore the implications of this trend and whether it is leading to progress in treatment personalization. The discussion will link the trend toward more unified process-based approaches to such topics as the integration of technology into clinical practice (e.g., AI and machine learning, digital tools) to enhance treatment precision, cultural adaptations for equitable care, and the scalability of process-based intervention in the context of public health. Idionomic statistical analysis will be addressed along with such issues as how to assess biopsychosocial processes of change, what is meant by assessment quality in process-based approaches, and how process-based approaches alter training. By building a bridge between cutting-edge science and practical application, this session will consider whether process-based approaches are advance personalized mental and behavioral health care, and offering new pathways to address pressing challenges like treatment resistance, dropout rates, and systemic barriers. Attendees will gain insights into how this model seems to be fostering greater involvement of practitioners in research, and paving the way for a more flexible, impactful future for the behavioral and cognitive therapies.

Earn 1.5 continuing education credits

Bolden 2, Level 2

Clinical Grand Round 2

SATURDAY

Adapting Exposure Therapy with Autistic Clients When They Have High Support Needs: A Live Demonstration

CHAIR:

Rebecca Sachs, ABPP, Ph.D., E & R Psychology, PC

PANELISTS:

Matthew D. Lerner, Ph.D., Drexel University

Lauren Moskowitz, Ph.D., St. John's University

Dena L. Gassner, Ph.D., Drexel University

Ava N. Gurba, M.S., Drexel University

Tamara Rosen, Ph.D., AJ Drexel Autism Institute

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, ERP (Exposure and Response Prevention),
Underserved Populations*

While autistic individuals across the lifespan experience higher rates of anxiety/OCD compared to the general population, they are often unable to access mental health-care, including Cognitive Behavior Treatment (CBT) for treatment of anxiety/OCD. The reported percentage of autistic individuals classified as Level 3 (requiring very substantial support/high support needs) varies, but estimates suggest that 20-30% of autistic individuals meet criteria. A 2019 CDC report found that about 32% of autistic children had an intellectual disability (ID), often correlated with higher support needs. High support needs can manifest in various ways, and support needs are dynamic—even individuals with Level 1 or 2 autism may have high support needs in specific areas or at certain times. Autistic individuals with high support needs often experience anxiety/OCD symptoms that significantly impact daily living. While many clinicians want to use CBT to address anxiety and OCD in autistic clients, they incorrectly believe that CBT's use with autistic individuals, especially those with high support needs, is inherently different (vs. a modified/tailored approach), and that treating this population is out of their competency.

It is well-established that CBT with ERP, when modified and tailored for autistic youth with and without co-occurring ID, is efficacious in treating anxiety and OCD. Exposure has been shown to be the active ingredient in treating these conditions. This interactive presentation will demonstrate how to adapt ERP to support treatment of anxiety/OCD in autistic clients with high support needs. This talk will bridge gaps for CBT practitioners who want to increase their knowledge and confidence in working with autistic clients. Through live role-plays, attendees will observe tailored ERP interventions addressing compulsions related to hygiene, dressing, and food avoidance. Demonstrations will include using ERP to overcome anxiety/OCD and related barriers to Activities of Daily Living (ADLs). Attendees will gain practical skills on how to combine accommodations with ERP principles, create sensory-safe environments, reduce reliance on verbal-only communication, and train caregivers to provide support while not reinforcing anxiety/OCD.

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

- Explain the importance of modifying CBT for autistic clients with high support needs when treating co-occurring mental health conditions.
- Differentiate autistic routines/preference for sameness/sensory needs from compulsive behavior/avoidance associated with Anxiety/OCD.
- Adapt and apply CBT interventions (eg. exposure, cognitive restructuring) to treat anxiety/OCD in those with Autism with high support needs.
- Treatment plan ways to accommodate/teach skills to support adaptive functioning, and address ways anxiety/OCD may hinder adaptive functioning.
- Analyze CBT interventions and adaptations and choose treatment priorities to treat anxiety/OCD in those with Autism with high support needs.

Recommended Readings:

Vause, T., Jaksic, H., Neil, N., Frijters, J. C., Jackiewicz, G., & Feldman, M. (2020). Functional behavior-based cognitive-behavioral therapy for obsessive compulsive behavior in children with autism spectrum disorder: a randomized controlled trial. *Journal of Autism and Developmental Disorders*, 50, 2375-2388.

Blakeley-Smith, A., Meyer, A. T., Boles, R. E., & Reaven, J. (2021). Group cognitive behavioural treatment for anxiety in autistic adolescents with intellectual disability: A pilot and feasibility study. *Journal of applied research in intellectual disabilities*, 34(3), 777-788.

Hersh L, Dwyer P, Kapp SK, Shevchuk-Hill S, Gurba AN, Kilgallon E, Mair APA, Chang DS, Rivera SM, Gillespie-Lynch K. Community Member Views on Autism Intervention: Effects of Closeness to Autistic People with Intellectual Disabilities And Nonspeaking Autistic People. *Autism Adulthood*. 2024 Sep 16;6(3):253-271. doi: 10.1089/aut.2023.0202. PMID: 39371356; PMCID: PMC11447397.

Earn 1.5 continuing education credits

Celestin F, Level 3

Clinical Round Table 11

Novel Approaches to the Treatment of Bipolar Disorder: Bipolar Action Network, Focused Integrated Team-based Treatment for Bipolar Disorder and Bipolar Research Clinic

SATURDAY

MODERATOR:

Louisa Sylvia, Ph.D., Massachusetts General Hospital

PANELISTS:

Alexandra K. Gold, Ph.D., Massachusetts General Hospital/Harvard Medical School

Christina Temes, Ph.D., Massachusetts General Hospital

Hailey Tremain, Ph.D., Swinburne University

Primary Category: Bipolar Disorders

Key Words: *Bipolar Disorders, Psychotherapy Outcome, Treatment/ Program Design*

Bipolar disorder (BD) is a complex mental health condition that leads to serious disruptions in functioning and overall well-being. Despite advancements in psychosocial treatments, many individuals with BD still experience residual symptoms and/or have difficulty accessing effective interventions. This clinical round table will describe three novel approaches to improving outcomes of BD that involve implementing and improving access to psychosocial treatments. The roundtable will also share important lessons that will translate to the treatment of other mental health conditions. First, we will describe the Bipolar Action Network (BAN), a learning health network dedicated to transforming care for BD via the collaboration of several health centers in partnership with stakeholder groups. BAN employs evidence-based key drivers of system change (e.g., hassle-free access to care), a multi-site data collection infrastructure, and quality improvement methods to evaluate real-time system change. Second, the Focused Integrated Team-based Treatment

Program for Bipolar Disorder (FITT-BD) increases access to psychosocial treatment for BD by providing stepped care such that interventions (i.e., group-based therapy, self-guided interventions, individual skills training) vary depending on an individual's current symptoms and functioning. We will share outcome and access data on FITT-BD and discuss its current limitations and future directions. Finally, the Bipolar Research Clinic (BRC), based in Australia, also seeks to improve access to psychosocial interventions for BD. Specifically, the BRC is a first-of-its-kind student-run digital clinic with three core aspects: an assessment and monitoring portal, a therapist-guided Psychoeducation program, and a recovery-oriented Psychoeducation group. Findings from the BRC's stakeholder and end user consultation utilizing the Centre for eHealth and Wellbeing Research roadmap will be presented, including learnings about the project's aims, evaluation, model of care, tools, and platform. In sum, these three programs will stimulate important discussion about how to innovate delivery of psychosocial treatments for BD while not sacrificing excellent care and outcomes.

Earn 1.5 continuing education credits

Bolden 6, Level 2

Clinical Round Table 13

Integrating Psychologists in Specialty Medical Teams: Enhancing Patient Care Through Trans-disciplinary Collaboration Across the Lifespan

SATURDAY

MODERATORS:

Wisteria Deng, M.S., Yale University
Thanharat Silamongkol, PsyM, Rutgers, The State University of New Jersey

PANELISTS:

Rebecca Boswell, Ph.D., Penn Medicine, Princeton Medical Center
Dwain Fehon, Psy.D., Yale New Haven Hospital
Christy L. Olezeski, Ph.D., Yale University School of Medicine
Gabriel Cartagena, Ph.D., Yale New Haven Hospital
Micheline Anderson, Ph.D., Brown University Health

Primary Category: Adult- Health Psychology / Behavioral Medicine

Key Words: *Treatment/ Program Design, Training / Training Directors, Transdiagnostic*

This panel brings together experienced psychologists and behavioral medicine program directors from various care settings to highlight the important role of clinical psychology in transdisciplinary teams treating diverse populations across the lifespan – including pediatrics, women’s health, oncology and palliative care. While there is increasing awareness that mental health support is pivotal in medical settings, it remains a challenge to integrate behavioral medicine into specialty clinics. This roundtable exemplifies how psychology training programs and academic medical centers can encourage multidisciplinary efforts and uplift the voice of psychologists in specialty care for diverse popula-

tions. The panelists represent a wide range of expertise from department leadership to community advocacy: Dr. Boswell will discuss program development in establishing free, immediate behavioral medicine services as part of the oncology, sleep, gastroenterology, and women's health clinics at Penn Medicine Princeton Medical Center. Dr. Fehon will speak on his experience as the founding director of the Behavioral Medicine Service at Yale New Haven Hospital, advocating for integrated psychological care to increase the quality of life in diverse patient populations. The panel will then discuss ways to integrate mental health support into specialty care across the lifespan: Dr. Olezeski will share her experience leading the transdisciplinary team at Yale Pediatrics, serving marginalized patients and families; Dr. Cartagena will discuss his role delivering culturally-sensitive psycho-oncology services to Spanish-speaking individuals and leading community engagement efforts; and Dr. Anderson will talk about the critical role of behavioral medicine in women's health, notably in building integration of reproductive psychologists in women's health settings (e.g., OBGYN, women's primary care). This panel will highlight important clinical literature and treatment considerations tailored to diverse patient populations in various medical care settings. The discussion will conclude by highlighting future directions in community engagement efforts, training and mentorship, clinical practices and patient advocacy.

Research & Professional Development 5

Becoming a Clinician Educator: A (Slightly More) Stable and Ful- filling Path in an Unstable Time

PANELISTS:

Esme A. Shaller, Ph.D., Department of Psychiatry and
Behavioral Sciences, University of California, San
Francisco

Ashley Maliken, Ph.D., Portland DBT Institute

Barbara K. Stuart, ABPP, Ph.D., University of California
San Francisco

Alison M. Yeager, Psy.D., McLean Hospital

Nancy H. Liu, Ph.D., University of California at Berkeley

Primary Category: Workforce Development / Training / Supervision

Have you ever noticed that most people at ABCT either only do science or only see folks in private practice? Do you find yourself wondering if there is another way?

Psychologists are taught to develop four broad areas of expertise: clinical work, research, advocacy, and teaching. Yet when we were in our doctoral programs, all five of us felt pressure to aspire to a tenure-track position. If we did not do that, it was assumed that our other option was private practice. Research and clinical work, often separately, tend to dominate discussions of and in our field. This panel will examine how focusing on practicing, teaching, and supervising empirically-supported assessment and treatments can lead to varied opportunities and interesting careers. From advocacy to academic leadership to conducting research in clinical settings, we'll explore the synthesis of these two professional poles (all of which can serve to refine your clinical work).

This light-hearted yet informative professional development seminar will examine various pathways to becoming a clinician-educator, including in academic medical centers, traditional University departments (e.g., psychology), and large group practices that take commercial insurance. We will discuss discovering your own professional values, managing your personal life, getting more direct training in teaching and clinical work, and forging a career that combines the parts you like best about being a psychologist (and allows for flexibility and growth along the way!).

We will use pair shares and interactive activities (like the card sort for professional values) to help participants think about the kind of careers they want to have and how to take proactive steps to get the positions that align with their educational and clinical values. These discussions will include examining quality-of-life considerations like work-

life balance, raising a family, and avoiding burnout in a helping profession that demands a great deal from you personally. We will also share our varied paths to becoming Clinician Educators and discuss the role of mentorship, sponsorship, and experimentation in building our respective careers.

This session does not qualify for continuing education credits.

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

- Describe the difference between values and goals as they relate to career development
- Identify 2 values underlying their own career/professional goals
- Name at least 3 people in their personal/professional circles they can approach regarding career mentorship

Graduate School in Psychology

Getting In & Making It Work

Amanda E. Halliburton, Ph.D., University of North Georgia
Mitch J. Prinstein, Ph.D., Department of Psychology and Neuroscience,
UNC Chapel Hill
Tammy McClain, Psy.D., West Liberty University
Shari Steinman, Ph.D., University of Vermont
David A. Moscovitch, Ph.D., University of Waterloo

Primary Category: Professional / Interprofessional Issues

This session brings together the perspectives of faculty mentors to provide useful information about graduate school to prospective and early-career graduate students. The panelists include two representatives from U.S. clinical psychology Ph.D. programs, one representative from a Canadian clinical psychology Ph.D. program, and one panelist who holds a Psy.D. and works with undergraduate and master's students. 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 program that meets their training and career goals, (b) prepare themselves to be successful applicants to graduate programs, and (c) navigate the application process. Panelists will describe the historical context of the graduate school admissions 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 gain skills and experiences that will prepare them for success at each step of their graduate training and career. The session will include time for questions from the audience. Attendees are also encouraged to attend the Graduate School Meet and Greet and other events at ABCT, such as the SIG Expo, to learn more about clinical research and network with others in the field. Student attendees are especially encouraged to consider joining the Student SIG. All participants are encouraged to visit www.abct.org and take advantage of ABCT's resources for students, including information on getting into graduate school and what to expect as a graduate student, internships, grants, mentorship, postdoctoral fellowships, featured labs, student awards, and more.

This session does not qualify for continuing education credit.

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

- Describe the context of the graduate school admissions process and the ways in which identity and privilege play a role in admission to graduate school.
- Explain the processes of selecting graduate programs, submitting applications, completing a personal statement, and interviewing.
- Identify key actions and experiences to prepare for graduate school in psychology.
- Identify strategies for excelling during the first year in a graduate program.

Earn 1.5 continuing education credits.

Imperial 12, Level 4

Symposium 38

Increasing Access DBT Adaptations for Novel Populations and Settings

CHAIR:

Christopher D. Hughes, Ph.D., Alpert Medical School of Brown University

DISCUSSANT:

Shireen Rizvi, ABPP, Ph.D., Montefiore Medical Center

Basic to Moderate level of familiarity with the material

Primary Category: Program / Treatment Design

Key Words: *DBT (Dialectical Behavior Therapy), Treatment/ Program Design, Borderline Personality Disorder*

Effectiveness of an Outpatient Adolescent Dialectical Behavior Therapy Program

Adapted for Spanish-speaking Families

Giselle Colorado, Psy.D., New York University Langone Medical Center

Christopher D. Hughes, Ph.D., Alpert Medical School of Brown University

Nancy Colorado, B.A., Rutgers, The State University of New Jersey

Qingqing Yin, M.S., Rutgers, The State University of New Jersey

Catharina Carvalho, Ph.D. SSPD, Trinitas Institute for DBT and Allied Treatments

Atara Hiller, PsyD, Trinitas Institute for DBT and Allied Treatments

Enhancing Teacher Well-being: A Quasi-experimental Study on Brief Dialectical Behavior Therapy Skills Training for Malay-speaking Educators in Malaysia

Shian-Ling Keng, Ph.D., Sunway University

Nicholas Tze Ping Pang, MBBS, Faculty of Medicine and Health Sciences, Universiti Malaysia Sabah

Clarissa Tanin, BS, Monash University Malaysia

Yee Hsuen Cheng, MBBS, Universiti Malaysia Sabah

Andrea Wong, M. Clin. Psy., Sunway University

Noor Melissa Binti Nor Hadi, MBBS, University Putra Malaysia

Implementing DBT in College Counseling Centers: The Importance of Functionally Consistent Modification

Allison K. Ruork, Ph.D., Evidence-Based Practice Institute

Hannah R. Krall, B.S., Rutgers, The State University of New Jersey

Shireen Rizvi, ABPP, Ph.D., Montefiore Medical Center

Linda Oshin, Ph.D., Rutgers, The State University of New Jersey

Jacqueline Pistorello, Ph.D., University of Nevada, Reno Counseling Services

Scott N. Compton, Ph.D., Lurie Children's Hospital of Chicago

John R. Seeley, Ph.D., University of Oregon

DBT Skills Video Intervention for Chinese/chinese American College Students: Emotion Regulation Outcomes in Context

Qingqing Yin, M.S., Rutgers, The State University of New Jersey

Marcus Rodriguez, Ph.D., Pitzer College

Shireen Rizvi, ABPP, Ph.D., Montefiore Medical Center

Development and Pilot Testing of a Culturally Adapted Single Session Intervention for Black Women

Ramya Ramadurai, M.A., Mclean Hospital/Harvard Medical School

Nathaniel R. Herr, Ph.D., American University

ABCT Benefit Luncheon - Your Professional Home, Our Shared Future

Join ABCT for our inaugural Benefit Luncheon at the 59th Annual Convention in New Orleans, LA. This will be an exciting event, bringing together several hundred ABCT clinical practitioners, academics, and service providers for LIVE JAZZ, GOOD FOOD AND DRINKS, a SILENT AUCTION, and NETWORKING! Items to be auctioned off include:

- Two (2) nights stay at the Hotel Peter and Paul luxury boutique property
- Two (2) tickets to a New Orleans Saints game to be held on November 23, 2025
- Two (2) nights stay at the Hyatt Regency New Orleans Hotel
- NFL football signed by Tyrann Mathieu, former New Orleans Saints and Kansas City Chiefs defensive back and safety
- Framed oil painting and graphite on panel by local New Orleans artist, Karoline Schleh
- Funds raised from this event will support new and existing ABCT programs benefiting early career members as well as those from under-represented groups, via the ABCT Strategic Impact Fund.

You are able to purchase tickets when registering for the Annual Convention. If you have already registered for the convention you will be able to edit your registration to add a ticket.

Earn 1 continuing education credit.

Celestin B, Level 3

Symposium 39

Expanding Access to Evidence-based Intervention: Adapting Behavioral Activation for Diverse Groups Across the Lifespan

CHAIRS:

*Lynnel C. Goodman, Ph.D., University of Texas
Southwestern Medical Center
Madhukar Trivedi, M.D., University of Texas
Southwestern Medical Center*

DISCUSSANT:

*Betsy D. Kennard, ABPP, Psy.D., University of Texas
Southwestern Medical Center*

All levels of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Behavioral Activation, Depression, Underserved Populations*

Expanding Access to Behavioral Activation: Preliminary Findings from a Statewide, Lay-delivered Behavioral Activation Telehealth Program for Teens

*Lynnel C. Goodman, Ph.D., University of Texas Southwestern Medical Center
Yasmin AlZubi, MSW, University of Texas Southwestern Medical Center
Abu Minhajuddin, Ph.D., University of Texas Southwestern Medical Center
Sarah Wakefield, M.D., Psychiatry, School of Medicine, TTUHSC
Madhukar Trivedi, M.D., UT Southwestern Medical Center*

Behavioral Activation to Increase Physical Activity in Persons with Depression

Chad D. Rethorst, Ph.D., Texas A&M Agrilife Research - Dallas

Lynnel C. Goodman, Ph.D., University of Texas Southwestern Medical Center

Thomas Carmody, Ph.D., University of Texas Southwestern Medical Center

Madhukar Trivedi, M.D., University of Texas Southwestern Medical Center

Lay-delivered Behavioral Activation for Senior Center Clients with Depression:

Preliminary Clinical Outcomes from a Multisite Randomized Controlled Trial

Patrick J. Raue, Ph.D., University of Washington School of Medicine

Jo Anne Sirey, Ph.D., Weill Medical College

Amber Gum, Ph.D., University of South Florida

Brittany Blanchard, Ph.D., University of Washington

Rou Revere, MS, University of Washington

Lesley Steinman, PhD, University of Washington

Isabel Rollandi, Ph.D., Weill Cornell Medicine

Nicole Crawford, LCSW, University of South Florida

Bernardo Martinez, B.S., University of Washington

Elizabeth Jones, B.A., University of Washington

Earn 1.5 continuing education credits.

Celestin G, Level 3

Symposium 42

Stronger Together: The Protective Role of Community Connectedness in Disordered Eating Among Sexual and Gender Minority Populations

SATURDAY

CHAIRS:

Zachary A. Soulliard, Ph.D., Miami University

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

DISCUSSANT:

Sarah Whitton, Ph.D., University of Cincinnati

Basic to Moderate level of familiarity with the material

Primary Category: LGBTQ+

Key Words: LGBTQ+, Eating, Resilience

Individual and Community Resilience Factors in Body Image and Disordered Eating Among TNB Adolescents

Emmett C. Line, M.S., Teachers College, Columbia University

Community Connectedness as a Buffer Against Gay Community Stress and Disordered Eating in Sexual Minority Men

Zachary A. Soulliard, Ph.D., Miami University

Robert Manning III, B.A., Miami University

Connor Elbe, M.A., Miami University

**The Multiplicative Role of Community Connectedness and Community Involvement
on Body Image and Disordered Eating in Sexual Minority Men and Women**

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

**The Role of Community Involvement in a Novel Identity-affirmative Eating Disorder
Treatment for Sexual Minority Individuals**

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

Jacklyn Siegel, Ph.D., NORC at University of Chicago

John Pachankis, Ph.D., Yale University

Aaron Blashill, Ph.D., San Diego State University

Earn 1 continuing education credits

Strand 9, Level 2

Symposium 44

When Trauma Is Omnipresent: Exploring Biomarkers and Inter- ventions for Racial Trauma

CHAIRS:

Natalia Duda, B.A., University of Nevada, Reno

Cossette A. Canovas, M.S., University of Nevada, Reno

DISCUSSANT:

Juan M. Peña, Ph.D., San José State University

Moderate level of familiarity with the material

Primary Category: Racial Trauma

Key Words: *Racial Trauma, Treatment, Evidence-Based Practice*

The Stress Response to Racism: Using Salivary Assays to Explore Whether Racial Trauma Is a Form of PTSD?

Lorraine Benuto, Ph.D., university of Nevada, Reno

Jorge Cao Noa, M.S., University of Nevada, Reno

Cossette A. Canovas, M.S., University of Nevada, Reno

Natalia Duda, B.A., University of Nevada, Reno

Madison Thomasson, M.S., University of Nevada, Reno

Evaluating Dialectical Behavior Therapy Skills Training for the Treatment of Racial Trauma: A Pilot Study to Determine Feasibility and Efficacy

Jorge L. Saldana-Guerrero, B.A., University of Nevada, Reno

Cossette A. Canovas, M.S., University of Nevada, Reno

Lorraine Benuto, Ph.D., university of Nevada, Reno

Healing Racial Trauma Protocol: A Pilot Study to Determine the Acceptability of the Intervention

Edwin F. Jurado, B.A., University of Nevada, Reno

Natalia Duda, B.A., University of Nevada, Reno

Lorraine Benuto, Ph.D., university of Nevada, Reno

Earn 1.5 Continuing education credits.

Foster 2, Level 2

Symposium 45

Identifying Mechanistic Intervention Targets for Asian Americans Facing Racialized Stress from Adolescence to Older Adulthood

CHAIRS:

Stephanie H. Yu, Ph.D., University of California San Francisco

Tae Hwan Son, B.A., University of California, Los Angeles

DISCUSSANT:

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

Moderate level of familiarity with the material

Primary Category: Oppression and Resilience Minority Health

Key Words: *Asian Americans, Mental Health Disparities, Risk / Vulnerability Factors*

The Influences of Emotion Regulation and Ethnic-racial Socialization in the Relationship Between Racial/ethnic Discrimination and Anxiety Among Academically Resilient Adolescents of Color

Stephanie H. Yu, Ph.D., University of California San Francisco

Z. Ayotola Onipede, M.A., University of California Los Angeles

M. Alejandra Arce, Ph.D., University of California Riverside

Farzana Saleem, Ph.D., Stanford University

Stacey Doan, Ph.D., Claremont McKenna College

Joey Fung, Ph.D., Fuller School of Psychology

Anna S. Lau, Ph.D., University of California Los Angeles

Emotion Suppression and Unmodulated Perseverance as Facets of Striving Persistent Behavioral Style: Associations with Well-being among High Achieving Asian American and Latine Adolescents

Tae Hwan Son, B.A., University of California, Los Angeles

Co-Author: Hugo Sanchez Hernandez, Ph.D. – Postdoctoral Researcher, University of California, Los Angeles

Co-Author: Yazmin Meza Lazaro, M.A. – Graduate Student, University of California Los Angeles

Co-author: Brianne Bachman, B.A. – Masters Student, Claremont Graduate University

Leah Russell, B.S., Berger Institute, Claremont McKenna College

Dylan Hoell, B.A., Claremont McKenna College

Belinda Chen, M.A., C.Phil, University of California, Los Angeles

Joey Fung, Ph.D., Fuller School of Psychology

Farzana Saleem Adjah, Ph.D., Stanford University

Stacey Doan, Ph.D., Claremont McKenna College

Anna S. Lau, Ph.D., UCLA

Looking Beyond Culture: Examining the Link Between Race-related Stress and Self-criticism in Asian American Young Adults

Belinda Chen, M.A., C.Phil, University of California, Los Angeles

Joey Fung, Ph.D., Fuller School of Psychology

Tae Hwan Son, B.A., University of California, Los Angeles

Anna S. Lau, Ph.D., University of California, Los Angeles

Rethinking Self-improvement: The Role of Self-improvement and Rumination in the Context of Discrimination and Psychological Health Among East Asian Young Adults

Yikai Xu, B.A., M.A., New York University

William Tsai, Ph.D., New York University

Navigating Discrimination: Coping Strategies Among Chinese American Older Adults in Response to Anti-asian Hate

Lu Dong, Ph.D., Stony Brook University

Stacey Yi, MPH, RAND School of Public Policy

Jennifer Bouey, Ph.D. M.D., RAND

Eunice Wong, Ph.D., RAND

Nina Yuen-Lo, LMFT, Chinatown Service Center

Monica Cua, B.A., Chinatown Service Center

Jon Ng, B.A., Chinatown Service Center

Yanqin (Eva) Li, B.A., Chinatown Service Center - Behavioral Health Division

Earn 1 continuing education credit

Celestin A, Level 3

Symposium 47

Considerations for the Psychospiritual Health of Christians and Muslims Living in the United States

CHAIR:

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

DISCUSSANT:

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

Basic to Moderate level of familiarity with the material

Primary Category: Spirituality and Religion

Key Words: *Spirituality and Religion, Culture*

Antecedents, Microprocesses, and Psychospiritual Outcomes of Divine Forgiveness: Replication and Expansion of Ecological Momentary Assessment Findings with Highly Religious Christians

Joseph Currier, Ph.D., University of South Alabama

Predictors of Distress and Positive Religious Coping for Muslim Americans of Diverse Identities: An Exploratory Path Analysis

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

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

**Implementation Considerations for Community Psychoeducational Programs Based
on a Workshop Delivered to Muslim Communities in Florida**

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

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

1:15 p.m. – 2:45 p.m.

networking 

Imperial 11, Level 4

Behavioral Medicine and Integrated Primary Care SIG

“- 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 2026 convention”

1:15 p.m. – 2:45 p.m.

networking 

Imperial 10, Level 4

Black Americans in Research and Behavioral Therapy SIG

This SIG is for psychologists, researchers, students and others with an interest in CBT research and practice as it pertains to African Americans. Please join us as we discuss navigating the current climate of our work.

1:15 p.m. – 2:45 p.m.

networking 

Celestin B, Level 3

Child Maltreatment and 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.

1:15 p.m. – 2:45 p.m.

networking 

Celestin C, Level 3

Collective Liberation and 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 2026.

1:15 p.m. – 2:45 p.m.



Strand 7, Level 2

Spiritual and Religious Issues in Behavior Change SIG

SIG Expo Poster Award Discussion of next steps for the SIG Guest panel of local professionals engaged in religiously/spiritually integrated care (e.g., clergy collaborations) that is evidence-based or involves a research component

1:15 p.m. – 2:45 p.m.



Celestin A, Level 3

Suicide and Self-injury SIG

The Suicide and Self-Injury SIG aims to provide a forum for researchers, clinicians and students to present and discuss relevant advancements in the fields of nonsuicidal self-injury and suicide. Our annual meeting at the ABCT conference will entail updates about the SIG, presentations by Student Poster Award, Student Seed Funding, & Rising Star Award winners, Research Data Blitz presentations, and breakout discussions and research consultation with senior faculty.

1:30 p.m. – 3:00 p.m.



Strand 8, Level 2

Bipolar Disorders SIG

1:30 p.m. – 2:30 p.m.



Imperial 12, Level 4

Behavior Analysis SIG

Our meeting will include a presentation by Tom Waltz on the new APA accreditation for masters programs in health services psychology and how to structure such programs to produce competent cognitive-behavioral therapists (see Klepak et al., 2012). Eastern Michigan University will be presented as an example program with decades of experience producing graduates for a state with a master's workforce.

1:30 p.m. – 3:00 p.m.

networking 

Celestin D&E, Level 3

Dissemination and Implementation Science SIG

The DIS SIG meeting will provide updates on SIG activities, including membership, progress towards SIG goals and priorities, and more for the upcoming year. We will also hear updates from standing committees and present several SIG-specific awards. Our lifetime award winner will also give a presentation as part of our meeting. We will conclude with open forum for member discussion.

1:30 p.m. – 3:00 p.m.

networking 

Imperial 1, Level 4

Forensic Issues and Externalizing Behaviors SIG

The Forensic Issues and Externalizing Behaviors SIG will hold its annual business meeting and hear from an invited guest speaker. Members and non-members are welcome to attend.

1:30 p.m. – 3:00 p.m.

networking 

Strand 9, Level 2

Masters Level Training Education and Practice SIG

Review our goals for 2025/2026. Assign tasks and subcommittees to complete them. Discuss election of new leaders and roles.

1:30 p.m. – 3:00 p.m.

networking 

Celestin F, Level 3

Sexual and Gender Minority SIG

We will review the activities of the SGM SIG and its antiracist taskforce over the previous year, announce SGM SIG award winners, and plan for the next convention.

1:45 p.m. – 2:45 p.m.

networking 

Empire B, Level 2

Latinx SIG

This will be a business meeting for the Latinx SIG where we will join in the community to discuss our accomplishments of our last year, set goals for the coming years, and celebrate SIG members who received awards.

1:45 p.m. – 2:45 p.m.

networking 

Celestin H, Level 3

Psychedelic Research and Therapies SIG

The Psychedelic SIG meeting will be a place to meet other ABCT members interested in psychedelics, develop partnerships or collaborations, discuss the role of CBT in psychedelic-assisted therapy, and plan for future SIG events. New members are welcome!

1:45 p.m. – 2:45 p.m.

networking 

Strand 1, Level 2

Native American Issues in Behavior Therapy and Research

The SIG will discuss current practice and research considerations in Native Communities. Additionally, The SIG will discuss the future of the SIG and the next executive leadership elections.

SATURDAY

1:45 p.m. – 2:45 p.m.

networking 

Empire D, Level 2

Climate Change and Mental Health SIG

1:45 p.m. – 2:45 p.m.

networking 

Empire C, Level 2

Neurocognitive Therapies and Translational Research SIG

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

SATURDAY

Becoming a Fellow of ABCT

PANELISTS:

Matthew D. Skinta, ABPP, Ph.D., Roosevelt University
Simon A. Rego, ABPP, Psy.D., Montefiore Medical Center/
Albert Einstein College of Medicine
Alexandria Miller, Ph.D., Research Fellow, National
Center for PTSD
Deborah Dobson, Ph.D., University of Calgary

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.

This session does not qualify for continuing education credit.

Learning Objectives:

- 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.

Outline

- I. Matthew Skinta - 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
- II. 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
 - III. 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
 - IV. 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
 - V. The role of SIGs 10 minutes
 - A. How SIGs might identify possible Fellows
 - B. SIG support for highlighting outstanding accomplishments
 - C. SIG leadership support to pose questions to the Fellows Committee
- A question and answer period will follow the presentations



Earn 2 continuing education credits

Imperial 10, Level 4

Master Clinician Seminar 4

LGBTQ-affirmative Cognitive-behavioral Therapy: Essential Components for Addressing Minority Stress

SATURDAY

TJ Sullivan, Ph.D., Yale School of Public Health
Audrey Harkness, PhD, University of Miami

Moderate level of familiarity with the material

Primary Category: LGBTQ+

Key Words: LGBTQ+, Transdiagnostic, Treatment

Individuals who identify as lesbian, gay, bisexual, transgender, queer, or any other minoritized sexual orientation or gender identity (LGBTQ) experience persistent mental health disparities and negative psychosocial outcomes relative to their heterosexual, cisgender counterparts. Such disparities are rooted in LGBTQ people's disproportionate exposure to general life stressors (e.g., early childhood adversity) and identity-based stressors (e.g., exposure to discrimination). These stress exposures set off a cascade of internal stress reactions (e.g., internalized negative views of self, the burden of identity concealment, and hypervigilance to identity-based rejection), which in turn contribute to the development of negative psychosocial outcomes over the lifespan via their influence on general psychological processes (e.g., emotional reactivity, rumination, social support). Adapted from the Unified Protocol for Transdiagnostic Treatment of Emotional Disorders, an evidence-based cognitive-behavior therapy (CBT) for the treatment of co-occurring emotional disorders, LGBTQ-affirmative CBT was specifically designed to address LGBTQ people's general and identity-specific stress reactions (i.e., minority stress) underlying population-based mental health disparities. Through didactic presentations and experiential exercises, including live clinical demonstrations, this master clinician seminar will cover key principles and techniques for addressing the impact of minority stress in

CBT with LGBTQ clients. All clinicians – regardless if whether they work in a setting that is LGBTQ focused or not – are likely to work with LGBTQ clients, as current data suggests that 9.3% of the US population identifies as LGBTQ. Thus, this master clinician seminar will be helpful to any clinician regardless of practice setting. Additionally, the seminar will cover the general principles of LGBTQ affirmative CBT, which can be used to facilitate LGBTQ-affirmative delivery of any evidence-based psychological treatment for clients. Clinicians who practice with another treatment approach (e.g., DBT, CPT, or other CBT-based interventions) can easily apply the content of this seminar to their practice approaches.

Outline:

- Review of efficacy data and principles of LGBTQ-affirmative CBT
- Overview of LGBTQ-affirmative CBT modules
- Clinical demonstration of how to apply principles of LGBTQ-affirmative CBT to common clinical presentations
- Role-play opportunity to practice implementation of key concepts in LGBTQ-affirmative CBT

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

- Identify how minority stress is addressed in LGBTQ-affirmative CBT.
- Explain case conceptualization as it pertains to LGBTQ-affirmative CBT.
- Describe the principles of LGBTQ-affirmative CBT.

Long Term Goals:

- Apply the concept of minority stress in therapy practice settings. Implement LGBTQ-affirmative CBT with clients or with trainees via clinical supervision.

Recommended Reading 1: Pachankis, J. E., Harkness, A., Jackson, S., & Safren, S. A. (2022). Transdiagnostic LGBTQ-affirmative cognitive-behavioral therapy: Therapist guide. Oxford University Press.

Recommended Reading 2: Pachankis, J. E., Soulliard, Z. A., Morris, F., & Seager van Dyk, I. (2023). A model for adapting evidence-based interventions to be LGBTQ-affirmative: Putting minority stress principles and case conceptualization into clinical research and practice. *Cognitive and Behavioral Practice*, 30(1), 1–17. <https://doi.org/10.1016/j.cbpra.2021.11.005>

Recommended Reading 3: Pachankis, J. E. (2015). A transdiagnostic minority stress treatment approach for gay and bisexual men's syndemic health conditions. *Archives of Sexual Behavior*, 44(7), 1843–1860. <https://doi.org/10.1007/s10508-015-0480-x>

Recommended Reading 4: Burger, J., & Pachankis, J. E. (2024). State of the science: LGBTQ-affirmative psychotherapy. *Behavior Therapy*, 55(6), 1318–1334. <https://doi.org/10.1016/j.beth.2024.02.011>

Earn 2 continuing education credits

Empire D, Level 2

Individual Oral Group 3

Current Topics in SMI

Primary Category: Bipolar Disorders

Longitudinal Effects of Dialectical Behavior Therapy on Family Functioning in Sexual and Gender Minoritized Youth with Bipolar Spectrum Disorder

Stanley Seah, Ph.D., University of Pittsburgh

Noelle Rode, B.S., University of Pittsburgh

Raeanne Sylvester, MSW, University of Pittsburgh

Nina J. Hotkowski, LCSW, MSW, University of Pittsburgh

Rachael Fersch-Podrat, LCSW, University of Pittsburgh

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

Rasim Diler, M.D., University of Pittsburgh

Dara Sakolsky, M.D., Ph.D., University of Pittsburgh, School of Medicine

Peter Franzen, Ph.D., University of Pittsburgh

Boris Birmaher, M.D., University of Pittsburgh

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

Towards Inclusive Treatments for Serious Mental Illness: Adapting a Suicide Prevention Program to Address Barriers for Patients with Psychosis

Madeline Benz, Ph.D., Alpert Medical School of Brown University

Ana Rabasco, Ph.D., Brown University & Butler Hospital

Brandon A. Gaudiano, Ph.D., Brown University & Butler Hospital

The Relationships Between Reward-relevant Events, Social Rhythm Disruption, and Next-day Mood Symptoms in Individuals at High Risk for Bipolar Disorder: An Ecological Momentary Assessment Study

Logan T. Smith, M.A., Temple University

Mackenzie Maddox, M.A., Temple University

Rachel Walsh, M.A., Temple University

Joshua Klugman, Ph.D., Temple University

Namni Goel, Ph.D., Rush University Medical Center

Lauren B. Alloy, Ph.D., Temple University

SATURDAY

Using the ABCD Study to Improve Clinical Significance Benchmarks for a Parent and Self-reported Mania and Mixed Mood Scale in the General Population

Eric A. Youngstrom, Ph.D., Nationwide Children's Hospital & The Ohio State University

Amanda Thompson, Ph.D., Nationwide Children's Hospital

Phoebe Rodda, B.S., Nationwide Children's Hospital

Donna A. Ruch, Ph.D., Nationwide Children's Hospital

Classification Accuracy of the PGBI-10M Scale for Ksads-defined Bipolar Disorders in the ABCD Study at Multiple Waves

Eric A. Youngstrom, Ph.D., Nationwide Children's Hospital & The Ohio State University

Amanda Thompson, Ph.D., Nationwide Children's Hospital

Phoebe Rodda, B.S., Nationwide Children's Hospital

Donna A. Ruch, Ph.D., Nationwide Children's Hospital

Predicting Difficult-to-treat Depression Before It Becomes Treatment Resistant

Daniel M. Mackin, Ph.D., Dartmouth-Hitchcock Medical Center and Dartmouth College

Mark Zimmerman, M.D., South County Psychiatry

Earn 2 continuing education credits

Imperial 9, Level 4

Individual Oral Group 14

Technology 1

Primary Category: Suicide and Self-Injury, Technology/Digital Health

Feasibility and Acceptability of an App-based Mindfulness Meditation Intervention for People with Spinal Cord Injury and Chronic Pain: A Pilot Randomized Controlled Trial

Chelsea Ratcliff, Ph.D., University of Houston

Radha Korupolu, M.D., University of Texas Health/TIRR Memorial Hermann

Shrasti Lohiya, M.P.H., M.D., University of Texas Health Science Center at Houston

Susan Robinson Whelen, Ph.D., TIRR Memorial Hermann / Baylor College of Medicine

Heather B. Taylor, M.S., M.Ed., Ph.D., TIRR Memorial Hermann

Evaluating the Effectiveness of Online Cognitive Behavioral Therapy for Healthcare Workers

Jon Morgenstern, Ph.D., Northwell Health

Svetlana Levak, Ph.D., Northwell Health

Sean P. Madden, M.S., Hofstra University

Megan Grella, MSW, Northwell Health

Tal Eliyahu, B.A., Northwell Health

Lindsay Koroly, Psy.D., Northwell Health

Frederick Muench, Ph.D., Northwell Health

Manish Sapra, M.D., Northwell Health

Effectiveness of Digital CBT for Generalized Anxiety Disorder: A Randomized Clinical Trial

E. Marie Parsons, Ph.D., Boston University

Tali M. Ball, Ph.D., Big Health, Inc

Jenna Carl, Ph.D., Big Health

Christopher Miller, Ph.D., Big Health

Alasdair L. Henry, Ph.D., Big Health Ltd

Emily A. Coombs, B.A., Boston University Center for Anxiety and Related Disorders

Daniel Collins, B.S., Boston University Center for Anxiety and Related Disorders

Richard Emsley, Ph.D., King's College London

Laura J. Long, Ph.D., Boston University

Jasper A.J. Smits, Ph.D., The University of Texas at Austin

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

SATURDAY

Impact of a Mobile App-based Waitlist Intervention on Readiness for Eating Disorder Treatment: Protocol for a Randomized Controlled Trial

Amané Halicki-Asakawa, B.A., M.A., The University of British Columbia

Maya Libben, B.S., Ph.D., The University of British Columbia

Interindividual Differences in Digital Phenotypes of Major Depressive Disorder Based on Smartphone and Wearable Sensor Data

Elizabeth W. Lampe, M.S., Center for Technology & Behavioral Health, Dartmouth College

Amanda C. Collins, Ph.D., Center for Technology and Behavioral Health, Geisel School of Medicine, Dartmouth College; Department of Biomedical Data Science, Geisel School of Medicine, Dartmouth College

Ahhyun Lee, B.A., Center for Technology and Behavioral Health, Geisel School of Medicine, Dartmouth College; Department of Biomedical Data Science, Geisel School of Medicine, Dartmouth College

Nicholas Enbar-Salo, Center for Technology and Behavioral Health, Geisel School of Medicine, Dartmouth College; Department of Biomedical Data Science, Geisel School of Medicine, Dartmouth College

Tess Z. Griffin, Ph.D., Center for Technology and Behavioral Health, Geisel School of Medicine, Dartmouth College

Arvind Pillai, M.S., Department of Computer Science, Dartmouth College

Michael V. Heinz, M.D., Center for Technology and Behavioral Health, Geisel School of Medicine, Dartmouth College; Department of Psychiatry, Geisel School of Medicine, Dartmouth College

Damien Lekkas, Ph.D., Center for Technology and Behavioral Health, Geisel School of Medicine, Dartmouth College; Quantitative Biomedical Sciences Program, Dartmouth College

Matthew D. Nemesure, Ph.D., Digital Data Design Institute, Harvard Business School

Daniel M. Mackin, Ph.D., Dartmouth-Hitchcock Medical Center and Dartmouth College

Subigya Nepal, Ph.D., Stanford Institute for Human-Centered-AI, Stanford University

Andrew Campbell, Ph.D., Dartmouth College

Nicholas C. Jacobson, Ph.D., Dartmouth College

From Repetition to Relevance: Initial Development of a Computerized Adaptive Test for Intensive Longitudinal Assessment of Suicide Risk

Kenneth E. McClure, Ph.D., University of Wyoming

Brooke Ammerman, Ph.D., University of Wisconsin-Madison

Cheng Liu, Ph.D., University of Notre Dame

Miguel Blacutt, M.A., M.Ed., University of Notre Dame

Connor M. O'Brien, B.S., University of Wisconsin - Madison

Ross Jacobucci, Ph.D., University of Wisconsin-Madison

The Mobile Application to Prevent Suicide (MAPS): Feasibility, Acceptability, and Pilot Testing

Heather Schatten, Ph.D., Butler Hospital & Brown University

Christopher D. Hughes, Ph.D., Alpert Medical School of Brown University

Sara K. Kimble, B.S., Fordham University

Gemma T. Wallace, Ph.D., Alpert Medical School of Brown University

Jennifer Primack, Ph.D., Va Providence medical center

Earn 2 continuing education credits

Imperial 12, Level 4

Individual Oral Group 16

Moving the Needle on OC Spectrum Disorders

Primary Category: Obsessive Compulsive and Related Disorders

Mental Contamination in the Wake of Hurricane Helene: Peritraumatic and Obsessive-compulsive Risk Factors

Caitlin M. Pinciotti, *Ph.D.*, Baylor College of Medicine

Katherine L. Foshee, *B.S.*, Baylor College of Medicine

Eric Storch, *Ph.D.*, Baylor College of Medicine

The “When, What, Why, and How” of Scripting in OCD Treatment: Elements to Achieve Effective Change in an Exposure and Response Prevention (ERP) Framework

Yuri-Grace B. Ohashi, *B.A.*, Harvard University

Carol Hevia, *Psy.D.*, OCD Institute at McLean Hospital

Nathaniel Van Kirk, *Ph.D.*, OCD Institute at McLean Hospital

Comorbid OCD and Anxiety Disorders in Trichotillomania and Skin Picking Disorder: A Systematic Review and Meta-analysis

Kathryn E. Barber, *M.S.*, Marquette University

Leila Capel, *M.S.*, Dartmouth Hitchcock Medical Center

Ivar Snorrason, *Ph.D.*, Massachusetts General Hospital

Isabella F. Cram, *B.A.*, Marquette University

Elyse Smith, Marquette University

Douglas W. Woods, *Ph.D.*, Loyola University Chicago

Training the Next Generation of Pediatric OCD Exposure Therapists: Outcomes of the IOCDF Pediatric BTTI

Ryan J. Jacoby, *Ph.D.*, Massachusetts General Hospital

Noah C. Berman, *Ph.D.*, College of the Holy Cross

Susanne S. Hoepfner, *Ph.D.*, Other, Massachusetts General Hospital

Heyli Arcese, *B.A.*, Massachusetts General Hospital

Eric Storch, *Ph.D.*, Baylor College of Medicine

Alec Pollard, *N/A, Ph.D.*, Saint Louis Behavioral Medicine Institute & Saint Louis University

Sabine Wilhelm, *Ph.D.*, Massachusetts General Hospital

SATURDAY

Predicting Trichotillomania Treatment Outcomes: The Differential Roles of Response Inhibition and Cognitive Flexibility

Kathryn E. Barber, M.S., Marquette University

Douglas W. Woods, Ph.D., Loyola University Chicago

Martin E. Franklin, Ph.D., Rogers Behavioral Health

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

Thilo Deckersbach, Ph.D., University of Applied Sciences, Diploma Hochschule

Sociodemographic Predictors of Postpartum OCD Symptoms: Age, Race, Ethnicity, Income, and Education

Joseph B. Friedman, M.A., University of North Carolina at Chapel Hill

Emma Franche Janes, B.S., University of North Carolina at Chapel Hill

Emily K. Juel, M.A., University of North Carolina at Chapel Hill

Nicholas S. Myers, M.A., University of North Carolina at Chapel Hill

Mujgan Inozu, Ph.D., Hacettepe University

Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill

A Pilot Trial of Digital Approach-avoidance Training as an Augmentation to Partial/residential Treatment for Contamination OCD

Olivia Woodson, B.S., San Diego State University

Jennie M. Kuckertz, Ph.D., McLean Hospital/Harvard Medical School

Christian A. Webb, Ph.D., Harvard Medical School & McLean Hospital

Courtney Beard, Ph.D., McLean Hospital/Harvard Medical School

Martha J. Falkenstein, Ph.D., McLean Hospital/Harvard Medical School

Earn 2 continuing education credits

Celestin A, Level 3

Individual Oral Group 17

Personality and Trait Level

Primary Category: Personality Disorders

Do Within-person Changes in Aversive Reactivity, Attachment Insecurity, Self-efficacy, or Reward Responsiveness Predict Changes in Borderline Personality Disorder Symptoms in BPD Compass?

Hannah Croom, B.A., University of Kentucky

Matthew W. Southward, Ph.D., The Ohio State University

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

Skillfulness Mediates the Relation Between Stronger Within-person Alliances and Session-to-session Improvements in Borderline Personality Disorder Features in BPD Compass

Matthew W. Southward, Ph.D., The Ohio State University

Hannah Croom, B.A., University of Kentucky

Sarah E. Cecil, B.A., University of Kentucky

Martina Fruhbauerova, M.S., University of Kentucky

Nicole Stumpp, M.S., University of Kentucky

Heather Woodie, M.A., Spalding University

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

Exploring Latent Profiles and Dialectical Behavior Therapy Program Outcomes Among Patients with Borderline Personality Disorder, Internalizing, and Externalizing Symptoms

Belinda Hernandez, M.Ed., Harvard Medical School

Alessandro S. De Nadai, Ph.D., McLean Hospital/Harvard Medical School

Kristen L. Batejan, Ph.D., McLean Hospital/Harvard Medical School

Peggy Worden, PsyM, Harvard Medical School

Daniel P. Dickstein, M.D., Harvard Medical School

The Impact of BPD Compass on Putative Mechanisms of Personality Change

Hannah Croom, B.A., University of Kentucky

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

Matthew W. Southward, Ph.D., The Ohio State University

**Exploring Changes in Insecure Attachment and Borderline Personality Disorder
Symptoms During Treatment with BPD Compass: A Network Analysis**

Caden J. Maynard, B.A., University of Kentucky

Madeline L. Kushner, M.S., University of Kentucky

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

Matthew W. Southward, Ph.D., The Ohio State University

**Generalized Anxiety and Intolerance of Uncertainty in Everyday Life Among High-
neuroticism Adults**

Reed M. Morgan, B.A., Fordham University

Christopher C. Conway, Ph.D., Fordham University

**Examining the Effect of Trait Anger, Heavy Episodic Drinking, and Discordant
Alcohol Use on Sexual-intimate Partner Violence Victimization Among High-
risk Couples**

Niamh J. Christie, B.S., Purdue University

Christopher I. Eckhardt, Ph.D., Ph.D., Purdue University

Dominic Parrott, Ph.D., Georgia State University

Daniel W. Oesterle, M.S., Alpert Medical School of Brown University

Earn 2 continuing education credits

Celestin B, Level 3

Individual Oral Group 18

ASD Among Youth and Adolescents

Primary Category: Autism Spectrum and Developmental Disorders

Extending Access to CBT for Autistic Teens with Intellectual Disabilities and Varied Language Abilities

Audrey Blakeley-Smith, Ph.D., University of Colorado School of Medicine

Lisa Hayutin, Ph.D., University of Colorado Anschutz Medical Campus

Judy A. Reaven, Ph.D., University of Colorado Anschutz Medical Campus

Richard Boles, Ph.D., University of Colorado Anschutz Medical Campus

Caitlin Middleton, Ph.D., University of Colorado Anschutz Medical Campus

Nuri Reyes, Ph.D., University of Colorado Anschutz Medical Campus

Allison Meyer, Ph.D., University of Colorado Anschutz Medical Campus

Autism Assessment from Home: A Psychometric Evaluation of a Brief, Accessible, Remote Autism Observation for Children

Jennifer R. Bertollo, Ph.D., Children's National Hospital - Center for Autism Spectrum Disorders

Megan Fok, M.S., Virginia Polytechnic Institute and State University

Daniele C. Martino, M.A., Virginia Polytechnic Institute and State University

Elizabeth A. DeLucia, M.S., Yale Child Study Center

Angela Scarpa, Ph.D., Virginia Polytechnic Institute and State University

Assessment of Needs and Models of Support for Autistic Adults

Rebekah L. Hudock, Ph.D., University of Minnesota

Chimei Lee, Ph.D., University of Minnesota

Sadaf Khawar, Ph.D., University of Minnesota

Emily Goldberg, Autism Mentorship Program

Lindsey Weiler, Ph.D., University of Minnesota

Exploring the Intersection of Autistic Traits, Sexual Minority Status, and Social Anxiety in Autistic and Non-autistic Young Adults

Kristin Walker, M.A., Stony Brook University

Matthew D. Lerner, Ph.D., Drexel University

Brady Nelson, Ph.D., Stony Brook University

Alan H. Gerber, Ph.D., Children's National Hospital

SATURDAY

Results from a Randomized Trial of Tele-pcit for Disruptive Behavior in Autism

Rosmary Ros-DeMarize, Ph.D., Medical University of South Carolina

Catherine C. Bradley, Ph.D., Medical University of South Carolina

Laura A. Carpenter, Ph.D., Medical University of South Carolina

Clinician and Caregiver Confidence with Routine Suicide Risk Screening for Autistic Youth

Paige E. Cervantes, Ph.D., Virginia Commonwealth University

Cecilia B. Becker, B.A., Virginia Commonwealth University

Lawrence A. Palinkas, Ph.D., University of California, San Diego

Sarah M. M. Horwitz, Ph.D., New York University Grossman School of Medicine

(IOP18) Cultural Adaptation of the Spanish RUBI Parent Training Program: Enhancing Engagement and Effectiveness for Latinx Caregivers of Autistic Children

Yoreidy Tavaréz, Ph.D., Kennedy Krieger Institute/Johns Hopkins School of Medicine

Elias Loria, Ph.D., Kennedy Krieger Institute/Johns Hopkins School of Medicine

Elizabeth Cross, Ph.D., Kennedy Krieger Institute/Johns Hopkins School of Medicine

Ji Su Hong, M.D., Johns Hopkins School of Medicine

Earn 2 continuing education credits

Celestin C, Level 3

Individual Oral Group 19

Beyond the Label: Rethinking Diagnosis and Assessment in Modern Practice

Primary Category: Global Mental Health

Creating a Pan-Spanish Translation of a Diagnostic Interview for Mental Disorders:

Implementation of a Committee-based Framework

Julian E. Ruiz, B.A., University of Arkansas

Ana J. Bridges, Ph.D., University of Arkansas

Victoria zorropulos, M.A., Centro Psicologico San Miguel

Linda Guzman, Ph.D., Brown University

Pamela Ruiz, B.A., Boston University Chobanian & Avedisian School of Medicine

Monica Beltran, MSW, Kennedy Krieger Institute

Sandra L. Cepeda, M.S., University of Miami

Hanna Vasconcello, B.A., Miami University

Fannie Brito, M.D., University of Texas Southwestern Medical Center

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

Diagnostic Utility of the PTSD Checklist for DSM-5 (PCL-5) in Treatment-seeking

Veterans: A Comparison Across Demographic and Clinical Characteristics

Kathryn S. Macia, Ph.D., VA Palo Alto Health Care System

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

Kelly P. Maieritsch, Ph.D., NCPTSD

C. Laurel Franklin, Ph.D., Southeast Louisiana Veterans Health Care System

Barriers to Measurement-based Care Implementation: Clinician Behavioral Determinants

Elizabeth C. Lane, B.A., M.S., University of Miami

Grace S. Woodard, M.S., University of Miami

Susan Douglas, Ph.D., Vanderbilt University

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

SATURDAY

Assessing the Quality of Lethal Means Counseling Documentation in the US Veterans Health Administration

Gabriela Khazanov, Ph.D., University of Pennsylvania/Philadelphia VA Medical Center

Shari Jager-Hyman, Ph.D., University of Pennsylvania

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

Evaluating Measurement Differences Across Cultural Contexts in the English and Spanish-language CASI ADHD Subscales: Beyond Translation

Joshua Langfus, Ph.D., University of California, San Francisco

Amanda Nili, Ph.D., University of California San Francisco

Lauren M. Haack, Ph.D., University of California San Francisco

Linda J. Pfiffner, Ph.D., University of California San Francisco

Assessing the Factor Structure of Mindfulness, Mood, and Cognition Items in an Ecological Momentary Assessment Battery

Gabrielle R. Messner, B.A., University of North Carolina at Chapel Hill

Colin A. Depp, Ph.D., University of California San Francisco

Julie Wetherell, ABPP, Ph.D., University of California, San Diego and Veterans Affairs San Diego Healthcare System

Eric Lenze, M.D., WashU Medicine

Thomas Rodebaugh, Ph.D., University of North Carolina at Chapel Hill

Examining the Clustering of Lifestyle Factors and Emotions in Daily Life: An Ideographic Approach

Austen R. Anderson, Ph.D., University of Southern Mississippi

Lindsey Ostermiller, B.S., M.S., University of Mississippi

Cassandra O'Rourke, B.S., University of Southern Mississippi

Isabel Rice, B.S., M.S., University of Southern Mississippi

Earn 2 continuing education credits.

Celestin G, Level 3

Individual Oral Group 20

Diagnosis and Assessment Issues

Primary Category: Eating Disorders

Refactoring the Difficulties in Emotion Regulation Scale (DERS) Using Exploratory Graphical Analysis (EGA) for Enhanced Clinical Utility

Isabella Sheth, M.A., Touro University

Chloe Guidi, M.A., Touro University

Kaitlyn Hennig, M.A., Touro University

Nuwan Jayawickreme, Ph.D., Touro University

Louis H. Primavera, Ph.D., Touro University

Zella E. Moore, Psy.D., Touro University

Frank L. Gardner, ABPP, Ph.D., Touro University

Mind the Gap: The Role of Rater in Measuring Affirmative Practice Within Therapy Dyads

Hillary Powell, Ph.D., University of Montana

Bryan N. Cochran, Ph.D., The University of Montana

Developing the Functionality Awareness and Appreciation Measure (FAAM): A Multidimensional Approach to Functionality Appreciation

Nera R. Martin, M.A., University of Hawai'i at Manoa

Danielle Dgheim, M.A., University of Hawai'i at Mānoa

Janet D. Latner, Ph.D., University of Hawai'i at Manoa

Improving Insomnia Assessment in Veterans: A Moderated Nonlinear Factor Analysis on Insomnia Severity Index

Yumei O. Chen, M.S., University of Miami

Maria M. Llabre, Ph.D., University of Miami

William Wohlgemuth, Ph.D., Miami VA

An Implementation Log for Tracking Key Variables in near Real Time: Development and Qualitative Evaluation in the Context of a Clinical Trial Conducted in Community Mental Health

Laurel D. Sarfan, Ph.D., Kaiser Permanente Southern California

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

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

Marlen Diaz, M.A., University of California at Berkeley

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

Examining the Heterogeneity of Psychopathology Symptoms and Relationship

Satisfaction Among post-9/11 Veterans: A Latent Profile Analysis

Alexandra K. Wojda-Burlij, Ph.D., US Department of Veterans Affairs

Cindy Swinkels, Ph.D., US Department of Veterans Affairs

Eric Dedert, Ph.D., US Department of Veterans Affairs

Steven L. Sayers, Ph.D., University of Pennsylvania and CMC VA Medical Center

Improving Diagnostic Assessment for Equity-denied Groups: Validation of the Minority Stress Module of the DART

Emily EV Sullo, McMaster University

Randi McCabe, Ph.D., Psychiatry & Behavioural Neurosciences, McMaster University

Vraj Shah, B.S., St. Joseph's Healthcare Hamilton

Adam El Zarif, McMaster University

Andrew Nicholson, Ph.D., University of Ottawa; Atlas Institute for Veterans and Families

Caitlin Davey, Ph.D., McMaster University; Youth Wellness Centre, St. Joseph's Healthcare Hamilton

Sophia Roth, Ph.D., McMaster University

Irena Milosevic, Ph.D., McMaster University; St. Joseph's Healthcare Hamilton

Karen Rowa, Ph.D., McMaster University

Sandhya Narikuzhy, McMaster University; Atlas Institute for Veterans and Families

Natalia Musielak, M.A., St. Joseph's Healthcare Hamilton

Andrew M. Scott, Ph.D., St. Joseph's Healthcare Hamilton

Margaret McKinnon, Ph.D., McMaster University

Taylor Hatchard, Ph.D., McMaster University; Youth Wellness Centre, St. Joseph's Healthcare Hamilton

Earn 2 continuing education credits.

Celestin H, Level 3

Individual Oral Group 21

SATURDAY

At the Intersection of HIV and Behavioral Health: Predictors and Outcomes Across the Care Cascade

Primary Category: Addictive Behaviors, Adult Health Psychology / Behavioral Medicine, LGBTQ

Evaluating the Impact of Health Literacy, HIV Stigma, and Retention in Care on HIV Health Outcomes

Lisa Y. Hu, B.S., University of Miami

Juan A. Esquivel Mendoza, M.S., University of Miami

Marc Puccinelli, ABPP, Ph.D., University of Miami

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

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

Integrating a Peer Recovery Coach into Community-oriented HIV Care to Reduce Staff Substance Use Stigma in South Africa: Results from a Pilot Hybrid Effectiveness-implementation Trial

Kristen S. Regenauer, M.S., University of Maryland- College Park

Kim Johnson, M.A., South African Medical Research Council

Rithika Baskar, B.S., University of Maryland- College Park

Nonceba Ciya, South African Medical Research Council

Sibabalwe Ndamase, B.A., South African Medical Research Council

Michael A. Wagner, Ph.D., University of Maryland- College Park

Imani Brown, M.P.H., University of Maryland- College Park

Jessica Bonumwezi, Ph.D., Loyola University Maryland

Ingrid Bassett, M.P.H., M.D., Massachusetts General Hospital / Harvard Medical School

Goodman Sibeko, Ph.D., University of Cape Town

Bronwyn Myers, Ph.D., Curtin University

Jessica Magidson, Ph.D., University of Maryland- College Park

Optimizing Individual HIV Testing and Counseling for Emerging Adult Sexual Minority Men (aged 18 to 24) in Relationships: A Pilot Randomized Controlled Trial of Adjunct Communication Components

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

Gabriel Robles, Ph.D., LCSW, University of Southern California

Gabriel Robles, Ph.D., LCSW, University of Southern California

Kory Kyre, B.S., Hunter College, City University of New York

Trey V. Dellucci, Ph.D., Indiana University

Angulique Y. Outlaw, M.A., Ph.D., Wayne State University

Sylvie Naar, Ph.D., Florida State University

Travis Lovejoy, M.P.H., Ph.D., Department of Psychiatry, Oregon Health & Science University

Sarah Feldstein Ewing, Ph.D., University of Connecticut

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

HIV Pre-exposure Prophylaxis (PrEP) and HIV Treatment Attitudes Predict Bacterial Sexually Transmitted Infections Among Urban Gay and Bisexual Men (GBM)

Trevor A. Hart, Ph.D., Toronto Metropolitan University

Yangqing Deng, Ph.D., University Health Network

Paolo A. Palma, Ph.D., Toronto Metropolitan University

Darrell Tan, M.D., Ph.D., St. Michael's Hospital

Terri A. Zhang, B.A., Toronto Metropolitan University

Daniel Grace, D. Phil., University of Toronto

Nathan J. Lachowsky, Ph.D., University of Victoria

Joseph Cox, M.D., Research Institute - McGill University Health Centre

Aki Gormezano, M.S., Ph.D., University of Victoria

Milada Dvorakova, M.S., Concordia University

Allan Lal, B.A., University of British Columbia

Optimizing a Brief MI-CBT Intervention for HIV and Alcohol Management in Florida Youth with HIV Using Innovative Designs for Adaptive Interventions

Sylvie Naar, Ph.D., Florida State University

Laura Reid Marks, Ph.D., Florida State University

Sara Green, MSW, Florida State University

Scott M. Pickett, Ph.D., Florida State University College of Medicine

Karen MacDonell, Ph.D., Florida State University

Robert F. Leeman, Ph.D., Northeastern University

Improvements in HIV Outcomes and PTSD Symptoms with an Integrated PTSD Treatment and Adherence Intervention (Cognitive Processing Therapy; CPT-L) for People with HIV (PWH)

Cristina Lopez, Ph.D., Medical University of South Carolina

Nathaniel L. Baker, M.S., Medical University of South Carolina

Stephanie Amaya, Medical University of South Carolina

Erin M. Bisca, LPC, Medical University of South Carolina

Taylor Wilson, Clemson University

Lauren E. Richey, M.P.H., M.D., Louisiana State University

Shane Bierma, LSU Health Sciences Center

Angela Moreland, Ph.D., Medical University of South Carolina

Carla Kmett Danielson, Ph.D., Medical University of South Carolina

Patricia A. Resick, ABPP, Ph.D., Duke University Medical Center

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

The Indirect Effect of HIV Stigma on Mental Health Symptoms and Alcohol Use Through Insomnia Symptom Severity

Scott M. Pickett, Ph.D., Florida State University College of Medicine

Sharon L. Nichols, Ph.D., University of California, San Diego

Karina Villalba, Ph.D., University of Central Florida

Karen MacDonell, Ph.D., Florida State University

Sylvie Naar, Ph.D., Florida State University

Earn 2 continuing education credits.

Empire B, Level 2

Individual Oral Group 23

Novel Models and Quantitative Approaches for Studying Suicide Risk

Primary Category: Suicide and Self-Injury

Continuous-time Modeling of the Transition from Suicidal Ideation to Planning:

Examining Mediating Risk Factors

Miguel Blacutt, M.A., M.Ed., University of Notre Dame

Ross Jacobucci, Ph.D., University of Wisconsin-Madison

Brooke Ammerman, Ph.D., University of Wisconsin-Madison

Momentary State Anhedonia Predicts the Quantity and Quality of Daily-life Peer Interactions Among Youth at High-risk for Suicide

Julianne Griffith, Ph.D., University of Pittsburgh School of Medicine

Margaret V. Brehm, B.A., University of Pittsburgh

Kiera M. James, Ph.D., University of Pittsburgh

Lori N. Scott, Ph.D., University of Pittsburgh

Caroline Oppenheimer, Ph.D., RTI International

Cecile D. Ladouceur, Ph.D., University of Pittsburgh School of Medicine

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

ADHD Symptoms and Suicidal Ideation Among College Students in Chile: The Protective Role of In-person Social Interactions

Marcelo A. Crockett, Ph.D., Millennium Nucleus to Improve the Mental Health of Adolescents and Youths

Carlos R. Melendez, Jr, M.S., University of Illinois at Chicago

Julia A. Lejeune, M.A., University of Illinois at Chicago

Vania Martinez, M.D., M.S., Ph.D., Universidad de Chile, Nucleus Imhay

Michael C. Meinzer, Ph.D., University of Illinois Chicago

The Relationship Between Dyadic Reports of Familial Interpersonal Functioning and Adolescent Suicidal Thinking

John “Kai” Kellerman, M.S., Rutgers University

Hannah R. Krall, B.S., Rutgers University

Emma Yoon, B.S., Rutgers, The State University of New Jersey

Cassie Glenn, Ph.D., Old Dominion University

Richard T. Liu, Ph.D., Harvard Medical School

Evan M. Kleiman, Ph.D., Rutgers University

Weight Stigma, Body Trust, and Suicide Ideation Among Adolescents: A Longitudinal Study

Reza Nahid Sahlan, M.S., The State University of New York at Buffalo

Marley Billman Miller, M.S., Auburn University

Lauren Harris, Ph.D., Auburn University

April Smith, Ph.D., Auburn University

Development and Validation of a Multidimensional Capability for Suicide Scale: A Multi-sample Investigation

Morgan Robison, M.A., Florida State University

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

Megan L. Rogers, Ph.D., Texas State University

Intersectionality and Youth Suicide: A Multilevel Analysis of Individual Heterogeneity and Discriminatory Accuracy and Lasso-regularized Logistic Regression

Simon M. Li, M.A., Boston University

Veronika Kobrinsky, M.A., University of Wisconsin-Madison

Kiyan Irani, M.A., Boston University

Qimin Liu, Ph.D., Boston University

Earn 2 continuing education credits

Empire C, Level 2

Individual Oral Group 24

How Identity and Relational Factors Affect Suicide Risk

Primary Category: LGBTQ+, Suicide and Self-Injury

Barriers and Facilitators to Treatment for Sexual and Gender Minority Adolescents

Who Are at Risk for Suicide: Recommendations for Mental Health Professionals

Hannah G. Vanlandingham, B.S., University of Maryland- College Park

Arushee S. Bhoja, B.A., University of Maryland- College Park

Jessica R. Peters, Ph.D., Alpert Medical School of Brown University

Shirley Yen, Ph.D., Massachusetts Mental Health Center / BIDMC / HMS

Ethan H. Mereish, Ph.D., University of Maryland- College Park

Trans and Nonbinary Community Support to Promote Access to Gender Affirmation and Reduce Suicide Risk: Findings from a World Café

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

Sydney Boyum, B.S., Hunter College, City University of New York

Sarah Z. Lipeles, B.S., Hunter College, City University of New York

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

Understanding the Mental Health Treatment Experiences of Sexual and Gender Minority Adolescents at Risk for Suicide

Arushee S. Bhoja, B.A., University of Maryland- College Park

Hannah G. Vanlandingham, B.S., University of Maryland- College Park

Jessica R. Peters, Ph.D., Alpert Medical School of Brown University

Shirley Yen, Ph.D., Massachusetts Mental Health Center / BIDMC / HMS

Ethan H. Mereish, Ph.D., University of Maryland- College Park

Negative Beliefs of Suicide Disclosure: The Role of Culture and Identity Among Black Adults

Kerri-Anne Bell, M.A., University of Notre Dame

Brooke Ammerman, Ph.D., University of Wisconsin-Madison

Self-efficacy for Self-compassion as a Protective Factor Against Suicidal Thoughts in Sexual Minority Individuals

Tara L. Spitzzen, M.A., Yale University School of Medicine

Social Safety Predicts Acute Increases in Suicidal Ideation in Rural LGBTQ Adults

Devon Peterkin, M.A., University of Oregon

Emily Ansell, Ph.D., Penn State University

Lauren Forrest, Ph.D., University of Oregon

**Depression, Suicidal Thoughts and Behaviors, and Non-suicidal Self-injury by
Dimensions of Romantic Relationships Among Bisexual+ Adults**

Anna L. Gilmour, Ph.D., Rosalind Franklin University of Medicine and Science

Kate Dorrell, M.S., Rosalind Franklin University of Medicine and Science

Ashley M. Griffith, Ph.D., Rocky Mountain MIRECC

Emily Bettin, B.A., Rosalind Franklin University of Medicine and Science

Brian Feinstein, Ph.D., Rosalind Franklin University

Earn 2 continuing education credits.

Imperial 11, Level 4

Individual Oral Group 39

Methods, Moderators, and Innovations to Improve Clinical Engagement and Outcomes

Primary Category: Improved Use of Research Evidence

Understanding the Political Divide in Mental Health Service Utilization: Help-seeking and Internalized Distress in Young Adults

Melanie C. Willis, M.A., University of Nebraska-Lincoln

Jared S. Noetzel, M.A., University of Nebraska-Lincoln

Susan M. Swearer, Ph.D., University of Nebraska-Lincoln

Racial and Ethnic Disparities in Study Exclusion: Evidence from a Randomized Trial for Prenatal Insomnia

Carolyn Ponting, Ph.D., University of Oregon

Candance Sorensen, B.A., University of California San Francisco

Bernadette McClelland, B.S., University of California San Francisco

Richelle G. Mah, B.A., University of California San Francisco

Patricia Moran, Ph.D., University of California, San Francisco Osher Center for Integrative Medicine

Jennifer Felder, Ph.D., University of California, San Francisco, School of Medicine

Causal Inference in Clinical Psychology: Using Target Trial Emulation to Improve Observational Research

Chelsea E. Boccagno, Ph.D., Harvard T.H. Chan School of Public Health

Feasting on Flexibility: Proposing a Practical Framework for Tailoring Evidence-based Treatments in Clinical Contexts

Yexinyu Yang, M.A., University of North Carolina at Chapel Hill

Alanah Claybaugh, University of North Carolina at Chapel Hill

Deborah J. Jones, Ph.D., University of North Carolina at Chapel Hill

Using Data Harmonization to Bridge the Divide, Increase Impact, and Advance Cognitive Behavioral Therapies

Kate Clauss, Ph.D., VA Portland Healthcare System

Maya O'Neil, Ph.D., VA Portland Healthcare System

SSCP Submission: Development and Preliminary Findings of PREP-UP, a Pre-treatment Engagement Program in a Training Clinic

Rddhi Moodliar, M.A., University of California Los Angeles

Lauren Ng, Ph.D., University of California, Los Angeles

**Tracing Pathways to Well-being Through the Mindfulness and ACT Literatures:
The Unified Flexibility & Mindfulness (UFM) Model as a Transdiagnostic &
Transtherapeutic Framework of Paths to Healing**

Ronald D. Rogge, Ph.D., University of Rochester

Shin-Young Kim, M.A., University of Rochester

Benjamin D. Rasmussen, B.S., University of Rochester

Yi-Ying Lin, Ph.D., LPC, Kean University

Earn 2 continuing education credits

Empire A, Level 2

Individual Oral Group 40

Innovative Approaches Towards Better Understanding Psychopa- thology

Primary Category: Technology/Digital Health

Feasibility, Acceptability, and Initial Efficacy of Providing Personalized Feedback on Real-time Monitoring Data to Reduce Mental Health Symptom Severity

Megan L. Rogers, Ph.D., Texas State University

Olivia D. Teasdale, B.S., Texas State University

Examining the Relationship Between Emotion Regulation Variability and Affective Stability in Daily Life

Jean Shi, B.S., Columbia University

Simon M. Li, M.A., Boston University

Yutong Zhu, B.S., Columbia University

Mark Chen, Ph.D., Yale University

Biases in Belief Updating Are Influenced by Clinical Context but Not Clinical Symptoms

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

Kiara Timpano, PhD, University of Miami

Individual Differences in the Impact of Future Consequences on Decision-making

Xinyao Ma, B.S., B.A., The State University of New York at Buffalo

John E. E. Roberts, Ph.D., The State University of New York at Buffalo

Longitudinal Associations Between Expressive Suppression and Psychological Health: The Protective Role of Authenticity and the Ambivalence over Emotion Expression

Yikai Xu, B.A., M.A., New York University

William Tsai, Ph.D., New York University

Addressing the Dark Side of Spirituality in Mental Health: A Longitudinal Investigation of Methods and Outcomes of Attending to Spiritual Struggles in Psychotherapy

Sarah G. Salcone, M.S., University of South Alabama

Joseph Currier, Ph.D., University of South Alabama

**Evaluating the Implementation Process and Impact of Novel Support Groups on
Sense of Community and Burnout Among Residents and Staff in a Shelter
Setting**

Jesse Gamoran, M.A., DePaul University

Nicole Langston, LCSW, The Boulevard

Nyssa Snow-Hill, Ph.D., DePaul University

Earn 2 continuing education credits

Strand 1, Level 2

Individual Oral Group 41

Theoretical and Mediation Variables in Disorders of Affect

Primary Category: Obsessive Compulsive and Related Disorders

A Systematic Review of Barriers and Facilitators to Implementing Exposure Therapy

Hannah E. Frank, Ph.D., Brown University

Ruben G. Martinez, Ph.D., Alpert Medical School of Brown University

Grace S. Woodard, M.S., University of Miami

Comparison of Inference-based and Cognitive-behavioral Models of Obsessive-compulsive Disorder in a Clinical Sample

Nicholas S. Myers, M.A., University of North Carolina at Chapel Hill

Joseph B. Friedman, M.A., University of North Carolina at Chapel Hill

Emily K. Juel, M.A., University of North Carolina at Chapel Hill

Mujgan Inozu, Ph.D., Hacettepe University

Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill

An Exploration of the Relationship Between Self-reported Depression and Anxiety and Questions Designed to Assess Technology Use

Alison O'Daffer, B.A., University of California San Diego

Cinnamon Bloss, Ph.D., University of California San Diego

Deepa Manjanatha, M.P.H., San Diego State University / University of California San Diego Joint Doctoral Program in Clinical Psychology

Olivia Woodson, B.S., San Diego State University

Nader Amir, Ph.D., San Diego State University

Cultural and Contextual Moderation of Emotion Regulation: The Short- and Long-term Impact of Approach and Avoidance Strategies in Daily Life

Yutong Zhu, B.S., Columbia University

Simon M. Li, M.A., Boston University

Mark Chen, Ph.D., Yale University

The Three Step Theory: A Transdiagnostic Theory of Suicide Grounded in Behavioral and Cognitive Principles

E David Klonsky, Ph.D., University of British Columbia

**Trajectories of Change in Affect Before and After Engaging in Non-suicidal Self-injury
and Disordered Eating Behaviors**

Madeline M. Navea, Drexel University

Jannah Moussaoui, B.S., Washington University in St. Louis

Elizabeth W. Lampe, M.S., Center for Technology & Behavioral Health, Dartmouth
College

April Smith, Ph.D., Auburn University

Elizabeth Velkoff, Ph.D., Drexel University

**Higher Masculine Gender Role Stress and Its Association with Increased Depressive
Severity Among Male Service Members and Veterans**

Jane Park, B.S., Arizona State University

Rebecca K. Blais, Ph.D., Arizona State University

Storyville Hall, Level 3

Graduate School Meet and Greet

Primary Category: Professional / Interprofessional Issues

Graduate School Meet and Greet For description please see “Graduate School in Psychology: Getting In and Making it Work.”

Appalachian State University Clinical Psy.D.

CSPP at Alliant International University

Eastern Michigan University

Idaho State University

Mercy Health St. Rita's

Montclair State University

The Trust

University of Central Florida

University of Houston - Clear Lake

University of Miami

University of Mississippi

University of Nevada, Las Vegas

University of New England

University of Southern Mississippi (Clinical Psychology PhD)

Western Carolina University

SATURDAY

Earn 1.5 continuing education credits

Strand 11A&B, Level 2

Mini Workshop 4

Behavioral Parent Training Groups from Young Children to Young Adults: Including Stake- holders Across the Ages

SATURDAY

Zachary K. Blumkin, ABPP, Psy.D., Columbia University Medical Center
Casey O'Brien, Psy.D., Columbia University Medical Center
Steve Mazza, Ph.D., Columbia University Medical Center
Natalie Javadi, Ph.D., Columbia University Medical Center

Basic level of familiarity with the material

Primary Category: Treatment - Other

Key Words: *Child, Adolescents, College Students*

Behavioral parent training (BPT) is an evidenced-based treatment for addressing a range of mental health concerns in infancy through adolescence (Chacko et al., 2017). BPT can result in positive consequences for parents (e.g., decreased stress) and children (e.g., improved sleep, and academics) (Beelmann et al., 2023). Given recent concerning rates and trends associated with mental health disorders, expanding the reach and scope of BPT programs is of critical importance (Reinert et al., 2024). In addition to expanding access to care for those facing extensive waitlists, offering BPT in groups offers several benefits: (1) fostering a sense of community and reducing feelings of isolation by learning from each other's experiences; (2) broadening caregivers' understanding of child development and effective strategies through diverse perspectives; and (3) offering opportunities for group activities including role-playing exercises to practice new skills, receive feedback, and increasing motivation and accountability for implementing strategies. This workshop will introduce three BPT group programs – each focused on a unique age range (i.e. childhood, adolescence, and a novel program for caregivers of young adults) with shared emphasis utilizing a child's community and innovative practices to engage caregivers in

learning evidence-based parenting skills. Presenters will balance didactic content with interactive activities to describe the development and implementation of BPT groups, cover core components of BPT, and detail specific strategies for tailoring content to various developmental stages, strategies used to engage parents as core collaborators on their child's treatment, pitfalls, and cultural considerations. Using live role-plays and video examples, teaching strategies that promote experiential learning will be modeled. Moreover, this workshop will engage attendees in considering the populations with whom they work and how they might integrate BPT principles, concepts, and strategies into group treatments for caregivers. Audience members will also have opportunities to practice leading and learning various content areas in small groups and will have many opportunities to ask questions throughout the workshop.

Recommended Reading 1: Bennett, C., Barlow, J., Huband, N., Smailagic, N., & Roloff, V. (2013). Group-based parenting programs for improving parenting and psychosocial functioning: A systematic review. *Journal of the Society for Social Work and Research*, 4(4), 300-332.

Recommended Reading 2: Chacko, A., Jensen, S. A., Lowry, L. S., Cornwell, M., Chmilkis, A., Chan, E., Lee, D., & Pulgarin, B. (2016). Engagement in Behavioral Parent Training: Review of the Literature and Implications for Practice. *Clinical child and family psychology review*, 19(3), 204-215.

Recommended Reading 3: McKinney, C., Morse, M., & Pastuszak, J. (2016). Effective and ineffective parenting: Associations with psychological adjustment in emerging adults. *Journal of Family Issues*, 37(9), 1203-1225.

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

- List three core components of behavioral parent training in a group setting.
- Reflect on three similarities and three differences between behavioral parent training groups for children, adolescents, and young adults.
- Identify five strategies to support increased parent engagement and address common pitfalls when conducting behavioral parent training groups.

Earn 1.5 continuing education credits

Strand 10A&B, Level 2

Mini Workshop 17

My Patient Is Lying to Me, What Do I Do? Addressing This and Other Ethical Quandaries Using an Ethical Decision-making Framework

SATURDAY

Emily Bilek, ABPP, Ph.D., University of Michigan
Emily M. Becker-Haimes, Ph.D., University of Pennsylvania

Basic to Moderate level of familiarity with the material
Primary Category: Professional / Interprofessional Issues

Key Words: *Ethics, Professional Development, Child*

Ethical dilemmas arise frequently in the practice of clinical psychology and related fields. Ethical codes (e.g., APA Ethical Principles of Psychologists and Code of Conduct; APA, 2017) provide both aspirational goals and enforceable standards related to ethical mental health service delivery. However, these codes are often written with purposefully vague and broad language and do not always provide sufficient guidance in how to make decisions that align with the ethical standards. When the ethical path is not clear, an ethical decision-making (EDM) framework can guide the process and improve ethical decision-making (Johnson et al., 2022). While several EDMs are rated highly for their acceptability and potential to improve decision-making (Johnson et al., 2022), the Transcultural Integrative Model (Garcia et al., 2003) emerged as a leading framework because of its adaptation of a highly effective and acceptable model (the Integrative Model; Garcia et al., 1998) and its explicit consideration of cultural and contextual factors in the decision-making process (Garcia et al., 2003). This workshop will review and apply the Transcultural Integrative Model (Garcia et al., 2003) to clinical vignettes derived from real scenarios, describing common ethical concerns that arise in psychotherapy practice.

(1) You learn that your emerging adult patient is lying to you about important factors relevant to their treatment, (2) Your teenage patient feels passionately that they have autism based on videos they have seen online . Autism is not in your case conceptualization for this patient nor is it your area of expertise, (3) You are working with an 8-year-old who is in foster care; the guardian is having trouble managing their behavior and is employing consequences that feel harsh but are not considered abuse. The guardian's practices align with their culture of origin, but not that of the child's. Facilitators will illustrate the model guided decision-making in the vignette-based scenarios. Presenters will additionally solicit scenarios from the audience and facilitate discussion about navigating ethical challenges in a rapidly changing technological and sociopolitical climate.

Recommended Reading 1: American Psychological Association. (2017). Ethical principles of psychologists and code of conduct (2002, amended effective June 1, 2010, and January 1, 2017). <https://www.apa.org/ethics/code/>

Recommended Reading 2: Garcia, J. G., Cartwright, B., Winston, S. M., & Borzuchowska, B. (2003). A Transcultural Integrative Model for Ethical Decision Making in Counseling. *Journal of Counseling & Development*, 81(3), 268–277. <https://doi.org/10.1002/j.1556-6678.2003.tb00253.x>

Recommended Reading 3: Johnson, M. K., Weeks, S. N., Peacock, G. G., & Domenech Rodríguez, M. M. (2022). Ethical decision-making models: A taxonomy of models and review of issues. *Ethics & Behavior*, 32(3), 195–209. <https://doi.org/10.1080/10508422.2021.1913593>

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

- Explain the value of Ethical Decision-Making frameworks in supporting ethical clinical decision making.
- Apply the Transcultural Integrative Model to presented case examples.
- Apply the Transcultural Integrative Model to their own clinical ethical dilemmas.

Earn 1.5 continuing education credits

Bolden 4, Level 2

Panel Discussion 16

Implementing Contextually Sensitive, Evidence-based Case Formulation at Scale

MODERATORS:

Briana Last, Ph.D., Stony Brook University
Charmaine Higa-McMillan, Ph.D., University of Hawaii at Hilo

PANELISTS:

Briana Last, Ph.D., Stony Brook University
Charmaine Higa-McMillan, Ph.D., University of Hawaii at Hilo
John Pachankis, Ph.D., Yale University
Alayna L. Park, Ph.D., University of Oregon
Amanda Jensen-Doss, Ph.D., University of Miami

Primary Category: Dissemination & Implementation Science

Key Words: *Case Conceptualization / Formulation, Implementation, Culture*

In the past several years, the field of clinical psychological science has been rethinking the one-size-fits-all paradigm of evidence-based treatments (EBTs). Although EBTs are effective on average, over half of people do not witness symptom improvement in efficacy trials (Cuijpers et al., 2023), EBT effectiveness is lower in community settings (Rudd et al., 2019), and over 60% of EBT implementation efforts fail (Alley et al., 2023). Given these findings, the field has increasingly focused on other important dimensions of evidence-based practice (e.g., patient-centered collaborative decision-making). One dimension that has been less emphasized in implementation efforts is training clinicians in evidence-based case formulation – that is, the systematic development and testing of theoretically and empirically informed hypotheses about what “causes, cues, and maintains” (Jensen-Doss & McLeod, 2020) clinicians’ specific patients’ mental health challenges (Persons, 2012). Further, there is an urgent need to ensure that these case formulations incorporate patients’ cultural and contextual experiences to ensure that treatment is sufficiently personalized, affirmative, and culturally sensitive. This panel, composed of clinical scien-

tists with expertise in implementing evidence-based practices in community and training settings, will demonstrate that training clinicians in contextually sensitive, evidence-based case formulation is urgently necessary to reduce the research-to-practice gap and improve population mental health at scale. Each panelist will discuss their own efforts and experiences implementing contextually sensitive, evidence-based case formulations in community and training settings nationwide. All panelists will discuss promising results from their own implementation initiatives, suggesting that clinicians want, like, and need training in contextually sensitive, evidence-based case formulation and that such training improves clinical outcomes. We will also discuss the challenges related to these implementation efforts and provide recommendations for future research and implementation efforts.

Earn 1.5 continuing education credits

Foster 1, Level 2

Panel Discussion 22

Helpful Crosstalk: Integrating Clinical Science Perspectives in the Eating Disorders Field

SATURDAY

MODERATORS:

Danielle L. Kahn, M.A., Montefiore Medical Center

Lauren B. Yadlosky, Ph.D., Montefiore Medical Center

PANELISTS:

Margaret Sala, Ph.D., Ferkauf Graduate School of Psychology

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

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

Erin E. Reilly, Ph.D., University of California, San Francisco, Department of Psychiatry and Behavioral Sciences

Primary Category: Eating Disorders

Key Words: *Eating, Translational Research, Mental Health Disparities*

Eating Disorders (ED) remain at the top of the list of deadliest psychiatric illnesses. The gaps in psychological science within the ED field are vast and well known. We need a better understanding of mechanisms; more effective interventions to reach more and diverse populations; and to challenge harmful stereotypes and increase intersectional considerations. While these gaps persist, researchers are doing much of this work with exciting results: identifying transdiagnostic markers, alternative training models, digital and scalable interventions, culturally flexible diagnostic models, etc. Now we just need to keep talking with one another! This panel aims to create a space for leaders in the ED field to discuss these gaps and creative, inclusive solutions as well as how to meaningfully continue the conversations with broader ED research and treatment communities. Panelists consist of five ED researchers and clinicians who were chairs or discussants from ED focused symposia from ABCT 2024. Topics will include mechanism identification, intervention design, dissemination and implementation, and health equity and intersectionality. Panel-

ists will provide a concise update regarding their area of expertise in the field, highlighting key takeaways that they would like other researchers and clinicians to consider. Moderators will also present questions from individuals with lived experience and share insights on what they would like us (i.e., eating disorders professionals) to know. Discussions will explore how to bridge divides: between experts in the field; between research and clinical practice; between clinicians and consumers; and between the help we have and those who can't access it. Future directions for research, training, and clinical practice, as well as what and who are being left out, will also be considered.

Earn 1.5 continuing education credits

Foster 2, Level 2

Panel Discussion 23

Intersectionality – Sustainably Continuing the Work: What's Next for Psychology in the Current Sociopolitical Climate?

SATURDAY

MODERATORS:

Shao Yuan Chong, B.A., University of Denver

Akanksha Das, Ph.D., Mid-Atlantic MIRECC

PANELISTS:

Oswaldo Moreno, Ph.D., Virginia Commonwealth University

Zoe R. Smith, Ph.D., University of Denver

Erica L. Ficklin, M.S., Utah State University

Kevin O. Narine, M.A., McLean Hospital/Harvard Medical School

Sahar Al-Najjar, M.A., Saint Xavier University

Primary Category: Oppression and Resilience Minority Health

Key Words: *Underserved Populations, Vulnerable Populations, Professional Issues*

Conducting intersectionality-centered clinical work and research in psychology is becoming increasingly challenging with new mandates and policies (e.g., banning terms and topics in funding agencies, Project 2025) create barriers for meaningful work to continue. As such, the need for critical discussions on how to bridge the divide in the current political landscape and continue advancing inclusive research and therapy while staying safe is paramount. The present panel will use Collins' (2019) proposed six principles for Intersectionality as Critical Social Theory to guide discussion honoring "relationality, power, social inequality, social context, complexity, and social justice". Panelists representing diverse topics centered in intersectionality frameworks, are included with the explicit focus to characterize the breadth and wealth of clinical work and research currently in psychology. Panelists' diverse areas of interest include stress and trauma, anxiety, neurodiversity, physical, and learning disabilities among diverse people who experience systemic oppres-

sion, including immigrants with precarious immigration legal status, refugees, racialized individuals, Indigenous people, and LGBTQIA+ individuals. Discussions will center on the following: 1) sharing understanding on what intersectionality means in the context of panelists' clinical and research settings, 2) characterizing barriers panelists may be facing in advancing intersectionality in their respective areas, 3) historical contributions and best practices to remain funded and engaged in the work, as well as strategies to potentially adapt to the present context, and 4) the importance of advancing intersectionality as clinicians and scientists whilst maintaining safety for all as we balance sustainability of our work and advancing social justice in hostile social contexts.

Earn 1.5 continuing education credits

Strand 8, Level 2

Panel Discussion 25

Managing Suicide Risk in Clinical Science: Turn down the Alarms, Raise the Compassion and Humility

SATURDAY

MODERATOR:

April Smith, Ph.D., Auburn University

PANELISTS:

Elizabeth Velkoff, Ph.D., Drexel University

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

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

Tracy K. Witte, Ph.D., Auburn University

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Ethics*

Monitoring and responding to a participant's suicide risk in the research setting is among the most important tasks that clinical researchers face. Researchers face pressure from institutions to use a "better safe than sorry" approach that may overlook the downsides of more aggressive measures (e.g., involuntary hospitalization, wellness checks from law enforcement). The purpose of this panel is to discuss common situations that researchers encounter in monitoring suicide risk during research, to review relevant literature regarding what approaches are commonly used and their efficacy, and to make recommendations for researchers to follow in monitoring and addressing suicide risk. The panelists and moderator on the panel have extensive experience with monitoring and addressing suicide risk in research, including with adults and adolescents, in cross-sectional and longitudinal research and in clinical trials, and in both online and in-person research settings. We will begin with a discussion of the common approaches to assessing and responding to suicide risk in clinical research, and the state of the literature regarding the strengths, weaknesses, and efficacy of these approaches. Next, we will address the risks and downsides to this approach, with a particular emphasis on addressing the considerable risks involved in more

aggressive suicide risk management approaches, especially for those with marginalized identities. We will discuss the ethical concerns raised by an overly conservative approach to suicide risk, with attention to matters of justice, beneficence, and respect for persons. Furthermore, we will explore the possibility that, especially when the target of study is suicidality itself, aggressive intervention may undermine the scientific process. Finally, we will conclude with recommendations, based on the clinical and research experience of the panelists, for researchers interested in a compassionate approach to managing suicide risk in research participants.

Earn 1.5 continuing education credits

Bolden 6, Level 2

Clinical Round Table 15

SATURDAY

Neurobehavioral Therapy Mechanisms That Support Holistic Recovery in Functional Seizures Across the Lifespan: A Multidisciplinary Perspective

MODERATOR:

Miranda R. Schaffer, M.S., Eastern Michigan University

PANELISTS:

Najda Robinson-Mayer, MSW, Department of Neurology and Department of Social Work, University of Michigan, Ann Arbor

Wesley Kerr, M.D., Ph.D., Department of Neurology, University of Pittsburgh

Elissa Patterson, Ph.D., Department of Psychiatry, Neurology, University of Michigan, Ann Arbor

Julia Doss, Psy.D., Doss Clinic of Health Psychology, LLC

Christine Sebastian, Psy.D., Total Health & Wellness Associates, PLLC

Nicholas J. Beimer, M.D., Department of Neurology, University of Michigan, Ann Arbor

Primary Category: Adult- Health Psychology / Behavioral Medicine

Key Words: *Behavioral Medicine, Clinical Utility, Integrated Care*

Functional seizures, a subset of functional neurological disorders, are frequently encountered in emergency rooms and outpatient neurology clinics. Neurobehavioral therapy, which incorporates elements of psychoeducation, mindfulness, exposure, and cognitive-behavioral strategies, has garnered empirical support to treat this debilitating disorder (Lopez & Lafrance, 2022). Elucidating the mechanisms of change in neurobehav-

ioral therapy for individuals with functional seizures across the lifespan is critical to ensure treatment fidelity and maximize overall patient wellness outcomes. Equally important is to examine the evidence supporting neurobehavioral therapy relative to other available treatments and under what conditions it is most effective. It is also imperative that diagnosis and treatment be delivered with compassion and validation of the client's experience with the disorder, and in respect to their age and cultural background. This panel will explore how maladaptive thought patterns and learned responses, often triggered by stress, can be addressed through neurobehavioral therapy (Lafrance & Wincze, 2015). We will discuss how psychoeducation, mindfulness, exposure, and cognitive-behavioral strategies reduce vulnerability to stress by promoting healthy behaviors, increasing awareness, decreasing avoidance, and identifying and modifying maladaptive thought patterns in adult and pediatric populations. Additionally, given the high rates of medical comorbidity and the importance of accurate differential diagnosis, we will outline strategies for multidisciplinary health professionals to collaborate effectively in validating and supporting patient experiences from diagnosis to treatment. This panel, comprised of experienced professionals from multiple disciplines, career stages, and clinical settings, will synthesize current clinical and theoretical literature to inform decision-making and practical applications for implementing neurobehavioral therapy with individuals who have functional seizures. The panel will also identify gaps in the treatment literature to highlight future directions for investigation in this underserved population.

Earn 1.5 continuing education credits.

Bolden 5, Level 2

Symposium 5

SATURDAY

The SMART Study: A Clinical Effectiveness Trial of Pediatric Anxiety Treatment in a Diverse and Clinically Complex Sample

CHAIR:

*Amy West, Ph.D., Children's Hospital Los Angeles/
University of Southern California*

DISCUSSANT:

*Tara S. Peris, Ph.D., University of California Los Angeles
Semel Institute for Neuroscience and Human Behavior*

Basic to Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Anxiety

Key Words: *Child, Anxiety, Treatment*

SMART Study for Pediatric Anxiety: Study Conceptualization and Design

Amy West, Ph.D., Children's Hospital Los Angeles/University of Southern California

The Methods of a SMART Effectiveness Study of Medication and CBT Sequencing in Treating Pediatric Anxiety Disorder

Robert L. Findling, M.D., Virginia Commonwealth University

SMART Study for Pediatric Anxiety: Outcomes

Bradley Peterson, M.D., University of Southern California, Children's Hospital Los Angeles

Exploring Exposures: Provider Perspectives of CBT Delivery to Underserved, Diverse Youth

Diana D. Woodward, M.A., M.S., University of Southern California

Emma Lindquist, M.A., University of Southern California

Reyna Rodriguez, Ph.D., Children's Hospital Los Angeles

Hans Oh, Ph.D., University of Southern California

V. Robin Weersing, Ph.D., SDSU-UC San Diego JDP in Clinical Psychology

Kathryn Smith, RN, Dept. of Pediatrics, Keck School of Medicine, University of Southern California

Bradley O. Hudson, ABPP, Psy.D., University of Southern California

Bradley Peterson, M.D., University of Southern California, Children's Hospital Los Angeles

Amy West, Ph.D., Children's Hospital Los Angeles/University of Southern California

SMART Study for Pediatric Anxiety: Implications for Evidence-based Practice and Future Research

V. Robin Weersing, Ph.D., San Diego State University -University of California San Diego JDP in Clinical Psychology

Earn 1.5 continuing education credits.

Celestin D&E, Level 3

Symposium 40

Understanding and Treating Anxiety in Real-world Contexts

CHAIR:

Benjamin Giber, M.A., The University of Colorado at Boulder

DISCUSSANT:

Joanna Arch, Ph.D., University of Colorado Boulder

SATURDAY

Basic to Moderate level of familiarity with the material

Primary Category: Adult - Anxiety

Key Words: Anxiety, Community-Based, Translational Research

Dynamics of State Self-compassion, State Anxiety, and Behavioral Avoidance

Benjamin Giber, M.A., The University of Colorado at Boulder

Lauren Finkelstein, M.A., University of Colorado Boulder

Elizabeth Slivjak, M.A., University of Colorado

Joanna Arch, Ph.D., University of Colorado Boulder

Pilot Trial on the Contribution of Peer Leaders and Self-compassion to Group Exposure Workshops for Socially Anxious Undergraduates

Alane S. Burger, M.A., University of Colorado Boulder

Mateo Chavez, M.S., University of Colorado Boulder

Lauren Finkelstein, M.A., University of Colorado Boulder

Elizabeth Slivjak, M.A., University of Colorado

Joanna Arch, Ph.D., University of Colorado Boulder

**Expanding Access to Mental Healthcare Through Community-engaged Research:
Adapting Rainfrog Digital Therapy for Pima County Community College
Students**

Julia S. Yarrington, Ph.D., University of Arizona

Nathaniel R. Choukas, B.S., University of Arizona

Torsa Chattoraj, M.A., University of Arizona

Angela V. White, B.S., University of Arizona

Jon Logan-Rung, M.F.A., University of Arizona

Ashley Bohan, University of Arizona

Robyn Stea, B.A., University of Arizona

Ella Salem, University of Arizona

Zachary Cohen, Ph.D., University of Arizona

**Keeping Others at Arm's Length: Ecological Momentary Assessment of Fears of
Receiving Compassion and Safety Behaviour Use in Naturalistic, Daily Social
Interactions of Socially Anxious Individuals**

Jolie Ho, M.A., M.S., University of Waterloo

The Daily Dance of Desire: Social Motivation in Social Anxiety Disorder

Jason Luoma, Ph.D., Portland Psychotherapy Clinic, Research, & Training Center

M. Kati Lear, Ph.D., Portland Institute for Psychedelic Science

Christina Chwyl, Ph.D., Portland Psychotherapy

Earn 1 continuing education credits

Bolden 2, Level 2

Symposium 48

SATURDAY

Racial Trauma and Mental Health Among Black Americans: Explor- ing Moderators and Treatment Implications

CHAIR:

Elijah R. Murphy, M.A., University of Houston

DISCUSSANT:

Maryam Jernigan-Noesi, Ph.D., Jernigan & Associates, Inc.

Moderate to Advanced level of familiarity with the material

Primary Category: Racial Trauma

Key Words: *Racial Trauma, African Americans / Black Americans, Culture*

Racial Trauma and Well-being; How Racism-related Stress and Trauma Influences Various Well-being Outcomes Among Black Young Adults

Elijah R. Murphy, M.A., University of Houston

Jasmin R. Brooks Stephens, Ph.D., University of California at Berkeley

Matthew W. Gallagher, Ph.D., University of Houston

Rheeda Walker, Ph.D., Wayne State University

The Moderating Role of Alexithymia in the Relationship Between Racial Trauma and Negative Emotionality Among Black Adults

Morgan Phillips, M.A., University of Houston

Ijeoma Madubata, Ph.D., VA Maryland Health Care Center

Anka A. Vujanovic, Ph.D., Texas A&M University

Rheeda Walker, Ph.D., University of Houston

Experiences of Racism and Alcohol Use: Examining the Moderating Role of Racial
Identity Centrality and the Impact of Justice-involvement
Ty A. Robinson, M.Ed., University of Maryland- College Park
Terrill Taylor, Ph.D., University of Maryland College Park



Earn 1.5 continuing education credits

Strand 12A&B, Level 2

Advanced Clinician Seminar Series

DBT Skills for Transdiagnostic Populations

Shireen Rizvi, ABPP, Ph.D., Montefiore Medical Center

Moderate to Advanced level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Dialectical Behavior Therapy, Transdiagnostic, Treatment*

Pioneered at the 2024 convention in Philadelphia, the Advanced Clinician Seminar Series is a novel clinical format designed specifically for advanced clinicians seeking content and consultation commensurate with their level of expertise. In 2025, 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. Shireen Rizvi, an expert in Dialectical Behavior Therapy (DBT) and the dissemination of DBT skills. Dr. Rizvi 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:

- I. 1. Introduction to Advanced Clinician Seminar Series
 - A. a. Overview of the seminar series objectives and structure
 - B. b. Importance of advanced clinical skills for effective practice
- II. 2. Introduction of Moderator and Expert Clinician
- III. 3. Case Presentations and Analysis
 - A. a. Guidelines for structured case presentations
 - B. b. Discussion on complex cases brought by attendees
- IV. 4. Advanced Treatment Planning
 - A. a. Integrating evidence-based practices into treatment plans

SATURDAY

- B. b. Tailoring interventions to individual client needs and preferences
- V. 5. Specialized Techniques and Approaches
 - A. a. Deep dive into specific therapeutic modalities (e.g., DBT) for advanced clinicians
 - B. b. Experiential exercises (e.g., role-play, modeling) to practice new techniques
- VI. 6. Conclusion and Next Steps
 - A. a. Summary of key takeaways from the seminar series
 - B. 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 individual client needs.
- Strengthen clinical decision-making processes through active participation in case discussions and feedback from peers and experts.

Long-term Goals:

- 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.
- 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 Reading 1: Rizvi, S. L., Bitran, A. M., Oshin, L. A., Yin, Q., & Ruork, A. K. (2024). The state of the science: Dialectical Behavior therapy. *Behavior Therapy*.

Recommended Reading 2: Valentine, S. E., Bankoff, S. M., Poulin, R. M., Reidler, E. B., & Pantalone, D. W. (2015). The use of dialectical behavior therapy skills training as stand-alone treatment: A systematic review of the treatment outcome literature. *Journal of clinical psychology*, 71(1), 1-20.

Recommended Reading 3: Vijayapriya, C. V., & Tamarana, R. (2023). Effectiveness of dialectical behavior therapy as a transdiagnostic treatment for improving cognitive functions: a systematic review. *Research in Psychotherapy: Psychopathology, Process, and Outcome*, 26(2), 662.

DICEC Symposium

SATURDAY

Centering and Celebrating Community Engagement: A Panel with the 2025 ABCT Champions Award Winners and Examination of Community Engagement in ABCT Abstract Submissions

Primary Category: Dissemination & Implementation Science

MODERATORS:

Davielle Lakind, Ph.D., Northern Illinois University
Erum Nadeem, Ph.D., Associate Professor, Rutgers
University Graduate School of Applied and Professional
Psychology

ABCT's Dissemination, Implementation, and Community Engagement Committee (DICEC) is pleased to present this session highlighting several DICEC initiatives aligned with our core goals of promoting ABCT activities that (1) foster an inclusive environment for engagement with diverse communities, industries, and professional backgrounds to collaborate in the service of ABCT's mission, and (2) foster members' collective expertise in dissemination and implementation, scaling, technology, global health, public health, and other topics relevant to the social impact of cognitive behavioral science. One of the longstanding tasks of the DICEC is to coordinate and execute ABCT's Champions Program, which is designed to recognize the remarkable community partners and advocates who work to support, facilitate, diffuse, or implement the core assets of evidence-based interventions in a variety of settings and communities. Champions successfully translate research into meaningful improvements in community health and well-being, going beyond the scope of their professional role and beyond the impact that researchers could accomplish alone. For the first time in what will become a yearly tradition, we have convened a panel of Champions Award winners, providing an opportunity to celebrate their impact and learn from their extensive wisdom and experience. This session will also include a paper presentation examining responses to a pilot question in the convention abstract submission process to assess whether and how a submission reflects community engagement and input. Lastly, we will facilitate a robust conversation with panelists, presenters, and session attendees about dissemination, implementation, and community engagement in

our work, and how the DICEC can strengthen and enhance the quality and quantity of our dissemination, implementation, and community engagement efforts both as individuals and as an organization.

Reported Community Engagement Elements in Submissions to the ABCT Annual Convention

- Emily M. Nishimura, B.A., University of Hawai'i at Manoa*
- May Mon Thein, University of Hawai'i at Manoa*
- Davielle Lakind, Ph.D., Northern Illinois University*
- Erum Nadeem, Ph.D., Rutgers University Graduate School of Applied and Professional Psychology*
- Brad Nakamura, Ph.D., University of Hawaii at Manoa*

Celebrating and Learning From the 2025 ABCT Champions Award Winners

- Omar Aziz, BDS, International Rescue Committee, Atlanta*
- Rachel Kim, Ph.D., Magnolia Psychological Consulting*
- Stephanie Renno, LCSW, A-G Associates*
- Vanessa Holm, M.S., LMFT, Pacific Clinics*
- Kiki Fehling, Ph.D. Clinical Psychologist*
- Shaina Siber-Sanderowitz, LCSW, AFFIRM Mental Health, LLC*

This session does not offer continuing education credit.

ABCT Annual Meeting of Members

Annual Meeting of Members All ABCT members are encouraged to attend this meeting. Learn about the Association's progress on our Strategic Intent, our 2025 accomplishments, and our priorities for 2026. 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.

Earn 1 continuing education credits

Celestin D&E, Level 3

Presidential Address

Defending Behavioral Science While Embracing Diversity in a Politicized Time: Examples from HIV and Behavioral Health

SATURDAY

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

All levels of familiarity with the material. level of familiarity with the material

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

We are at a unique inflection point in the United States, with core values at the foundation of ABCT's mission under increasing attack. Two specific foundational core values central to ABCT's mission are "science" and "diversity". These two core values also have been key guiding principles during my Presidential term, and of the conference theme which has the focus on promoting rigorous science and inclusive affirming therapies. These values are also foundational and critical to domestic and global public health more generally, and the attack on science and on diversity seriously thwarts any progress towards health equity; with the worst consequences being to the most vulnerable populations. One area particularly affected by changes in national funding practices and new regulations is HIV prevention and treatment. In the U.S., HIV differentially affects sexual, gender, ethnic, and racial minority populations. Globally, HIV differentially affects marginalized populations. This talk will draw on over two decades of global and domestic work in HIV prevention and treatment, to illustrate just how vital behavioral research is to improving public health and to reducing human suffering. It will begin with an overview of recent changes to funding and the resulting ramifications to public health. Starting with the example of work to optimize adherence to life-saving antiretroviral medications for people living with HIV, through trials and studies focused on behavioral health and health behavior change, including examples where behavioral science has driven meaningful outcomes especially for marginalized and diverse populations. Through these examples from my work and that of others, this talk will also explore how science can and must remain

rigorous while still affirming identity and lived experience, the importance of community engagement and equity in ultimately developing and implementing evidence based mental health treatments, and why continued investment in mental health, behavioral science, and diversity continues to be critical.

Outline:

- Discuss recent initiatives that place behavioral science and diversity in a negative lens and resulting in oppressive public health consequences.
- Review selected studies that highlight the role of behavioral science in protecting health in the context of HIV,
- Highlight specific CBT trials that emphasize both diversity (inclusive of sexual and gender minority level diversity) and rigorous science; including studies designed to address behavioral health as a means to increase benefit from health behavior change interventions.
- Discuss the need for using and protecting objective science in the context of advocacy efforts and policy.

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

- Articulate the importance of science and diversity through specific example CBT oriented studies related to HIV prevention and care.
- Describe, in the context of HIV prevention and care, the rationale and science behind improving behavioral health as a means to increase the potential benefit from interventions to address health behavior change
- Explain the need for evidence-based treatments for sexual and gender minority individuals, and the outcomes of selected existing trials.

Long-term Goals:

- Be able to articulate the importance of behavioral science in public health in general and HIV in particular.
- Be able to understand that to change health behavior in people living with a behavioral health problem, one needs to address both the behavioral health problem as well as intervene on the health behavior.

Recommended Reading 1: Mayer, K. H. (2025). The lavender purge. *Journal of the International AIDS Society*, 28, e260509. <https://doi.org/10.1002/jia2.26509>

Recommended Reading 2: Safren, S. A., O'Cleirigh, C., Andersen, L. S., Magidson, J. F., Lee, J. S., Bainter, S. A., Musinguzi, N., Simoni, J., Kagee, A., & Joska, J. A. (2021). Treating depression and improving adherence in HIV care with task-shifted cognitive-behavioral therapy in Khayelitsha, South Africa: A randomized controlled trial. *Journal of the International AIDS Society*, 24, e25823. <https://doi.org/10.1002/jia2.25823>

Recommended Reading 3: Pachankis, J. E., Harkness, A., Maciejewski, K. R., Behari, K., Clark, K. A., McConocha, E., Winston, R., Adeyinka, O., Reynolds, J., Bränström, R., Esserman, D. A., Hatzenbuehler, M. L., & Safren, S. A. (2021). LGBTQ-affirmative cognitive-behavioral therapy for young gay and bisexual men's mental and sexual health: A three-arm randomized controlled trial. *Journal of Consulting and Clinical Psychology*, 90(6), 459–477. <https://doi.org/10.1037/ccp0000724>

Recommended Reading 4: Safren, S. A., Thomas, B., Biello, K. B., Mayer, K. H., Rawat, S., Dange, A., Bedoya, C. A., Menon, S., Anand, V., Balu, V., & O'Cleirigh, C. (2021). Strengthening resilience to reduce HIV risk in Indian MSM: A multicity, randomized, clin-

ical efficacy trial. *The Lancet Global Health*, 9(4), e446–e455. [https://doi.org/10.1016/S2214-109X\(20\)30547-7](https://doi.org/10.1016/S2214-109X(20)30547-7)

Recommended Reading 5: Safren, S. A., Bedoya, C. A., O'Cleirigh, C., Biello, K. B., Pinkston, M. M., Stein, M. D., Traeger, L., Kojic, E., Robbins, G. K., Lerner, J. A., Herman, D. S., Mimiaga, M. J., & Mayer, K. H. (2016). Treating depression and adherence (CBT-AD) in patients with HIV in care: A three-arm randomized controlled trial. *The Lancet HIV*, 3(11), 529–538. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5321546/>

Saturday Night Dance & Karaoke

Let the rhythm guide your steps and your voice soar at our Saturday Night Dance and Karaoke Party during the 59th Annual ABCT Convention in New Orleans! 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 New Orleans.

Sunday, November 23

8:30 a.m. – 9:45 a.m.

Earn .5 continuing education credits

Celestin D&E, Level 3

Plenary 3a

Responding to Mass Trauma: Adapting Evidence-based Treatments to Scale in Israel After October 7

Jonathan D. Huppert, Ph.D., The Hebrew University of Jerusalem

All level of familiarity with the material

Primary Category: Disaster Mental Health

Key Words: *Trauma, Implementation, Evidence-Based Practice*

After the massacre on October 7 and the war in Gaza, estimates of new cases of trauma-related issues (PTSD, anxiety, depression) in Israel range from 300-500,000. This is on top of a public mental health system that was already stressed and at a breaking point. Dr. Huppert will present a program that originated as an adapted pilot program based on England's IAPT program prior to the 7th and was adapted to respond at scale since. The major principles of the program include evidence-based assessment, routine outcome monitoring, and evidence-based practices, based on international clinical guidelines. Trainings include workshops and weekly supervision. In the last two years, in collaboration with the Ministry of Health and the HMOs (which provide services to all citizens), over 350 therapists in the public sector were trained in Cognitive Processing Therapy, Written Exposure Therapy, or Trauma-Focused CBT for children. We currently in the midst of training an additional 300-400 therapists to Trauma-Focused Unified Protocol, Prolonged Exposure, Prolonged Grief Therapy, and other evidence-based treatments. The

SUNDAY

design and some findings from the program for dissemination and implementation will be described. Preliminary data and lessons learned along the way will be presented.

Outline:

1. Brief description of Israeli mental health system prior to October 7
2. Estimates of needs following October 7
3. Decision making in terms of interventions to disseminate in first and second years
4. Data on dissemination to date
5. Lessons learned and future directions

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

- Describe issues related to disseminating evidence-based treatments in the aftermath of mass trauma.
- Describe models of dissemination that address the complications of wide-scale dissemination in the face of mass trauma.
- State lessons learned from the current program that could be helpful for future responses to mass trauma.
- Long-term Goal: The attendee will be able to describe ways that one can organize systems to respond to mass trauma to optimize dissemination of evidence based treatments.

Recommended Reading 1: American Psychological Association (2025). APA Clinical Practice Guideline for the Treatment of Posttraumatic Stress Disorder (PTSD) in Adults. <https://www.apa.org/about/policy/guideline-ptsd-in-adults.pdf>

Recommended Reading 2: Cuijpers, P., Harrer, M., Miguel, C., Ciharova, M., Papola, D., Basic, D., ... & Furukawa, T. A. (2025). Cognitive behavior therapy for mental disorders in adults: A unified series of meta-analyses. *JAMA psychiatry*, 82(6), 563-571. <https://jamanetwork.com/journals/jamapsychiatry/article-abstract/2832696>

Recommended Reading 3: Hoppen, T. H., Meiser-Stedman, R., Kip, A., Birkeland, M. S., & Morina, N. (2024). The efficacy of psychological interventions for adult post-traumatic stress disorder following exposure to single versus multiple traumatic events: a meta-analysis of randomised controlled trials. *The Lancet Psychiatry*, 11(2), 112-122.

Earn .5 continuing education credits

Celestin D&E, Level 3

Plenary 3b

Evaluating a Family-Focused Intervention to Support Palestinian Parents and Adolescents

Laura Miller-Graff, Ph.D., University of Notre Dame

Moderate level of familiarity with the material

Primary Category: Global Mental Health

Key Words: *Global Mental Health, Group Therapy, Violence*

With global conflict at its highest level since the end of World War II, the need for evidence-based psychosocial support in conflict-affected settings is rising. Yet, there are significant challenges in developing, evaluating and disseminating programs in such contexts, including challenges related to the availability of service providers, culturally relevant evidence-based interventions, and coordination of clinical care in the context of ongoing violence and war. Although both individual and group based interventions are common approaches in psychological and psychosocial care, globally, there is relatively less research on family-based approaches to psychosocial support in conflict-affected settings. This plenary will examine the development and evaluation of a family-based intervention program, the Promoting Positive Family Futures Program (PPFF), for Palestinian parents and adolescents. Drawing from extensive translational and theoretical work, this intervention integrates cognitive behavioral theories, emotional security theory, and contemporary and local perspectives on resilience to provide an evidence-based framework for supporting parents and adolescents living in the midst of ongoing chronic direct, structural, and cultural violence. This presentation will trace the trajectory of program development, implementation, and evaluation over the past decade, with a focus on how multi-method and iterative data collection and feedback processes have been used to refine and enhance implementation quality and ecological validity. We will discuss therapist perspectives and experiences with implementation as well as participant feedback and emerging data on effectiveness. We will also consider practical recommendations for maintaining scientific rigor in the context of acute crises that require flexible study design. Finally, we will con-

sider the implications of this research for continued support of Palestinian families as well as the broader global relevance for families living in conflict-affected settings around the world.

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

- List evidence-basis of psychological interventions and psychosocial supports in conflict-affected settings.
- Identify key issues confronting Palestinian families.
- Develop programs and implementation processes.
- Long-term Goal: Gain a clearer understanding of the experiences of Palestinian families, including of experiences of violence and trauma, mental health, and family relationships
- Long-term Goal: Attendees will consider how to integrate intertative learning processes and cultural considerations into their own work in intervention science

Recommended Reading 1: Abu-Ras, W., Almoayad, F., Bakry, H. M., Alammari, D., Kelly, P. J., & Aboul-Enein, B. H. (2024). Interventions to promote mental health in the Occupied Palestinian Territories and Palestinian refugees: A scoping review. *International Journal of Social Psychiatry*, 70(6), 1037-1054.

Recommended Reading 2: Arega, N. T. (2023, December). Mental health and psychosocial support interventions for children affected by armed conflict in low-and middle-income countries: a systematic review. In *Child & Youth Care Forum* (Vol. 52, No. 6, pp. 1431-1456). New York: Springer US.

Recommended Reading 3: Miller-Graff, L. E., & Cummings, E. M. (2022). Supporting youth and families in Gaza: A randomized controlled trial of a family-based intervention program *International Journal of Environmental Research and Public Health*, 19, 8337.

Earn 1.5 continuing education credits

Strand 10A&B, Level 2

Mini Workshop 19

Transdiagnostic Applications of the Biosocial Model: Explaining Emotion Dysregulation with Behavioral Science and Validation

Maria C. Alba, Psy.D., Montefiore Medical Center
William M. Buerger, Psy.D., Montefiore Medical Center

Basic to Moderate level of familiarity with the material

Primary Category: Transdiagnostic

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

The biosocial model in dialectical behavior therapy (DBT) provides a powerful framework for understanding emotion dysregulation. It describes a transactional cycle between high emotional vulnerability and chronic invalidation, shaping difficulties in emotion regulation over time. While DBT conceptualizes borderline personality disorder as a disorder of the emotion regulation system, emotion dysregulation is a transdiagnostic process affecting a wide range of individuals. As such, effectively explaining the biosocial model to patients and families is a crucial clinical skill that can enhance treatment engagement, reduce stigma, and promote a shared understanding of emotional difficulties. This interactive mini workshop will provide a concise review of the biosocial model, including its research foundation and clinical applications. Through live demonstrations and role plays, participants will practice explaining the model in ways that are accessible, affirming, and relevant to adults, adolescents, and families. The workshop will also examine how the biosocial model applies across various symptom profiles and explore different forms of invalidation, including the impact of trauma and systemic oppression. Common barriers—such as emotional intensity, defensiveness, and dysregulation—can make orientation to the model challenging. This workshop will equip clinicians with practical strategies

grounded in behavioral science and validation to navigate these hurdles, fostering greater patient and family engagement.

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

- Describe the biosocial model.
- Explain the biological underpinnings of emotion dysregulation and characteristics and consequences of invalidating environments.
- Use the biosocial model to explain emotion dysregulation to patients and families in a validating and affirming way.

Recommended Reading 1: Crowell, S. E., Beauchaine, T. P., & Linehan, M. M. (2009). A biosocial developmental model of borderline personality: Elaborating and extending Linehan's theory. *Psychological Bulletin*, 135(3): 495–510. <https://doi.org/10.1037/a0015616>

Recommended Reading 2: Reeves, M., James, L.M., Pizzarello, S.M., & Taylor, J.E. (2010). Support for Linehan's biosocial theory from a nonclinical sample. *J Personal Disord.*, 24(3): 312–26.

Recommended Reading 3: Sauer, S.E. & Baer, R.A. (2010). Validation of measures of biosocial precursors to borderline personality disorder: childhood emotional vulnerability and environmental invalidation. *Assessment*, 17(4): 454–66.

Earn 1.5 continuing education credits

Strand 11A&B, Level 2

Mini Workshop 20

Transdiagnostic Treatment to Reduce Distress and Enhance Motivation Among Patients on Waitlists: Single-session Consultation

Jenna Y. Sung, Ph.D., Boston University

Erica Szkody, Ph.D., Northwestern University Feinberg School of Medicine

Jessica L. Schleider, Ph.D., Northwestern University

Ian Sotomayor, B.A., Northwestern University Feinberg School of Medicine

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - Other

The demand for mental health services continues to exceed the availability of providers, creating widespread waitlists for care. In 2022, 60% of U.S. psychologists were unable to take new patients, with waitlists exceeding more than 4 months. Extended wait times can worsen mental health conditions, erode trust in the healthcare system, and lead to missed appointments or early treatment drop-off. Rising administrative costs and burdens also contribute to burnout among providers. Scalable service delivery models are needed to provide interim care for those awaiting treatment. These models must be flexible enough to meet diverse needs while minimizing strain on under-resourced providers and systems. Single-session interventions (SSIs), structured programs that involve just one clinic visit, provider meeting, or clinical encounter, can bridge gaps in the mental healthcare system given their concise format, relative ease of training, and low burden on systems of care.

One form of SSIs, the Single-Session Consultation (SSC) is grounded in Solution-Focused Brief Therapy, emphasizing clients' inherent strengths and capacity for change as opposed to deficit-based approaches. By centering the conversation on what is working for the client and their goals for the future, SSCs provide immediate support in a collaborative and empowering manner. The SSC has been shown to reduce common mental health

symptoms and increase motivation for change among people waiting for longer-term mental health care, regardless of the primary problem for which they are seeking treatment. Within the SSC, a provider sees a help-seeking individual within days of their first outreach for treatment, thereby eliminating waits for services and capitalizing on early motivation for change. The SSC has been delivered with fidelity by professional and lay-providers with varying levels of expertise and across different clinical settings.

Outline:

- Introduce the SSI model and assumptions
 - Definition of SSIs and presentation of the SSC as a type of SSI
 - Key Assumptions of the SSC
 - Evidence the SSIs
- Introduce the SSC
 - Research base of the SSC (e.g., in person format, telehealth format)
 - Appropriate target population
- The SSC Model
 - Walk through the SSC Action Plan
 - Setting the stage with introductions and risk assessment
 - Establishing a shared purpose
 - Top Problem
 - Top Hope
 - The Miracle Day Question
 - Exceptions to the Problem
 - Action Plan (Three Steps)
 - Inner Obstacle
 - Note from Clinician
 - Frequently Asked Questions
- Practicing the SSC with Case Study in small groups
 - Questions and Answer Session
- SSC application and implementation
 - Waitlists of outpatient clinics
 - Safety planning tool in high-risk settings
 - Non-traditional care settings (e.g., corporate, schools)
- Implementation Considerations
 - Acute care settings
 - Insurance coverage
 - Training and ongoing supervision models
 - Task sharing with lay providers

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

- List key principles of Solution-Focused Brief Therapy and their application to SSCs.
- Apply practical techniques to conduct SSCs in clinical practice, emphasizing client strengths and goals.
- Describe how to structure an SSC session from beginning to end.
- Identify the evidence supporting the use of SSCs.
- Create an actionable implementation plan to introduce SSCs into their own mental health service contexts.

Long-term goals:

1. Recognize the application of SSC in multiple care settings to increase accessibility to evidence-based mental health services, especially for underserved populations.
2. Describe the tools and resources to adopt SSCs effectively in their practices to foster sustainable, scalable service delivery models that emphasize client empowerment and equity.

Recommended Reading 1: Schleider, J.L., Sung, J.Y., Bianco, A., Gonzalez, A., Vivian, D., & Mullarkey, M.C. (2021). Open pilot trial of a single-session consultation service for clients on psychotherapy waitlists. *The Behavior Therapist*, 44, 8-15

Recommended Reading 2: Sung, J. Y., Buggati, M., Vivian, D., & Schleider, J. L. (2023). Evaluating a telehealth single-session consultation service for clients on psychotherapy wait-lists. *Practice Innovations*, 8, 141-161.

Recommended Reading 3: Schleider, J. L., Zapata J.P., Rapoport, A., Wescott, A., Ghosh, A., Kaveladze, B., Szkody, E., & Ahuvia I. (2025). Single-session interventions for mental health problems and service engagement: umbrella review of systematic reviews and meta-analyses. *Annual Review of Clinical Psychology*, 21.

Recommended Reading 4: Kasujja, R., Sotomayor, I., Birungi, P., Ndeezi, M., Szkody, E., & Schleider, J. L. (2024). Open Pilot Trial of a Single Session Consultation Service for Clients at StrongMinds Uganda. <https://doi.org/10.31234/osf.io/8a4gy>

Recommended Reading 5: Sung, J., Sotomayor, I., Szkody, E., & Schleider, J. L. (2024). Provider Hesitancy Toward Single-Session Interventions for Mental Health Problems: Malleability and Implications for Adoption in Routine Care Settings. <https://doi.org/10.31219/osf.io/h4nm>

Earn 1.5 continuing education credits

Strand 12A&B, Level 2

Mini Workshop 21

Treating Chronic Depression, Restrictive Eating, Maladaptive Perfectionism and Loneliness: A Brief Introduction to Radically Open Dialectical Behavior Therapy for Disorders of Overcontrol

Kristen Fritsinger, LICSW, MSW, DBT Associates LLP
Hope Arnold, M.A., LCSW, Simply RO DBT

Basic level of familiarity with the material

Primary Category: Treatment - Other

Key Words: *DBT (Dialectical Behavior Therapy), Depression, Anorexia*

Clients struggling with chronic depression, anorexia nervosa, social anxiety, avoidant or obsessive-compulsive personality disorders, and autism suffer greatly, and may often be described as ‘treatment resistant’. Radically Open Dialectical Behavior Therapy (RO DBT) is a transdiagnostic and evidence-based treatment that targets a spectrum of disorders characterised by excessive inhibitory control or overcontrol, common in clients with these diagnoses. Overcontrolled clients tend to be rigid, perfectionistic, risk-avoidant, emotionally constricted, have high moral certitude, and often experience social isolation and emotional loneliness. RO DBT aims to enhance social connectedness and mental wellbeing in overcontrolled clients by teaching them skills to express their emotions and intentions in a context-appropriate manner, improve their flexibility, and enhance their openness to new learning and experiences. The treatment is fully manualized (Lynch, 2018) and research has demonstrated that RO DBT is effective for adults and adolescents with anorexia nervosa, chronic depression, personality disorders and autism spectrum

disorders (for a systematic review, see Hatoum & Burton, 2024). This introductory-level workshop provides an overview of RO DBT and the clinical population it is designed to treat for mental health practitioners who are not yet familiar with RO DBT. The aim is for clinicians to be able to make a more informed decision after attending this workshop on whether RO DBT is suitable for their clients and whether they want to implement RO DBT in their practice. The instructors will use slides and case examples, and there will be ample time for questions.

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

- List the four core deficits of overcontrol.
- Describe what Radical Openness is.
- Assess whether RO DBT is a suitable treatment for their clients.

Recommended Reading 1: Lynch, T. R., Hempel, R. J., Whalley, B., Byford, S., Chamba, R., Clarke, P., Clarke, S., Kingdon, D. G., O'Mahen, H., Remington, B., Rushbrook, S. C., Shearer, J., Stanton, M., Swales, M., Watkins, A., & Russell, I. T. (2020). Refractory depression - mechanisms and efficacy of radically open dialectical behaviour therapy (Re-fraMED): findings of a randomised trial on benefits and harms. *British Journal of Psychiatry*, 216(4), 204-212. <https://doi.org/10.1192/bjp.2019.53>

Recommended Reading 2: Hatoum, A. H., & Burton, A. L. (2024). Applications and efficacy of radically open dialectical behavior therapy (RO DBT): A systematic review of the literature. *Journal of Clinical Psychology*, Advance online publication(1097-4679 (Electronic)). <https://doi.org/https://doi.org/10.1002/jclp.23735>

Recommended Reading 3: Baudinet, J., Stewart, C., Bennett, E., Konstantellou, A., Parham, R., Smith, K., Hunt, K., Eisler, I., & Simic, M. (2021). Radically open dialectical behaviour therapy adapted for adolescents: a case series. *BMC Psychiatry*, 21(1), 462. <https://doi.org/10.1186/s12888-021-03460-3>

Earn 1 continuing education credits

Bolden 5, Level 2

Spotlight Research 4

State of the Science of “conversion Therapy” (Sexual Orientation and Gender Identity and Expression Change Efforts)

CHAIR:

Briana Last, Ph.D., Stony Brook University

PANELISTS:

Matthew D. Skinta, ABPP, Ph.D., Roosevelt University

Joanne Davila, Ph.D., Stony Brook University

John Pachankis, Ph.D., Yale University

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

Trevor A. Hart, Ph.D., Toronto Metropolitan University

Primary Category: LGBTQ+

Key Words: LGBTQ+, Treatment

Sexual orientation and gender identity and expression change efforts (SOGIECE)—so-called “conversion therapies”—are heterogenous interventions aimed at making people conform to heterosexual and cisgender norms. Although most mental health professional associations have denounced SOGIECE, 2-34% of LGBTQ+ people globally have received SOGIECE (Salway et al., 2023). There is no recent published review that documents the harms associated with these practices. We systematically searched 12 bibliographic databases. Empirical SOGIECE articles were eligible if they included at least one quantitative outcome measuring either: (1) a harm associated with SOGIECE; or (2) whether sexual orientation or gender identity/expression change occurred. There was no restriction on publication date or language. At least two team members independently coded each article using content coding to identify the harms associated with SOGIECE. Our review is ongoing; coding will be complete by September 2025. Thus far, we have identified and coded 135 articles (1941-2024) that met our eligibility criteria. We have extracted the study characteristics of each article. We have also documented the following harms in each article: (1) SOGIECE sometimes coerce participants or do not obtain informed consent from recipients; and (2) some SOGIECE deploy aversive techniques. We have also observed other harms associated with SOGIECE, which our review will describe. Our review

will examine the SOGIECE literature (across time and the globe) and identify the harms associated with these practices. We will discuss implications of our findings for clinical practice, scientific research, and policy.

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

- Describe sexual orientation and gender identity and expression change efforts (SOGIECE).
- Explain the historical and global scope of SOGIECE.
- Report on the scientific rigor of SOGIECE studies published in the scientific literature.
- List the harms associated with SOGIECE found across studies.
- Identify the implications of the review for clinical practice, scientific research, and policy.

Recommended Reading 1: Salway, T., Kinitz, D. J., Kia, H., Ashley, F., Giustini, D., Tiwana, A., ... & Abramovich, A. (2023). A systematic review of the prevalence of lifetime experience with ‘conversion’ practices among sexual and gender minority populations., e0291768.

Recommended Reading 2: Forsythe, A., Pick, C., Tremblay, G., Malaviya, S., Green, A., & Sandman, K. (2022). Humanistic and economic burden of conversion therapy among LGBTQ youths in the United States. *JAMA Pediatrics* 176(5), 493-501.

Recommended Reading 3: Bharat, B., Dopp, A., Last, B., Howell, G., Nadeem, E., Johnson, C., & Stirman, S. W. (2023). Deimplementation strategies to end sexual orientation and gender identity and expression change efforts: Undoing a harmful legacy of behavior therapy. *The Behavior Therapist* 46(7), 261-270.

Earn 1.5 continuing education credits

Bolden 2, Level 2

Panel Discussion 26

Preparing Clinical Psychology Trainees for Work in Forensic Settings: The Development and Oversight of Predoctoral and Postdoctoral Training in Jails, Prisons, Juvenile Facilities, and State Hospitals

MODERATOR:

Kelly Moore, Ph.D., East Tennessee State University

PANELISTS:

Kelly Moore, Ph.D., East Tennessee State University

Kathleen Kemp, Ph.D., Rhode Island Hospital/Alpert Medical School of Brown University

Ellen H. Steele, Ph.D., University at Buffalo Jacobs School of Medicine and Biomedical Sciences

Beth Arredondo, Ph.D., Ochsner Health

Kaitlin Sheerin, Ph.D., Alpert Medical School of Brown University

Madison D. Summarell, M.A., East Tennessee State University

Primary Category: Criminal Justice / Forensics

Key Words: *Forensic Psychology, Underserved Populations, Professional Development*

There is a critical need for evidence-based assessment and treatment in forensic and correctional settings, with 50-60% of people in prisons and jails meeting criteria for substance use and other disorders. Moreover, specialized assessments that must be completed by forensic psychologists (e.g., competency to stand trial) are commonly needed for legally-involved populations. However, there are limited opportunities for clinical psychology

students to receive training in forensic settings and most trainees graduate without any experience working with legally-involved populations (Otto & Heilbrun, 2019; Magaletta et al., 2013). This limits the number of psychologists who can competently provide evidence-based services in forensic settings and contributes to treatment disparities. The four members of this panel have been pioneers in building forensic training opportunities for clinical psychology students at the predoctoral and postdoctoral levels. With decades of collective experience developing, implementing, and overseeing clinical forensic training tracks, this panel will review the importance of integrating forensic experiences at multiple points in the training sequence (i.e., externship, internship, postdoctoral) and in multiple settings (i.e., jails, prisons, state hospitals, juvenile facilities). The implementation process will be discussed, including how to build partnerships and training infrastructure within criminal legal agencies, and critical aspects of overseeing and sustaining these programs, including securing funding, obtaining accreditation, and providing clinical supervision. The panel will describe several specialized forensic training experiences (e.g., competency restoration, substance use disorder treatment, neuropsychological assessment, violence/risk assessment). Our panel also features clinical psychology trainees who will share the impact forensic training experiences had on their professional goals. Given that many individuals with substance use and other mental health disorders experience legal problems at some point, it is critical for clinical psychologists to have formal opportunities to train in forensic and correctional settings.

Earn 1.5 continuing education credits

Bolden 4, Level 2

Panel Discussion 31

South Asian Communities from a Western Lens: Considerations for Navigating Family Relations and Mental Health Concerns Using Culturally-responsive Methodologies

MODERATORS:

Monica Shah, Psy.D., Behavioral Wellness of NYC; St. John's University
Pankhuri Aggarwal, Ph.D., University of Cincinnati

PANELISTS:

Monica Shah, Psy.D., Behavioral Wellness of NYC; St. John's University
Pankhuri Aggarwal, Ph.D., University of Cincinnati
Sejal Prajapati, Psy.D., William James College
Fiona C. Thomas, Ph.D., Toronto Metropolitan University
Kiran Kaur, M.S., Massachusetts General Hospital/ Harvard Medical School
Akanksha Das, Ph.D., Mid-Atlantic Mental Illness Research, Education, and Clinical Center
Nancy Bahl, Ph.D.

Primary Category: Parenting / Families

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

South Asians represent one of the fastest-growing communities in the US, yet a significant gap remains in understanding how to effectively address their unique mental health needs using culturally responsive methodologies. Psychological theories and frameworks, predominantly developed within Western contexts, are often used to capture cognitive, emotional, behavioral, and interpersonal processes without adequately addressing their

cultural relevance, leading to limited cultural adaptation. Additionally, the South Asian community is frequently treated as a homogeneous group, overlooking the complexities of family dynamics between parents and children across diverse sub-groups, including inter-generational and intercultural differences. This panel will explore family dynamics within South Asian communities, focusing on the varying values held by individuals across different generations and levels of acculturation. The discussion will highlight both the strengths and challenges associated with prevalent collectivist values in these communities, while also examining the cultural limitations of Western theories and interventions, which are often rooted in individualist values. Panelists will introduce the Relational Ecological Model (Aggarwal et al., 2023) and discuss culturally adapted interventions for the South Asian community, including Culturally Adapted Cognitive Behavioral Therapy (Ca-CBT), Commit to You, and the South Asian Adapted Trauma Health Intervention (SAATHI). A dialectical approach will guide the discussion, with recommendations that emphasize individual differences to address the nuanced mental health needs of this community. Panelists include practicing clinicians, faculty members, and students with lived experience and professional expertise in South Asian mental health, representing diverse backgrounds (e.g., age, caste, nationality, and immigration status) within the South Asian diaspora and bringing insights from academic, medical, and clinical settings. This panel will provide information and practical strategies for supporting members of the South Asian community in clinical practice, as well as future research directions to better address this community's mental health needs.

Earn 1.5 continuing education credits

Empire D, Level 2

Panel Discussion 33

Return of the First Wave: Behavioral Methods in Contemporary CBT with Adults

MODERATOR:

Jerome Yoman, ABPP, Ph.D., Life Skills Resource

PANELISTS:

Jerome Yoman, ABPP, Ph.D., Life Skills Resource

Carla J. Rash, Ph.D., UConn Health

Shireen Rizvi, ABPP, Ph.D., Montefiore Medical Center

*Christopher R. Martell, ABPP, Ph.D., University of
Massachusetts Amherst*

Erica Weitz, Ph.D., University of Pennsylvania

Primary Category: Treatment - CBT

Key Words: *Change Process / Mechanisms, Case Conceptualization / Formulation,
Treatment Development*

Like any field, mental health research and practice are subject to trends. For example, many ABCT members are currently on a “long ride” on CBT’s “third wave”. The downside of trends is that they sometimes leave behind valuable research, concepts, and practices from previous periods, for example, CBT’s “first wave”, behavioral research and practice. We forget how many evidence-based practices depend on this early work, and a clear understanding of its conceptual foundations fades from our collective memory. Recent research reminds us of these foundations and the power of the practices that emerged from them. This panel will focus on work with adults. Among prominent evidence-based behavioral practices are contingency management for substance use disorders, behavioral activation, exposure therapy, and DBT chain analysis. Expert panelists will present evidence for each of these “first wave” practices, their conceptual basis, and their promise for adapting evidence-based practices to diverse adult clients. Specific topics will include data-driven design, misunderstandings of behavioral methods among contemporary researchers and clinicians, treatment development, evidence-base, recent developments and applications, and the pros and cons of adapting versus adopting foundational behavioral strategies.

Earn 1.5 continuing education credits

Strand 13A&B, Level 2

Panel Discussion 36

Using Just-in-time Adaptive Interventions to Better Meet Patients' Needs and Increase Access to Care

MODERATOR:

Bethany Teachman, Ph.D., University of Virginia

PANELISTS:

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

Bhanu Teja Gullapalli, Ph.D., Harvard University

Noah J. French, M.A., University of Virginia

Inbal Billie Nahum-Shani, Ph.D., University of Michigan

Primary Category: Technology/Digital Health

Key Words: *Technology / Mobile Health*

Our health care system is failing to meet the vast mental health care needs across the country, creating a serious treatment gap. The gap cannot be filled by an increase in providers alone, as even doubling the number of providers still would not fill the void. There is a clear need for innovative delivery models to expand access to care, which has led to increased attention focused on the potential of digital mental health interventions to help address the gap. These interventions tend to be low cost, scalable, and they can increase access to care by putting treatment in people's hands. Yet, despite their potential, there have been significant challenges with disseminating and implementing digital interventions in routine care, in part because sustained engagement with the programs has often been low as the programs have typically used a one-size-fits-all approach. Just-In-Time Adaptive Interventions (JITAI) hold tremendous potential for addressing these treatment gaps as they leverage mobile and sensing technologies to address the rapidly changing needs of individuals in real time, real-world settings, and can be personalized to better match people's needs and preferences. This panel brings together leading experts in JITAI development, mobile sensing, and mixed methods research that focuses on co-design and ethical implementation with patients and users. The panel will showcase the panelists' innovative, JITAI-related research across diverse populations, including anxious emerging adults, youth experiencing suicidal thoughts and behaviors, LGBTQ+ college students experiencing minority stress, Spanish-speaking anxious adults, and adults experiencing

a range of behavioral health challenges. The panel will discuss their progress, challenges faced, and the steps needed to advance JITAI research with a deployment focus so it can better integrate with clinical practice, along with novel implementation pathways. Together, the panel will discuss innovations in JITAI research that can allow digital interventions to better fulfill their promise of increasing access to care.

Earn 1.5 continuing education credits

Bolden 6, Level 2

Clinical Grand Round 3

Navigating Treacherous Waters in Pediatric OCD: Common Clinical Problems and Empirically Informed Recommendations

CHAIR:

Martin E. Franklin, Ph.D., Rogers Behavioral Health

PANELIST:

John Piacentini, ABPP, Ph.D., UCLA School of Medicine

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: OCD (*Obsessive Compulsive Disorder*), *Psychotherapy Process*, ERP (*Exposure and Response Prevention*)

Pediatric OCD is a psychiatric condition associated with substantive and clinically significant symptoms, comorbidity, and functional impairment that can extend into adulthood if untreated. Fortunately, the efficacy of treatments including cognitive-behavioral therapy (CBT) involving exposure plus response prevention (ERP), serotonin reuptake inhibitors (SRIs), and their combination is now well established. Drs. Franklin and Piacentini, both of whom have 30+ years of clinical and research expertise in developing, providing, evaluating, supervising, and disseminating ERP across the developmental spectrum, will focus on explicating common clinical barriers to achievement of optimal outcomes, including presentation of empirically supported strategies that should be brought to bear to mitigate the potentially pernicious effects of these factors. Specific pitfalls addressed will include low motivational readiness, unusual obsessional presentations (e.g., fears of being buried alive or trapped in someone else's dream), psychiatric comorbidity, family factors including accommodation, and clinical presentations related to disgust and incompleteness. Case examples and role play demonstrations will be emphasized throughout to highlight and demonstrate 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 detailed case presentations and audience clinical examples. Particular emphasis will be placed on provision of concomitant pharmacotherapy plus ERP services for pediatric OCD patients and their families who have already demonstrated prior partial or non-response to cognitive-behavioral, pharmacological, or combined treatment approaches. Other novel interventions will also be addressed.

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

- Recognize the three most common psychiatric comorbidities in pediatric OCD and the clinical strategies to mitigate their effects.
- Name the recommended strategies to address predictors of negative response including low motivation and disgust/incompleteness.
- Identify strategies used to address low patient motivation to change.
- Promote empirically supported techniques to address accommodation and encourage families to work towards productive solutions in treatment.
- Consider whether a concomitant medication consult may be needed to facilitate successful engagement and outcome.

Recommended Reading 1: Norris, L. A., Barker, D. H., Rosen, A. R., Kemp, J., Freeman, J., Benito, K. G., & Project Harmony Team (2025). What works for whom in pediatric OCD: Description of causally interpretable meta-analysis methods and report on trial data harmonization. *Psychological Medicine*, 55, e27, 1 - 11.

Recommended Reading 2: Cervin, M. McGuire, J. F., D'Souza, J. M., De Nadai, A. S., Aspvall, K., Goodman, W. K., & Storch, E. A. (2024). Efficacy and acceptability of cognitive-behavioral therapy and serotonin reuptake inhibitors for pediatric obsessive-compulsive disorder: A network meta-analysis. *Journal of Child Psychology and Psychiatry*, 65(5), 594-609.

Recommended Reading 3: 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.

Earn 1.5 continuing education credits

Foster 1, Level 2

Clinical Round Table 16

Therapist Perspectives on Caregiver Engagement: Barriers, Facilitators, and Solutions Across Diverse Intervention Settings and Developmental Stages

MODERATOR:

Rebecca Mirhashem, M.A., Stony Brook University

PANELISTS:

Jin Lee, Ph.D., Columbia University Medical Center

Natalie Javadi, Ph.D., Columbia University Medical Center

Alyssa Bernstein, LCSW, Columbia University Medical Center

Ohemaa Poku, Ph.D., Columbia University

Amanda Sanchez, Ph.D., George Mason University

Emily Wolodiger, Ph.D., Rush University Medical Center

Primary Category: Parenting / Families

Key Words: *Parenting, Child, Parent Training*

Effectively engaging caregivers in caregiver-mediated therapies is essential when delivering behavioral health interventions. Therapists working in publicly funded “usual care” settings experience unique challenges to engaging caregivers due to numerous systemic factors impacting families (e.g., economic disadvantage, health disparities, caregiver stress), yet little empirical research has centered these therapists’ experiences and insights. This panel addresses a critical training need by presenting novel qualitative research findings from a study of public mental health therapists working with diverse, multiply stressed caregivers in New York City, highlighting themes of perceived engagement barriers and therapist-recommended strategies to enhance caregiver engagement in child-focused treatments. Themes of engagement barriers include caregivers’ perceptual barriers to treatment engagement (e.g., beliefs about caregiver involvement), how caregivers’ own stress and mental health impacts clinical care, and workforce factors impacting care delivery

(e.g., high therapist caseloads). Panelists will discuss the relevance of these findings to parenting interventions across varied formats (e.g., individual, group, in-person, telehealth) for youth and young adults, offering clinical insights into how to effectively help caregivers navigate their children's emotional and behavioral difficulties across developmental stages, from problems of early childhood to emerging adulthood. Drawing on expertise in cognitive behavioral therapies, including Supportive Parenting for Anxious Childhood Emotions (SPACE), Launching Emerging Adults Program (LEAP), and behavioral parenting intervention groups, panelists will provide practical guidance for improving caregiver engagement across various clinical settings (e.g., diverse, low-income clinics, academic medical centers). Engagement strategies will build on empirical qualitative findings, including family advocacy, addressing caregiver beliefs, and flexible care delivery. Presenters will allow ample time for audience questions and appeal to both clinicians working with caregivers across various settings and researchers studying caregiver engagement.

Earn 1.5 continuing education credits.

Strand 1, Level 2

Symposium 50

Do Interventions for Children with ADHD Vary in Effectiveness by Family Socioeconomic Level?

CHAIRS:

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

Jenelle D. Nissley-Tsiopinis, Ph.D., Children's Hospital of Philadelphia & University of Pennsylvania Perelman School of Medicine

DISCUSSANT:

Linda J. Pfiffner, Ph.D., University of California San Francisco

All levels of familiarity with the material

Primary Category: Child /Adolescent - ADHD

Key Words: ADHD, Clinical Trial, Vulnerable Populations

Underrepresentation and Moderation of Parent Education Levels in ADHD Treatment Trials: A Meta-analysis

Steven W. Evans, Ph.D., Ohio University

Samantha Margherio, Ph.D., Virginia Polytechnic Institute and State University

Hannah J. Brockstein, M.S., Ohio University

Azadeh Bakhtiari, Ph.D., Ohio University

Organizational Skills Training for Students Ages 8-11: Variations in Treatment by Socioeconomic Status

Jenelle D. Nissley-Tsiopinis, Ph.D., Children's Hospital of Philadelphia & University of Pennsylvania Perelman School of Medicine

Jennifer A. Mautone, ABPP, Ph.D., University of Pennsylvania Perelman School of Medicine

Howard Abikoff, Ph.D., New York University Grossman School of Medicine

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

A. Russell Localio, J.D., M.A., MPH, M.S., Ph.D., University of Pennsylvania School of Medicine

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

Do Parent Education and Family Income Impact the Implementation and Outcomes of the Collaborative Life Skills (CLS) School-based ADHD Program: Examination Across Four Trials

Joshua Langfus, Ph.D., University of California, San Francisco

Lauren M. Haack, Ph.D., University of California San Francisco

Linda J. Piffner, Ph.D., University of California San Francisco

Earn 1.5 continuing education credits

Foster 2, Level 2

Symposium 51

Innovations in Relationship Care for Veterans and Their Loved Ones

CHAIR:

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

DISCUSSANT:

Dev Crasta, Ph.D., U.S. Department of Veterans Affairs

Basic level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Veterans, Treatment*

Building Relationships with Vitality and Engagement (BRAVE): A Mixed-methods Evaluation of a Pilot Trial of a One-day Workshop for Veterans and Their Romantic Partners

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

Lilian Dindo, Ph.D., Baylor College of Medicine

Malena Cramer, M.S., Baylor College of Medicine

Nicte Donis, B.A., Baylor College of Medicine

Mackenzie Shanahan, Ph.D., US Department of Veterans Affairs

Derrecka Boykin, Ph.D., Baylor College of Medicine

Merlyn M. Rodrigues, M.A., Baylor College of Medicine

Ken Woods, B.S., Other, VA South Central MIRECC

A Randomized Controlled Trial of Treatment for Relationships and Safety Together (TR&ST): A Couples Suicide Intervention

Chandra E. Khalifian, Ph.D., University of California, San Diego and Veterans Affairs San Diego Healthcare System

Sumire Lundell, B.A., VA San Diego Healthcare System/University of California, San Diego

Katherine Rashkovsky, B.S., VA San Diego Healthcare System/University of California, San Diego

Amy Hoang, B.A., VA San Diego Healthcare System

Faea Leifker, M.P.H., Ph.D., University of Utah

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

Colin Depp, Ph.D., VA San Diego Healthcare System

Shirley M. Glynn, Ph.D., VA Greater Los Angeles Healthcare System

Leslie Morland, Psy.D., National Center for PTSD

Do We Really Need to Talk About It? Informal Trauma Disclosure and PTSD Treatment

Laura Meis, Ph.D., Women's Health Sciences Division, National Center for PTSD

Siamak Noorbaloochi, Ph.D., Center for Care Delivery and Outcomes Research, Minneapolis VA

Brian Smith, Ph.D., Women's health Sciences Division, National Center for PTSD, VA Boston

Dawne Vogt, Ph.D., National Center for PTSD

Melissa Polusny, Ph.D. LP, Minneapolis VA/University of Minnesota

Afsoon Eftekhari, Ph.D., National Center For PTSD

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

Jessica Friedman, Ph.D., VA Greater Los Angeles

Emily Taverna, Ph.D., National Center for PTSD

Kristen Howard, Ph.D., Medical College of Wisconsin

Michele Spoont, PhD, Center for Care Delivery and Outcomes Research, Minneapolis Veterans Affairs Health Care System

Provider and Patient Outcomes from a National VA Training Initiative in Cognitive-behavioral Conjoint Therapy for PTSD

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

**A Case Study of the First Mdma-augmented Couple-based PTSD Treatment
Within the Veterans Health Administration**

Leslie Morland, Psy.D., National Center for PTSD

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

Bettye E. Chargin, B.S., VA San Diego Healthcare System

Tamara Wachsman, B.A., San Diego State University/University of California San Diego Joint Doctoral Program in Clinical Psychology

Chandra E. Khalifian, Ph.D., University of California, San Diego and Veterans Affairs San Diego Healthcare System

Dimitri Perivoliotis, Ph.D., Veterans Affairs San Diego Healthcare System/University of California San Diego Department of Psychiatry

Anne C. Wagner, Ph.D., Remedy / Toronto Metropolitan University Department of Psychology

Earn 2 continuing education credits

Celestin F, Level 3

Individual Oral Group 7

Adverse Experiences and Trauma in Youth

Primary Category: Mental Health Disparities

**Evaluation of a Developmentally Appropriate Trauma Screening Tool Among
Black And/or Latiné Adolescents with ADHD**

Victoria R. Grant O'Daniel, M.A., Loyola University Chicago

Zoe R. Smith, Ph.D., University of Denver

**The Impact of Out-of-home Placement on the Ethnic/racial Identity
Development Among Youth At-risk for Maltreatment**

*Ifunanya Ezimora, B.A., San Diego State University / University of California, San
Diego Joint Doctoral Program in Clinical Psychology*

Miguel T. Villodas, Ph.D., San Diego State University

**Pathways to Delinquency Among Latent Classes of Adolescents with Different
Combinations of Adverse Childhood Experiences**

Liana Parrish, B.A., San Diego State University

Kelly L. Rodriguez, B.A., San Diego State University

Simone J. Brown, M.A., San Diego State University

Miguel T. Villodas, Ph.D., San Diego State University

**Systematic Review Examining How Black Youth in the United States Cope with
Stressful and Traumatic Experiences**

Marcus Flax, M.A., Loyola University Chicago

Victoria R. Grant O'Daniel, M.A., Loyola University Chicago

Zoe R. Smith, Ph.D., University of Denver

**Patterns of Trauma Exposure Interact with Stress Reactivity to Predict Change in
Anxiety and Externalizing Symptoms in Youth**

Gretchen R. Perhamus, M.A., Medical University of South Carolina

Rachel Siciliano, Ph.D., Medical University of South Carolina

Tiffany Phu, Ph.D., Stanford University

Carla Kmett Danielson, Ph.D., Medical University of South Carolina

**Healing Together: The Role of Social Connectedness and Processing Parent
Adverse Childhood Experiences in Reducing Depression Among Parents of
Color in the Child Welfare Systems**

Yikai Xu, B.A., M.A., New York University

Hunter Crespo, M.A., The New School

Kelsey Armusewicz, Ph.D., Montefiore Einstein

**Reducing Mental Health Disparities by Integrating Trauma Informed,
Structurally Responsive Care in Underserved Community Settings for Youth
Exposed to Community Violence**

Lauren Brumley, Ph.D., West Chester University of Pennsylvania

Stevie N. Grassetti, Ph.D., West Chester University of Pennsylvania

Veronica Parris, Psy.D., West Chester University of Pennsylvania

Kyle Ross, M.A., West Chester University of Pennsylvania

Deborah Amoako-Atta, M.S., West Chester University of Pennsylvania

Vanessa Chery, B.S., B.A., West Chester University of Pennsylvania

Lynne Raju, M.S., MFT, West Chester University of Pennsylvania

Taylor Hamill, B.S., West Chester University of Pennsylvania

Angela Clarke, Ph.D., West Chester University of Pennsylvania

Earn 2 continuing education credits

Empire B, Level 2

Individual Oral Group 10

Behavioral Health Among Racially and Ethnically Minoritized Youth

Primary Category: Culture / Ethnicity / Race

The Role of Physical Activity and Emotional Reactivity in the Link Between Racial Discrimination and Youth Mental Health

Marina Wilson, M.S., Massachusetts General Hospital

Lorenza Dall'Aglia, Ph.D., Massachusetts General Hospital

Zoey Zhou, Massachusetts General Hospital

Randi Schuster, Ph.D., Massachusetts General Hospital/ Harvard Medical School

Karmel Choi, Ph.D., Massachusetts General Hospital

Writing Wrongs: A Clinical Trial of an Adapted Expressive Writing Activity for Minoritized Students at Predominantly White Institutions Who Experience Microaggressions

Cassidy M. Brydon Chesnut, M.S., Auburn University

Hailey E. Fox, M.S., Auburn University

Cristina Lopez, Ph.D., Medical University of South Carolina

Wendy Troop-Gordon, Ph.D., Auburn University

Tracy K. Witte, Ph.D., Auburn University

Familism Congruency and Mental Health Outcomes Within Hispanic/Latinx Youth and Their Parents in the ABCD Study®

Vanessa Diaz, M.A., University of Illinois at Chicago

Tara Mehta, Ph.D., University of Illinois at Chicago

Stressful Life Events and the Mental Health of Latine Youth: The Moderating Role of Racial/ethnic Identity

Thania Galvan, Ph.D., University of Georgia

Cindy Y. Argueta, B.S., University of Georgia

Andrea Rodriguez Crespo, M.A., Virginia Commonwealth University

Oswaldo Moreno, Ph.D., Virginia Commonwealth University

Ethical and Language Considerations for Therapy with Families with Limited English Proficiency: A Bilingual Spanish-language Case

Akila Gopalkrishnan, M.A., University of Southern Mississippi

Freddie Pastrana Rivera, Ph.D., University of Southern Mississippi

Josselyn Y. Telule, B.A., University of Southern Mississippi

Emily A. Cordova, M.A., University of Southern Mississippi

Kristy McRaney, Ph.D., University of Southern Mississippi

Stephanie D. Smith, Ph.D., University of Southern Mississippi

Postpartum Sleep and Relationship Satisfaction Among Black Mothers

Danielle Weber, Ph.D., University of North Carolina Greensboro

Justin A. Lavner, Ph.D., University of Georgia

Earn 2 continuing education credits

Strand 7, Level 2

Individual Oral Group 15

Technology 2

Primary Category: Child / Adolescent - Anxiety

Face-to-face versus Online Behavioral Parent Training for Young Children with ADHD: Child and Parent Outcomes

George J. DuPaul, Ph.D., Lehigh University

Lee Kern, Ph.D., Lehigh University

Bridget V. Dever, Ph.D., Lehigh University

Prevention and Treatment of Social Anxiety Disorder in Adolescents: Results of a Mixed Method Randomised Controlled Trial of a Guided Self-help Online Intervention

Stefanie J. Schmidt, Ph.D., University of Bern

Thomas Berger, Ph.D., University of Bern

Noemi Walder, Ph.D., University of Bern

Results from the First Randomized Controlled Trial of an Ai-enhanced Cognitive Behavioral Therapy Training Tool

Sarah L. Kopelovich, Ph.D., University of Washington School of Medicine

Victoria T. Shepard, B.S., University of Washington School of Medicine

Scott Baldwin, Ph.D., Brigham Young University

Rachel Brian, M.P.H., University of Washington School of Medicine

Roisin Slevin, B.S., Lyssn.io

Zac Imel, Ph.D., Lyssn.io

Improving Engagement in Self-guided Digital Mental Health Treatments: A Comparative Analysis of Digital Treatment as Usual vs. the Mind-us Program

Giovanni Ramos, Ph.D., University of California, Berkeley

A Pilot Study of a Video Game-based Organization and Planning Skills Intervention for Young Adolescents with ADHD

Brandon K. Schultz, East Carolina University

Steven W. Evans, Ph.D., Ohio University

Randomized Controlled Trial of a Brief, Web-based, Parenting Intervention to Reduce Child Anxiety Risk

Isaac A. Mirzadegan, Ph.D., University of California San Francisco

Sally Cole, M.A., Florida State University

Jason Cupp, B.A., University of the Cumberland

Andrew Garron, B.S., Florida State University

Greg Hajcak, Ph.D., Florida State University

Alexandria Meyer, Ph.D., Santa Clara University

Feasibility and Acceptability of a Smartwatch-based Ecological Momentary Assessment App to Assess Affective Response During Exercise

Elizabeth W. Lampe, M.S., Center for Technology & Behavioral Health, Dartmouth College

Carly Bobak, Ph.D., Research Computing and Data Services at Information, Technology and Consulting (ITC) at Dartmouth College

Hannah Edmonds, M.P.H., Alliance Foundation Trials, LLC

Sivakumar Kandasamy, B.S., Dartmouth Information, Technology and Consulting (ITC) at Dartmouth College

Calie Sorenson, B.A., Department of Psychiatry, Dartmouth Hitchcock Medical Center

Martha Bruce, Ph.D., Department of Psychiatry, Community and Family Medicine, and TDI, Geisel School of Medicine at Dartmouth

Kathleen Lyons, Department of Occupational Therapy, Massachusetts General Hospital Institute of Health Professions

Mary Chamberlin, M.D., Department of Medicine, Geisel School of Medicine at Dartmouth College

David Williams, Ph.D., Department of Behavioral and Social Sciences, Brown University

David Conroy, Ph.D., Department of Applied Exercise Science, University of Michigan

Courtney J. Stevens, Ph.D., Geisel School of Medicine at Dartmouth

Earn 2 continuing education credits

Strand 8, Level 2

Individual Oral Group 22

Suicide and Related Issues: Clinical and Implementation Approaches in Suicide Prevention

Primary Category: Dissemination & Implementation Science

Enhancing Culturally Competent Suicide Care: Lessons Learned and Adaptations to a Brief Crisis Care Intervention for Youth with Suicidality

Sarah Danzo, Ph.D., University of Washington

Jennifer M. Cadigan, Ph.D., University of Washington, Seattle

Eileen Twohy, Ph.D., University of Washington

Jessica Jenness, Ph.D., University of Washington School of Medicine

Molly Adrian, Ph.D., University of Washington

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

How Decades of Research on Exposure Therapy Can Help Clinicians Improve Their Suicide Prevention Practices

Emily M. Becker-Haimes, Ph.D., University of Pennsylvania

Jesslyn Jamison, Ph.D., University of Pennsylvania

Shari Jager-Hyman, Ph.D., University of Pennsylvania

Megan Brady, M.P.H., University of Pennsylvania

Kennedy Chatman, B.A., University of Pennsylvania

Gregory K. Brown, Ph.D., Perelman School of Medicine at the University of Pennsylvania

National Implementation of Suicide Safety Planning in the Veterans Healthcare Administration

Gabriela Khazanov, Ph.D., University of Pennsylvania/Philadelphia VA Medical Ctr

Policy Stakeholders Perceptions of Acceptability and Feasibility of Policy Strategies for Financing the Implementation of the 988 Suicide and Crisis Lifeline

Vivian Byeon, M.A., University of California, Los Angeles

Jonathan Purtle, New York University

Suicide as a Distinct Clinical Target: Reimagining CBT Research and Practice to Broaden Reach and Impact

David Rozek, ABPP, Ph.D., University of Texas Health Science Center at San Antonio

What Counts as Evidence in Suicide Prevention? Rethinking Outcomes, Impact, and Implementation

David Rozek, ABPP, Ph.D., University of Texas Health Science Center at San Antonio

The Straw That Breaks the Camel's Back: Public Healthcare Professionals' Perspectives on Behavioural Strategies for Suicide Prevention in South Africa

Norik Kirakosian, M.S., University of Miami

Stephan Rabie, Ph.D., University of Cape Town

John A. Joska, Ph.D., University of Cape Town

Andreas Hass, Ph.D., University of Bern

Earn 2 continuing education credits

Strand 9, Level 2

Individual Oral Group 26

LGBT: Minority Stress Mechanisms and Psychological Outcomes

Primary Category: LGBTQ+

Identity-related Stress and Obsessive-compulsive Disorder Symptoms in Sexual and Gender Minority Individuals: Testing the Cognitive Behavioral-minority Stress Model

Caitlin M. Pinciotti, Ph.D., Baylor College of Medicine

Brian Feinstein, Ph.D., Rosalind Franklin University

The Roles of Expectations of Rejection and Defensive Affect in Depression and Aggression Among Sexual Minority Adults

Zig Hinds, M.S., Rosalind Franklin University of Medicine and Science

Brian Feinstein, Ph.D., Rosalind Franklin University

Fallon Goodman, Ph.D., George Washington University

Examining the Prospective Multiplicative Effects of Multiple Sources of Minority Stress on Internalizing Disorders in Cisgender Sexual Minority Men and Women of Color

Ciara S. Venter, M.S., University of Massachusetts Amherst

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

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

Multilevel Sexual Stigma and Anxiety and Depressive Symptoms Among Sexual Minority Adolescents

Jennifer N. Cutri, B.S., M.S., University of Georgia

Justin A. Lavner, Ph.D., University of Georgia

Ethan H. Mereish, Ph.D., University of Maryland- College Park

Ryan J. Watson, University of Connecticut

Within-person Associations Between Minority Stressors and Mental Health: Resilience as a Moderator

Charlie Giraud, M.S., University of Cincinnati

Michael Newcomb, Ph.D., Northwestern University Feinberg School of Medicine

Sarah Whitton, Ph.D., University of Cincinnati

SUNDAY

Reverberations of the Past: Defining and Exploring the Concept of Historical Trauma in Relation to the Health of LGBTIQ+ People

Bryan N. Cochran, Ph.D., The University of Montana

Bennett Ilac, B.S., University of Montana

Harris E. Bajwa, B.A., University of Montana

Lauren N. Schulte, University of Montana

Mallarie Apodaca, University of Montana

Hillary Powell, Ph.D., University of Montana

Paul Kwon, Ph.D., University of Nevada, Reno

Heterosexist Discrimination and Prospective Self-harm Among Sexual Minority Men: A Moderated Mediation Model

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

Benjamin F. Shepherd, M.S., M.Ed., Center for Multicultural Training in Psychology,

Boston University School of Medicine & Boston Medical Center

Earn 2 continuing education credits

Imperial 9, Level 4

Individual Oral Group 27

LGBT: Intersectionality, Syndemics, and Health Behaviors

Primary Category: LGBTQ+

Examining the Prospective Multiplicative Effects of Racism and Sexual Minority Stress on Disordered Eating in Sexually Diverse Men of Color

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

Marley Billman Miller, M.S., Auburn University

Vani Kakar, Ph.D., University of the Pacific

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

Examining the Negative Impact of Traditional and Age-related Syndemic Conditions on Quality of Life Among Older Sexual Minority Men in Florida

Elliott R. Weinstein, M.P.H., Ph.D., Massachusetts General Hospital

Tiffany R. Glynn, Ph.D., Brigham and Women's Hospital / Massachusetts General Hospital / Harvard Medical School

Raymond Balise, Ph.D., University of Miami

Gail Ironson, M.D., Ph.D., University of Miami

Daniel Jimenez, Ph.D., University of Miami

Audrey Harkness, Ph.D., University of Miami

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

Gender Euphoria Is My Reason for Living: Findings from a Pilot Feasibility and Acceptability Trial of BCBT for SGM Folks

Rosie R. Bauder, M.P.H., Ph.D., The Ohio State University

Jarrod M. Hay, B.S., The Ohio State University

Emma Unruh-Dawes, M.S., The Ohio State University

James S. McGraw, Ph.D., The Ohio State University Wexner Medical Center

Kathryn A. Fassih, B.S., The Ohio State University

Lauren Pierce, M.P.H., M.A., LPC, The Ohio State University

Does State-level Restrictive Policy Predict Mental Health Outcomes Among Transgender and Gender Diverse Veterans?

Allison Peipert, Ph.D., Indiana University

Tracy Simpson, Ph.D., VA Puget Sound Health Care System

Amy Jeon, M.S., VA Puget Sound Health Care System

Alyson J. Littman, Ph.D., VA Puget Sound Health Care System

Gender Identity as a Potential Moderator Between College Belonging and Heavy Episodic Drinking

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

Bradley T. Conner, Ph.D., Colorado State University

Validation of the Stimulant Use Motives Scale and Assessing Its Relationship to Psychosocial and Sexual Health Variables Among Men Who Have Sex with Men in the U.S

Juan A. Esquivel Mendoza, M.S., University of Miami

Elliott R. Weinstein, M.P.H., Ph.D., Massachusetts General Hospital

Alexandra Porras, B.A., University of Miami

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

Katie B. Biello, M.P.H., B.A., Ph.D., Brown University School of Public Health

Matthew J. Mimiaga, Ph.D., University of California Los Angeles

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

Earn 2 continuing education credits.

Imperial 11, Level 4

Individual Oral Group 28

LGBT: Relationships, Family, and Community Context

Primary Category: LGBTQ+

The Role of Collective and Individual Self-esteem on Depression and Sexual Risk Behavior of Indian Men Who Have Sex with Men

Bharat Bharat, M.A., University of Miami

Spencer C. Evans, Ph.D., University of Miami

Beena Thomas, Ph.D., Department of Social and Behavioral Research, National Institute for Research in Tuberculosis

Marc Puccinelli, ABPP, Ph.D., University of Miami

Vinoth Balu, Other, National Institute for Research in Tuberculosis, Indian Council of Medical Research

Alpana Dange, Humsafar Trust

Shruti Rawat, M.S., Humsafar Trust

Kari Kalan, National Institute for Research in Tuberculosis, Indian Council of Medical Research

Conall M. O'Cleirigh, Ph.D., Massachusetts General Hospital

Kenneth Mayer, M.D., Harvard Medical School

C. Andres Bedoya, Ph.D., Massachusetts General Hospital

Matthew J. Mimiaga, Ph.D., Other, University of California Los Angeles

Katie B. Biello, M.P.H., B.A., Ph.D., Brown University School of Public Health

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

The Impact of Family Sexual Minority Discrimination, Internalized Sexual Stigma, and Perceived Family Gossip on Suicidal Ideation in Sexual Minority Individuals

Genesis M. Saenz Escalante, M.S., University of Miami

Daisy Lopez, Ph.D., University of California Los Angeles

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

The Role of Family Attitudes Toward Bisexuality in Bisexual+ Adults' Minority Stress, Identity Affirmation, Mental Health and Substance Use

Anna L. Gilmour, Ph.D., Rosalind Franklin University of Medicine and Science

Kate Dorrell, M.S., Rosalind Franklin University of Medicine and Science

Emily Bettin, B.A., Rosalind Franklin University of Medicine and Science

Brian Feinstein, Ph.D., Rosalind Franklin University

Navigating Uncertainty: Assessing the Immediate Impact of Anti-trans Executive Orders on Transgender Clients, Parents, and Providers

Caelyn Nordman, B.S., Boston College School of Social Work

Patrick Mulkern, LCSW, LICSW, MSW, Boston College

Madelaine Condon, B.A., Boston College

Maggi A. Price, Ph.D., Boston College

Effects of Romantic and Sexual Relationship Involvement on Depression and Substance Use Problems Among Transgender Young People

Sarah Whitton, Ph.D., University of Cincinnati

Gregory Swann, M.A., M.S., Northwestern University Feinberg School of Medicine

Daniel Ryan, M.S., Northwestern University Feinberg School of Medicine

Michael Newcomb, Ph.D., Northwestern University Feinberg School of Medicine

News Exposure and Social Support on LGBTQIA+ People's Feelings of Community Safety and Acceptance

Madeline E. Poupard, B.A., Stony Brook University

Annesa Flentje, Ph.D., Stanford University

Noah Williamson, B.A., Stony Brook University

Laura K. Jans, M.A., Stony Brook University

Rafael Esteva Hache, B.A., Stony Brook University

Akshita Arora, B.A., Stony Brook University

Nguyen Tran, M.P.H., Ph.D., Stanford University

Juno Obedin-Maliver, M.D., MAS, MPH, Stanford University

Mitchell R. Lunn, M.D., M.S., Stanford University

Briana Last, Ph.D., Stony Brook University

The Impact of Rejection Sensitivity and Romantic Relationship Satisfaction on Sexual Health Communication Among Partnered Adolescent Sexual Minority Males

Trey V. Dellucci, Ph.D., Indiana University

Zachary Adams, Ph.D., Indiana University

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

Earn 2 continuing education credits

Imperial 12, Level 4

Individual Oral Group 29

Biopsychosocial Predictors of Substance Use

Primary Category: Trauma and Stressor Related Disorders and Disasters

Vicarious Exposure to Heterosexism-based Stress Elicits Alcohol, Cannabis, and Nicotine Craving Among Sexual Minority Young Adults: An Experimental Study

Ethan H. Mereish, Ph.D., University of Maryland- College Park

Hannah G. Vanlandingham, B.S., University of Maryland- College Park

Robert Miranda, Jr., ABPP, Ph.D., Brown University

County-level Cisheterosexism, Anti-black Racism, and Alcohol Use Among Black, Other People of Color, and White Sexual and Gender Minority Adolescents

Jessica R. Abramson, B.A., University of Maryland

Yang Liu, Ph.D., University of Maryland, College Park

Ryan J. Watson, University of Connecticut

Ethan H. Mereish, Ph.D., University of Maryland- College Park

The Effects of Emotion Dysregulation on the Time-varying Associations Between Posttraumatic Stress Symptoms and Opioid Cravings Among Individuals Who Use Opioids

Alexa Raudales, M.A., Brown University

Leslie Brick, Ph.D., Brown University

Heather Schatten, Ph.D., Butler Hospital & Brown University

Nicole Weiss, Ph.D., University of Rhode Island

Tailored Motivational Interviewing Reduces Substance Use and Sexual Risk Taking Among Partnered Sexual Minority Men Aged 18 to 35: Results of the PARTNER Study

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

Joseph Hillesheim, M.A., Hunter College, City University of New York

Juan Castiblanco, Hunter College, City University of New York

Gabriel Robles, Ph.D., LCSW, University of Southern California

Kory Kÿre, B.S., Hunter College, City University of New York

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

Microaggressions and Alcohol/cannabis Use at the Daily Level Among Sexual and Gender Minority Older Adults

Christina Dyan, Ph.D., The Ohio State University

The Role and Impact of Insomnia Among Veterans Receiving Treatment for PTSD and AUD

Jane Park, B.S., Arizona State University

Alexandra Klein, Ph.D., VA San Diego Healthcare System/University of California, San Diego

Mark Dyachuk, University of California, San Diego

Matthew Thomas Luciano, Ph.D., VA San Diego Healthcare System/University of California, San Diego

Kaitlyn E. Panza, Ph.D., VA San Diego Healthcare System

Sonya Norman, Ph.D., National Center for PTSD

Minimal Progress Toward Sustainment: 10-year Replication of Substance Use EBP Sustainment Trajectories and Associations with Implementation Characteristics

Alex R. Dopp, Ph.D., RAND

Michelle Bongard, M.S., RAND Corporation

Bing Han, Ph.D., Kaiser Permanente Southern California

Grace M. Hindmarch, B.S., RAND Corporation and University of California, Los Angeles

Baji Tumendemberel, B.A., RAND Corporation

Mekdes Shiferaw, B.A., RAND Corporation

Sapna J. Mendon-Plasek, Ph.D., MSW, RAND Corporation

George T. Timmins, M.P.H., RAND Corporation

Kendal Reeder, M.A., University of California Los Angeles

Philip M. Pantoja, M.A., RAND Corporation

Danielle Schlang, M.A., RAND Corporation

Lora L. Passetti, M.S., Chestnut Health Systems

Mark D. Godley, Ph.D., Chestnut Health Systems

Sarah B. Hunter, Ph.D., RAND Corporation

Earn 2 continuing education credits

Celestin A, Level 3

Individual Oral Group 30

Youth Treatment: Intervention Development and Implementation

Primary Category: Child / Adolescent - Externalizing

Feasibility and Acceptability of Adoption-specific Therapy (ADAPT) for Youth Adopted from Foster Care - A Pilot Study

Berta Erika Luis Sanchez, Ph.D., University of California Los Angeles TIES for Families

Matthew Ruderman, M.Ed., Ph.D., University of California Los Angeles

Audra Langley, Ph.D., University of California Los Angeles TIES for Families/ UCLA-Semel Institute for Neuroscience

Jill Waterman, Ph.D., University of California Los Angeles TIES for Families

Enhancing Behavioral Parent Training for Parents with ADHD: Addressing Key Barriers to Improve Treatment Outcomes

Lauren M. Friedman, Ph.D., Arizona State University

Gabrielle L. Fabrikant-Abzug, M.A., Arizona State University

Lindsay C. Chromik, M.A., M.S., Arizona State University

Design and Methodological Recommendations for Implementation Research to Enhance Mental Health Equity Among Transgender Youth

Maggi A. Price, Ph.D., Boston College

Miya Barnett, Ph.D., University of California, Santa Barbara

Alison Cerezo, Ph.D., University of California, Santa Barbara

Sarabeth Broder-Fingert, M.P.H., M.D., UMASS Chan Medical School

Em Matsuno, Ph.D., Arizona State University

When Common Elements Are Not Always Common: A Descriptive Visualization of Mental Health Treatment Practices for Youth

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

Eric Daleiden, Ph.D., PracticeWise, LLC

Marie Chorpita, B.A., SpaceX

Bruce F. Chorpita, Ph.D., University of California Los Angeles

Gamified Attention Bias Modification Training to Augment CBT for Youth Anxiety Disorders: Clinical Insights from a Randomized Controlled Trial

Meghan E. Byrne, Ph.D., National Institute of Mental Health

Simone P. Haller, Ph.D., National Institute of Mental Health

Julia Linke, Ph.D., University of Freiburg, Freiburg im Breisgau, Germany

Krystal M. Lewis, Ph.D., National Institute of Mental Health

Erin Berman, Ph.D., National Institute of Mental Health

Lauren M. Henry, Ph.D., National Institute of Mental Health

David Pagliaccio, Ph.D., New York State Psychiatric Institute

David Quezada, B.S., University of California, San Francisco School of Medicine

Marisa Meyer, B.S., Temple University

Rany Abend, Ph.D., Reichman University

Katharina Kircanski, Ph.D., National Institute of Mental Health

Wendy K. Silverman, ABPP, Ph.D., Yale University

Amit Lazarov, Ph.D., Tel Aviv University

Yair Bar-Haim, Ph.D., Tel Aviv University

Melissa A. Brotman, Ph.D., National Institute of Mental Health

Daniel S. Pine, M.D., National Institute of Mental Health

Implementation of a Novel Measurement Feedback System for Youth

Miranda E. Wood, B.A., University of Missouri-Columbia

Kristin M. Hawley, Ph.D., University of Missouri-Columbia

A User-centered Approach to Develop a Psychosocial Treatment for Youth with Severe Disruptive and Callous Behaviours

Joyce Lui, Ph.D., Concordia University

Jennifer Diep, M.A., Concordia University

Ellfie Chen, B.A., Concordia University

Anna Can, Concordia University

Earn 2 continuing education credits

Celestin B, Level 3

Individual Oral Group 31

Youth Treatment: Family, Community, & Shared Decision Making

Primary Category: Health Psychology / Behavioral Medicine - Child

Impact of State Parental Consent Legislation on Treatment Access and Attitudes Among Adolescents with Depression

Amanda Smock, B.S., Northwestern University Feinberg School of Medicine

Tubanji Walubita, Northwestern University

Shannon Hill, Northwestern University

Andy Rapoport, M.P.H., Northwestern University

Issac Ahuwia, Stonybrook University

Mallory Dobias, B.Sc., Northwestern University

Juan Pablo Zapata, Northwestern University

Jessica L. Schleider, Ph.D., Northwestern University

Community-driven Innovations in the Development of a Self-advocacy Tool for Youth with Variations in Sex Characteristics

Sanam A. Parwani, B.A., Children's National Health System

Alejandro Todd, B.S., Children's National Hospital

Hailey Umbaugh, B.S., Nationwide Children's Hospital

Amy C. Tishelman, Ph.D., Boston College

Canice E. Crerand, Ph.D., Nationwide Children's Hospital

John F. Strang, Psy.D., Children's National Hospital

Noi Liang, Patient advocate and educator

Hispanic and Latino Family Involvement in the Treatment of Child Anxiety: Parents and Clinicians' Perspectives

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

Maria Morales, M.A., M.S., Florida International University

Geraldine D. Cadet-Miller, B.A., M.S., Florida International University

Steffano D'Aquaro, Florida International University

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

Building Bridges Between the Evidence Base and Patient Preferences: Practical Steps for Shared Decision-making in Youth Mental Health Care

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

Lindsay Holly, Ph.D., Marquette University

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

A Qualitative Study on Parent-related Determinants to Affirming Mental Health Therapy with Transgender Youth

Madelaine Condon, B.A., Boston College

Caelyn Nordman, B.S., Boston College School of Social Work

Cecilia Rabayda, B.A., Boston College

Patrick Mulkern, LCSW, LICSW, MSW, Boston College

Maggi A. Price, Ph.D., Boston College

Examining Community Parent Perspectives on Youth Mental Health EBS Through the Theory of Planned Behavior: Results from a National Study

Jinke Sun, M.A., University of Hawai'i at Manoa

Dorian Higashi, B.S., University of Hawai'i at Manoa

Josh Venus, B.S., University of Hawai'i at Manoa

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

How Should Parents Talk with Children About School Gun Violence? A Content Analysis of Published Advice

Laura G. McKee, Ph.D., Ph.D., Georgia State University

Alanah Claybaugh, University of North Carolina at Chapel Hill

Mary G. Baumann, M.Ed., Vanderbilt University

Skyler Hughes, M.Ed., Vanderbilt University

Emily K. Tan, B.A., Georgia State University

Jon S. Ebert, Psy.D., Vanderbilt University Medical Center

Tarah Kuhn, Ph.D., Vanderbilt University Medical Center

Deborah J. Jones, Ph.D., University of North Carolina Chapel Hill

Bruce E. Compas, Ph.D., Vanderbilt University

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Celestin C, Level 3

Individual Oral Group 32

Youth Mental Health: Symptom Trajectories, Assessment, and Risk Profiles

Primary Category: LGBTQ+

Characterizing Symptom Trajectories for Youth Participating in the FAST Program: An Integrated Primary Care Intervention

Aurora E. Green, B.A., University of Maine

Erin S. Schoenfelder Gonzalez, Ph.D., Seattle Children's

Nathaniel Jungbluth, Ph.D., Seattle Children's Hospital

Jessica Jenness, Ph.D., University of Washington School of Medicine

Mary Ann Woodruff, M.D., Pediatrics Northwest

Wendy Pringle, HopeSparks Family Services

China R. Bolden, Ph.D., University of Washington School of Medicine

Jennifer B. Blossom, Ph.D., University of Maine

Latent Profiles of Mood: Toward an Empirical Definition of Mixed Mood in Youth

Elizabeth Wilson, M.A., University of North Carolina at Chapel Hill

Elizabeth Andersen, Ph.D., University of North Carolina at Chapel Hill

Eric A. Youngstrom, Ph.D., Nationwide Children's Hospital & The Ohio State University

Characterizing Latent Class Profiles of Young Adolescents Presenting to the Emergency Department

Marianne Chirica, M.S., Indiana University

Lauren M. O'Reilly, Ph.D., Indiana University School of Medicine

Steven A. Miller, Ph.D., Rosalind Franklin University of Medicine and Science

Casey A. Pederson, Ph.D., Indiana University School of Medicine

Cheryl A. King, ABPP, Ph.D., University of Michigan

I Just Take Their Lead: Support Among Transgender and Gender Diverse Youth and Their Caregivers

Allura L. Ralston, Ph.D., Millersville University

Serina Applebaum, B.S., Yale University School of Medicine

Jessica Duda, M.S., Yale University

Tristan Marvin Z. Z. Uy, M.P.H., M.D., Yale University School of Medicine

Christy L. Oleszski, Ph.D., Yale University School of Medicine

Discrimination and Depressive Symptoms Among Sexual Minority Young Adults: The Role of Relationship Status, Quality, and Support

Daphne Liu, Ph.D., University of Denver

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

Stephan A. Brandt, M.A., Stony Brook University

TJ Sullivan, Ph.D., Yale School of Public Health

Benjamin A. Swerdlow, Ph.D., Lake Forest College

Joanne Davila, Ph.D., Stony Brook University

Longitudinal Trajectories of Family Support and Their Impact on the Mental Health of Transgender Youth: A Mixed Methods Analysis

Bree K. Horrocks, M.Ed., Children's Health – Children's Medical Center/University of Texas Southwestern Medical Center

Laura Kuper, ABPP, Ph.D., Children's Health – Children's Medical Center/University of Texas Southwestern Medical Center

Victoria Cantu, B.S., Children's Health – Children's Medical Center/University of Texas Southwestern Medical Center

Jayne Palka, Ph.D., Children's Health – Children's Medical Center/University of Texas Southwestern Medical Center

Interventions for Gender Dysphoria and Related Health Problems in Transgender and Gender-expansive Youth: A Systematic Review

Allison Peipert, Ph.D., Indiana University

John F. Buss, M.A., Indiana University

Robinson De Jesús-Romero, Ph.D., NYU Langone

Keytin Palmer, RAND Corporation

Lorenzo Lorenzo-Luaces, Ph.D., Indiana University

Alex R. Dopp, Ph.D., RAND Corporation

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Celestin G, Level 3

Individual Oral Group 34

Along the Treatment Cascade of Eating Disorders

Primary Category: Eating Disorders

Prevalence and Correlates of Primary and Secondary Exercise Dependence: A Theory-driven Evaluation and Comparison

Christina Sanzari, M.A., Medical University of South Carolina

McKenzie Miller, Ph.D., Albany Medical Center

Julia M. Hormes, Ph.D., University at Albany, State University of New York

Examining Effects of Appearance-related Preoccupations and Safety Behaviors in Body Dysmorphic Disorder: An Ecological Momentary Assessment Study

Nicola Hohensee, Ph.D., University of Münster & Yale University

Fanny A. Dietel, Ph.D., University of Osnabrueck, Germany

Johanna Schulte, Ph.D., University of Münster

Philipp Doeblér, TU Dortmund University - Department of Statistics

Nadja Klein, Other, Karlsruhe Institute of Technology

Ulrike Buhlmann, Ph.D., University of Muenster

Affect, Food Craving, and Momentary Demand as Reinforcement Mechanisms of Loss-of-control Eating: an Ecological Momentary Assessment Approach

Emily K. Burr, M.S., University of Central Florida

Lidia Z. Meshesha, Ph.D., University of Central Florida

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

Stephen Wonderlich, Ph.D., Sanford Research

Glen Forester, Ph.D., Sanford Center for Biobehavioral Research

Lauren Schaefer, Ph.D., Sanford Center for Biobehavioral Research

Maladaptive Posttraumatic Beliefs Predict Later Disordered Eating Behaviors

Alexandra D. Convertino, Ph.D., California State University Dominguez Hills

Rebecca Mendoza, B.A., George Mason University

Aaron J. Blashill, Ph.D., San Diego State University

It's Complicated: Personalized Symptom Models of Eating Disorder and OCD Comorbidity

Irina A. Vanzhula, Ph.D., University of Louisville

Sofie Glatt, B.A., The University of Louisville

Rachael Mishkind, B.A., The University of Louisville

Joseph F. McGuire, Ph.D., Johns Hopkins University School of Medicine

Cheri A. Levinson, Ph.D., University of Louisville

**Acceptability and Feasibility of a Digital Mindfulness-based Intervention for
Anorexia Nervosa and Bulimia Nervosa: A Pilot Trial**

Margaret Sala, Ph.D., Ferkauf Graduate School of Psychology

Hedy Kober, Ph.D., University of California at Berkeley

Cheri A. Levinson, Ph.D., University of Louisville

Corey R. Roos, Ph.D., Yale University School of Medicine

**Analysis of Feedback Provided During a Self-guided Imaginal Exposure
Intervention for Eating Disorders**

Rachel Butler, Ph.D., Transylvania University

Meg Kitchen, Transylvania University

Cheri A. Levinson, Ph.D., University of Louisville

Earn 2 continuing education credits.

Celestin H, Level 3

Individual Oral Group 35

Eating, Feeding, and Gastrointestinal Disorders

Primary Category: Adult- Health Psychology / Behavioral Medicine

**Disrupted Interoceptive Awareness in Functional Dyspepsia and Its Associations
with Symptom Severity, Gastrointestinal Anxiety, Fear of Food, and Appetite**

*Abigail G. Dalton, B.S., Eating Disorders Clinical and Research Program, Massachusetts
General Hospital*

Blythe Peterson, B.A., Massachusetts General Hospital

*Micaela Atkins, M.D., MassGeneral for Children's Gastroenterology & Nutrition,
Pediatric*

*Rebecca A. Karlson, B.S., Center for Neurointestinal Health, Massachusetts General
Hospital*

Kyle Staller, M.P.H., M.D., Massachusetts General Hospital

*Lauren Shabazian, Neuroendocrine and Gastroenterology Units Massachusetts
General Hospital*

Benjamin Wasserman, Neurogastroenterology Massachusetts General Hospital

*Lukas Van Oudenhove, M.D., Ph.D., Translational Research Center for Gastrointestinal
Disorders, University of Leuven*

Laurie Keefer, Ph.D., Icahn School of Medicine at Mount Sinai

Elizabeth A. Lawson, M.D., Massachusetts General Hospital/Harvard Medical School

*Jennifer J. Thomas, Ph.D., Mass General Psychiatry: Eating Disorders Clinical and
Research Program*

Braden Kuo, M.D., Mass General Gastroenterology

*Roberta Sclocco, Ph.D., Department of Medicine Massachusetts General Hospital and
Harvard Medical School*

*Kendra R. Becker, Ph.D., Mass General Psychiatry: Eating Disorders Clinical and
Research Program*

Helen Burton-Murray, Ph.D., Department of Psychiatry at Mass General

Relative Contributions of Gastrointestinal-specific Hypervigilance and Anxiety in Explaining Eating Disorder Symptoms

Gabriella A. Pucci, M.S., Ochsner Health

Naomi G. Hill, M.S., Ohio University

Zoe Schneider, B.S., Carnegie Mellon University

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

Helen Burton-Murray, Ph.D., Department of Psychiatry at Mass General

Livia Guadagnoli, Ph.D., KU Leuven

K. Jean J. Forney, Ph.D., Ohio university

Estimating Longitudinal Eating Disorder Symptom Dimensions Across Time and Within Individuals to Inform Just-in-time Interventions

Sofie Glatt, B.A., James J. Peters VA Medical Center

Irina A. Vanzhula, Ph.D., University of Louisville

Cheri A. Levinson, Ph.D., University of Louisville

Anticipatory and Consummatory Pleasure in a Partial Hospitalization Eating Disorder Sample

Christina Felonis, Ph.D., University of California San Diego Health

Susan Murray, Ph.D., Princeton Center for Eating Disorders

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

A Network Analysis of Avoidant/restrictive Eating, GI Symptoms, and the Impact of a Gluten Free Diet in a Celiac Disease Sample

Madison Hooper, M.A., M.Ed., University of Louisville

Katrina S. Rbeiz, M.S., Vanderbilt University

Hana F. Zickgraf, Ph.D., Rogers Behavioral Health

Adults with Avoidant/restrictive Food Intake Disorder and Functional Dyspepsia Have Heightened Sensitivity to Mechanical Pain in the Abdomen

Rebecca A. Carlson, B.S., Center for Neurointestinal Health, Massachusetts General Hospital

Blythe Peterson, B.A., Massachusetts General Hospital

Abigail G. Dalton, B.S., Eating Disorders Clinical and Research Program, Massachusetts General Hospital

Micaela Atkins, M.D., MassGeneral for Children's Gastroenterology & Nutrition, Pediatric

Kyle Staller, M.P.H., M.D., Massachusetts General Hospital

Lauren Shabazian, Neuroendocrine and Gastroenterology Units Massachusetts General Hospital

Lukas Van Oudenhove, M.D., Ph.D., Translational Research Center for Gastrointestinal Disorders, University of Leuven

Laurie Keefer, Ph.D., Icahn School of Medicine at Mount Sinai

Roberta Sclocco, Ph.D., Department of Medicine Massachusetts General Hospital and Harvard Medical School

Kendra R. Becker, Ph.D., Mass General Psychiatry: Eating Disorders Clinical and Research Program

Elizabeth A. Lawson, M.D., Massachusetts General Hospital/Harvard Medical School

Jennifer J. Thomas, Ph.D., Mass General Psychiatry: Eating Disorders Clinical and Research Program

Braden Kuo, M.D., Mass General Gastroenterology

Samantha M. Meints, Ph.D., Brigham and Women's Hospital / Harvard Medical School

Robert Edwards, Ph.D., Brigham and Women's Hospital / Harvard Medical School

Helen Burton-Murray, Ph.D., Department of Psychiatry at Mass General

Eating Anxiety and Avoidance Tendencies in Adolescents and Young Adults with Restrictive Eating Disorders

Jamal H. Essayli, Ph.D., Penn State College of Medicine

Ava Pasewicz, B.A., Penn State Milton S. Hershey Medical Center

Marley Billman Miller, M.S., Auburn University

Elijah Akinade, M.P.H., Edward Via College of Osteopathic Medicine

Susan Lane-Loney, Ph.D., Penn State College of Medicine

Earn 2 continuing education credits

Empire A, Level 2

Individual Oral Group 36

Topics in Depression

Primary Category: Couples / Close Relationships

Tired and Sad: Affective Overlap Between Sadness and Tiredness in Depression

Ellen Wittler, M.S., Rutgers University

Evan M. Kleiman, Ph.D., Rutgers University

Shalom Noach Jaffe, M.A., Fairleigh Dickinson University

Investigating Sexual Dysfunctions from a Hitop Perspective: Associations with Depression, Anxiety, and Mindfulness in Polish Women

Małgorzata Gambin, Ph.D., University of Warsaw

Marianna Kabata, M.A., University of Warsaw

Temporal Dynamics of Experiential Avoidance and Loneliness in Adolescents with Major Depressive Disorder

Kelly V. Klein, M.A., American University and NIMH

Tahjane Givens, B.A., National Institute of Mental Health

Kenneth Towbin, M.D., National Institute of Mental Health

Daniel S. Pine, M.D., National Institute of Mental Health

Katharina Kircanski, Ph.D., National Institute of Mental Health

Active versus Passive Activity Engagement: Testing a Core Premise of Behavioral Activation

Lucas S. LaFreniere, Ph.D., Skidmore College

Kaitlynn Fravel, B.A., Skidmore College

Racial/ethnic Identity Moderates Changes in Skill Use and Therapeutic Alliance but Not Anxiety or Depression in the Unified Protocol

Matthew W. Southward, Ph.D., The Ohio State University

Alexander Urs, M.S., University of Kentucky

Thomas Adams, Ph.D., Yale University School of Medicine

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

Executive Functioning and Relapse to Depression: Prospective Associations and Underlying Mechanisms

Leanne Quigley, Ph.D., Ferkauf Graduate School of Psychology, Yeshiva University

Stephen Perkovic, B.A., York University

Lena C. Quilty, Ph.D., Centre for Addiction and Mental Health

**Marital Discord and Incidence of Major Depression in Older Adults: A
Propensity Score Matching Analysis**

Mark A. Whisman, Ph.D., University of Colorado Boulder

Pia Elizabeth Sellery, B.A., M.A., University of Colorado Boulder

Savannah M. Boyd, M.S., The University of Arizona

David A. Sbarra, Ph.D., University of Arizona

Earn 2 continuing education credits

Empire C, Level 2

Individual Oral Group 38

Trial Outcome and Design Issues

Primary Category: Criminal Justice / Forensics

The Acceptability and Feasibility of Acceptance and Commitment Therapy for Moral Injury (ACT-MI): Results from a Randomized Controlled Pilot Trial

Lauren M. Borges, Ph.D., Rocky Mountain MIRECC; University of Colorado School of Medicine Anschutz Medical Campus, Department of Psychiatry

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

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

Kent Drescher, Ph.D., National Center for PTSD

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

Extending the Reach of TF-CBT Integrating Racial Socialization (TF-CBT+RS): Data from Group Delivery of TF-CBT+RS in Three Community Contexts

Amy Hyoeun Lee, Ph.D., Hofstra University

Lillian Alford, M.S., Hofstra University

Nevita George, M.A., Hofstra University

Laura Godfrey, M.A., Hofstra University

Kristin Bernard, Ph.D., Stony Brook University

Isha W. Metzger, Ph.D., Georgia State University

Acceptability and Feasibility of Mindfulness and Modification Therapy (MMT) for Dysregulated Behaviors in a Prison Population

Leslie D. Unger, M.A., University of North Dakota

John Paul Legerski, Ph.D., University of North Dakota

Peggilee Wupperman, Ph.D., City University of New York - John Jay College of Criminal Justice

Maximizing Knowledge Mobilization: What Works Best? Comparing Self-directed and Non-self-directed Digital Stress Management Resources

Laurianne Bastien, M.A., McGill University

Jessica Mettler, Ph.D., McGill University

Bilun Naz Böke, Ph.D., McGill University

Katie Hartwick, M.Ed., McGill University

Giulia Riondino, B.A., University of Calgary

Victoria Talwar, Ph.D., McGill University

Adam Dubé, Ph.D., McGill University

Lina Di Genova, Ph.D., McGill University

Vera Romano, Ph.D., McGill University

Elana Bloom, Ph.D., Concordia University

Nancy L. Heath, Ph.D., McGill University

Does Adapting a Treatment to Context Impact Sustainment? Testing Sustainment Predictors, Mechanisms, and Outcomes from a Hybrid Type 2 Cluster-randomized Trial in Community Mental Health

Laurel D. Sarfan, Ph.D., Kaiser Permanente Southern California

Emma R. Agnew, LCSW, University of California Berkeley

Marlen Diaz, M.A., University of California Berkeley

Rafael Esteve Hache, B.A., Stony Brook University

Julia M. Spencer, B.S., University of California Berkeley

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

Personalizing Exposure and Response Prevention for OCD: A Domain-specific Analysis of Treatment Outcomes

Jeremy Tyler, Psy.D., Perelman School of Medicine at the University of Pennsylvania

David I. Rosenfield, Ph.D., Southern Methodist University

Bryanna K. Mackey, B.A., Perelman School of Medicine at the University of Pennsylvania

Helen Blair Simpson, M.D., Ph.D., Columbia University Irving Medical Center, New York State Psychiatric Institute

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

Psilocybin-assisted Cognitive Behavioral Therapy for Major Depressive Disorder - Results from Open Trial

Marc J. Weintraub, Ph.D., UCLA Semel Institute

Jessica Jeffrey, M.P.H., M.D., Other, University of California, Los Angeles

Megan Ichinose, Ph.D., University of California Los Angeles

R. Lindsey Bergman, Ph.D., University of California Los Angeles School of Medicine

David J. Miklowitz, Ph.D., University of California Los Angeles

Earn 1.5 continuing education credits

Celestin D&E, Level 3

Symposium 49

Understanding and Treating Prolonged Grief Disorder: From Individual Symptom Profiles to System Level Integration of Evidence-based Treatment

CHAIR:

Daniella Spencer-Laitt, M.A., Boston University

DISCUSSANT:

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

Basic to Moderate level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: *Grief / Bereavement, Transdiagnostic, Treatment*

The Behavior of Grief: Investigating the Dynamics and Emotional Correlates of Grief-related Approach and Avoidance Behavior

Emily H. Mintz, B.A., Hofstra University

Emma R. Toner, M.A., University of Virginia

Alexa M. Skolnik, M.A., University of Toledo

John A. Leman, M.S., Northeastern University

Christopher Magoon, M.D., Harvard Medical School

*Amanda W. Baker, Ph.D., Center for Anxiety and Traumatic Stress Disorders,
Massachusetts General Hospital*

*Naomi Simon, M.D., New York University Langone Health, New York University
School of Medicine*

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

SUNDAY

Bereavement Related Mental Health Outcomes in a National Sample of Traumatic Loss Survivors

Rachel Siciliano, Ph.D., Medical University of South Carolina

Alyssa Rheingold, Ph.D., Medical University of South Carolina

Joah Williams, Ph.D., University of Memphis

Jamison Bottomley, Ph.D., Medical University of South Carolina

Development, Acceptability, and Efficacy of a Pilot Group Intervention for Prolonged Grief Disorder Based on the Unified Protocol

Daniella Spencer-Lai, M.A., Boston University

Julian Moreno, M.A., Boston University

Gil Grunfeld, M.A., Boston University

Courtney Aul, M.A., Boston University

Daniel Teplow, M.A., Boston University

Todd J. Farchione, Ph.D., Boston University

Evaluation of the Implementation of a Prolonged Grief Therapy Pathway in a UK National Health Service Talking Therapies Treatment Service

Barnaby Dunnn, Ph.D., Mood

Sarah Goff, BABCP Accredited and HCPC Registered, Talkworks

Maria King, DClinPsy, Mood Disorders Centre, University of Exeter

James Carson, BA, Mood Disorders Centre, University of Exeter

Asha Ladwa, PhD, Mood Disorders Centre, University of Exeter

Megan Colletta, LCSW, Mood Disorders Centre, University of Exeter

Kathy Shear, MD Ph.D., Columbia University School of Social Work

Earn 1.5 continuing education credits

Empire D, Level 2

Panel Discussion 29

Recruitment and Retention in Hybrid Effectiveness- implementation Trials: Challenges and Strategies for Overcoming Them

MODERATOR:

Jesslyn Jamison, Ph.D., University of Pennsylvania

PANELISTS:

Courtney Wolk, Ph.D., University of Pennsylvania

Melanie Pellecchia, Ph.D., University of Pennsylvania

Torrey Creed, Ph.D., University of Pennsylvania

Emily M. Becker-Haimes, Ph.D., University of Pennsylvania

Primary Category: Dissemination & Implementation Science

Key Words: *Community-Based, Implementation, Clinical Trial*

The impact of evidence-based practices (EBPs) in mental health care is limited by low uptake of EBPs. Oft-cited estimates suggest it takes 17 years or more for only a fraction of EBPs to be regularly delivered as part of routine care. One driver of this time lag (of many) is the traditional research pipeline, where treatments initially are tested within tightly controlled efficacy trials, which then progress to effectiveness trials to test generalizability of intervention impact. Once a treatment is established as an “EBP”, efforts shift to studying how to disseminate and implement it into routine clinical settings. Originally proposed by Curran et al., hybrid effectiveness-implementation trials aim to expedite this pipeline by dually testing effectiveness and implementation outcomes of interest within a single trial design. Increasingly popular with high potential to accelerate access to EBPs, hybrid trials also raise a host of pragmatic challenges related to ethical recruitment and retention. Panelists will begin by sharing background about the context of their hybrid trials and how initial plans for recruitment and retention were established and, in many cases, then waylaid. Panelists then will present key strategies for how these challenges were addressed, including seeking advice from community partners, altering recruitment strategies and study eligibility criteria, adapting incentive structures, and bolstering retention strategies while maintaining scientific rigor. Throughout, panelists will emphasize core strategies

employed to foster the community partnerships required to successfully execute aims of a hybrid trial and adhere to ethical and regulatory responsibilities. Panelists were selected based on their experience leading hybrid trials focused on EBP implementation across diverse settings, including outpatient community mental health, urban schools, early intervention services, and integrated primary care.

Earn 1.5 continuing education credits

Foster 2, Level 2

Panel Discussion 32

Stronger Together: Community Insights Shaping Interventions for the Underserved

MODERATOR:

Madeline Benz, Ph.D., Alpert Medical School of Brown University

PANELISTS:

Madeline Benz, Ph.D., Alpert Medical School of Brown University

Natalie Fenn, Ph.D., Alpert Medical School of Brown University

Kristine Durkin, Ph.D., Rhode Island Hospital/Alpert Medical School of Brown University

Elizabeth C. Tample, Ph.D., Department of Psychiatry and Human Behavior, Warren Alpert Medical School of Brown University

Primary Category: Vulnerable Populations

Key Words: *Underserved Populations, Community-Based, Treatment Development*

Clinical interventions are frequently developed to address a particular mental/physical health concern and subsequently tested for efficacy in randomized clinical trials. However, such interventions often prove to be limited in effectiveness when applied to real world populations or particularly vulnerable groups. Populations that are at elevated risk for negative health outcomes may require adaptations to evidence-based practice, as well as novel strategies that take into account their unique needs and experiences. Racially and ethnically diverse youth living in urban environments, sexual and gender minority adults with anxiety and depression, youth receiving intensive mental health services, and sexual minority adults with opioid use disorder experience unique risk factors for behavioral health concerns, warranting more thoughtful approaches to appropriately and ethically integrate patient perspectives into intervention development. Panelists will begin by providing brief overviews of their background and research. Initial discussion will focus on the necessity of adapting evidence-based treatments for vulnerable and underserved populations, with a particular focus on using culturally-responsive research methods to iden-

tify contextual factors contributing to intervention effectiveness. Drawing on scientific literature, direct experiences, and previous work from colleagues, this panel will highlight strategies that have been used with specific populations (e.g., formation of/engagement with youth and community advisory boards, co-creation/development of intervention materials and protocols, inclusion of peer support specialists during research development, collaborations with schools and other community partners). Panelists will discuss the advantages of partnering with community members beginning with research conceptualization, moving into intervention development, and continuing through implementation, as well as levels of engagement at different stages in the research cycle. Lastly, the panel will highlight lessons learned as early career researchers engaging with underserved populations and potential future directions of this work before opening the discussion to questions from the audience.

Earn 1.5 continuing education credits

Celestin D&E, Level 3

Symposium 54

Real World Applications of Digital Interventions Utilizing Cognitive Bias Modification

CHAIRS:

Shari Steinman, Ph.D., University of Vermont
IreLee Ferguson, B.S., University of Vermont

DISCUSSANT:

Bethany Teachman, Ph.D., University of Virginia

Moderate to Advanced level of familiarity with the material

Primary Category: Cognitive Science/ Cognitive Processes

Key Words: *Cognitive Biases / Distortions, Technology / Mobile Health, Anxiety*

A Randomized Controlled Trial of an Interpretation Bias Modification Smartphone App for Anxious Parents

Courtney Beard, Ph.D., McLean Hospital/Harvard Medical School
Kobe L. Huynh, B.A., McLean Hospital/Harvard Medical School
Zelda C. McGhee, B.S., McLean Hospital
Gabriela Kovarsky Rotta, B.A., McLean Hospital
Doah E. Shin, B.A., McLean Hospital/Harvard Medical School
Alexandra L. Silverman, Ph.D., McLean Hospital/Harvard Medical School

Precision Medicine: Modulating a Biomarker of Anxiety Using Attention Bias Modification, a 2-year Follow up Study

Nader Amir, Ph.D., San Diego State University
Olivia M. Wallace, B.S., San Diego State University
Jennie M. Kuckertz, Ph.D., McLean Hospital/Harvard Medical School

Feasibility and Acceptability of an Adjunctive Smartphone-based Cognitive Bias Intervention During Intensive/residential OCD Treatment: A Randomized Controlled Trial

Martha J. Falkenstein, PhD, McLean Hospital/Harvard Medical School

Lauren Oh, B.A., McLean Hospital

Mira S. Becker, B.A., McLean Hospital

Heather S. Martin, B.A., University of Massachusetts Boston

Christian A. Webb, Ph.D., McLean Hospital / Harvard Medical School

Sabine Wilhelm, Ph.D., Massachusetts General Hospital

Courtney Beard, Ph.D., McLean Hospital/Harvard Medical School

Martha J. Falkenstein, Ph.D., McLean Hospital/Harvard Medical School

Participant-level Predictors of Engagement with a Smartphone-delivered Interpretation Bias Intervention

IreLee Ferguson, B.S., University of Vermont

Gabi Kovarsky Rotta, B.A., McLean Hospital

Doah E. Shin, B.A., McLean Hospital/Harvard Medical School

Courtney Beard, Ph.D., McLean Hospital/Harvard Medical School

Shari Steinman, Ph.D., University of Vermont

User Perceptions of a Culturally Tailored Digital Cognitive Bias Modification for Interpretation Program for Anxious Hispanic Individuals

Taylor Myers-Brower, M.A., University of Virginia

Emilí Englander-Fuentes, B.A., University of Virginia

Valentina Mendoza Gonzalez, B.A., University of Virginia

Mark Rucker, M.S., University of Virginia

Laura A. Barnes, Ph.D., University of Virginia

Kaitlyn D. Petz, B.A., University of Virginia

Bethany Teachman, Ph.D., University of Virginia

Earn 1.5 continuing education credits.

Strand 10 A&B, Level 2

Symposium 59

COVID Crashed My Clinical Study!: Surprising Results, New Paths, and Lessons in Resilience

CHAIR:

Kelly J. Rohan, Ph.D., University of Vermont

DISCUSSANT:

David A. F. Haaga, Ph.D., American University

Basic to Moderate level of familiarity with the material

Primary Category: Adult Depression

Key Words: *Clinical Trial, Mood, Technology / Mobile Health*

Re-evaluating Winter Depression Treatments: Unpacking the Unexpected Non-replication of CBT-SAD vs. Light Therapy Efficacy Amid the COVID-19 Pandemic

Kelly J. Rohan, Ph.D., University of Vermont

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

Kathryn A. Roecklein, Ph.D., University of Pittsburgh

Greg J. Siegle, Ph.D., University of Pittsburgh

Teodor T. Postolache, M.D., University of Maryland School of Medicine

Joan Skelly, M.S., University of Vermont Larner College of Medicine

Pamela M. Vacek, Ph.D., University of Vermont Larner College of Medicine

In-person to Zoom Overnight: High Levels of Adherence, Retention, and Efficacy in Remotely Delivered Mind-body Group Interventions for Posttraumatic Stress Disorder in a Community Sample

Anthony P. King, Ph.D., The Ohio State University

Todd K. Favorite, Ph.D., University of Michigan Medical School

David M. Fresco, Ph.D., University of Michigan Medical School

Sensing Change: Pivoting a Large-Scale Personal Sensing Study During the COVID-19 Pandemic

Jonah Meyerhoff, Ph.D., Northwestern University Feinberg School of Medicine

Lyle Ungar, Ph.D., Department of Computer Science, University of Pennsylvania

Konrad Kording, Ph.D., University of Pennsylvania

David C. Mohr, Ph.D., Northwestern University Feinberg School of Medicine

Tony Liu, PhD, Mount Holyoke

COVID19 Media Diets: Rapid Protocol Adaptation to Understand Influence of Social Media on covid-19 Information at the Start of the Pandemic

Matthew Price, Ph.D., University of Vermont

Earn 1 continuing education credit

Strand 11A&B, Level 2

Symposium 60

Expanding Behavioral Parent Training Models to Include Older Children: Novel Intervention Adaptations for Middle Childhood

CHAIR:

Corey C. Lieneman, *Ph.D.*, Boys Town Center for Behavioral Health

DISCUSSANT:

Miya Barnett, *Ph.D.*, University of California, Santa Barbara

Basic to Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Externalizing

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

Parent-child Interaction Therapy Adapted for Older Children: A Small N Design

Corey C. Lieneman, *Ph.D.*, Boys Town Center for Behavioral Health

Rachel E. Schumacher, *Ph.D.*, Munroe-Meyer Institute

Alex Gaeth, *B.S.*, University of Nebraska - Lincoln

Taryn Kauffman, *B.S.*, University of Nebraska Medical Center

Michaela McWilliams, *B.S.*, University of Nebraska Medical Center

Keith Allen, *Ph.D.*, BCBA-D, Munroe-Meyer Institute, University of Nebraska Medical Center

PCIT for Older Children: Evaluating a Treatment Adaptation for Children Ages 7 - 10

Erinn Victory, M.S., West Virginia University

Katherine Gibson, Psy.D., ABPP, Parent and Child Psychological Services PLLC

Hannah Hoch, Ph.D., BCBA-D, Developmental Psychology Practice of Queens

Tara Motzenbecker, LMHC, Banyan Psychology Group

Caroline Harvey, Psy.D., Manhattan Psychology Group, PC

Corey C. Lieneman, Ph.D., Boys Town Center for Behavioral Health

Ashley Scudder, Ph.D., Iowa State University

Rachel Funnell, LMFT, Parent and Child Psychological Services PLLC

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

PCIT for Middle Childhood (PCIT-MC): Summary of a Standardized Protocol and Transdiagnostic Pilot Trial Results

Samuel O. Peer, Ph.D., Idaho State University

Evaluating Family Interaction Training (FIT): A Common Elements Approach to Caregiver Skill Development

Jake Steggerda, Ph.D., University of Florida

Ashley Scudder, Ph.D., Iowa State University

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

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

Earn 1.5 continuing education credits

Strand 12A&B, Level 2

Symposium 61

Bridging the Gap Between Military Culture and Cognitive Behavioral Psychology Research

CHAIR:

Daniel Capron, Ph.D., Louisiana State University

DISCUSSANT:

Brian Bauer, Ph.D., University of Georgia

Basic to Moderate level of familiarity with the material

Primary Category: Military and Veterans Psychology

Key Words: *Military, Suicide, Implementation*

Using Warrior Culture Recruiting for Online Randomized Controlled Trials of Military Suicide

Daniel Capron, Ph.D., Louisiana State University

Can We Handle the Truth?

understanding Credibility and Engagement in Military Survey Responses

Benjamin Trachik, Ph.D., RAND Corporation

Conceptualizing and Assessing Military Identity in Active-duty Service Members: The Importance of Warrior Identity and Honor Ideology

Raymond P. Tucker, Ph.D., Louisiana State University

SUNDAY

Military-to-civilian Transition Among Veterans Who Experienced Military Sexual Trauma: Considerations for Care

Whitney S. Livingston, Ph.D., RAND Corporation

Kathryn Bouskill, Ph.D., MPH, RAND Corporation

Elena Younossi, MPH, RAND Corporation

Angeles Sedano, MSW, University of Southern California

Liv Canning, MSW, University of Southern California

Carl Castro, Ph.D., University of Southern California

Eric Pedersen, Ph.D., University of Southern California

Jordan Davis, Ph.D., RAND Corporation

Earn 1 continuing education credit

Strand 13A&B, Level 2

Symposium 62

Bridging Treatment and Daily Life: Future Directions, Stakeholder Perspectives, and Evaluation of Ecological Momentary Interventions for Self-injurious Thoughts and Behaviors

CHAIRS:

Brooke Ammerman, Ph.D., University of Wisconsin-Madison

Glenn Kiekens, Ph.D., Tilburg University

DISCUSSANTS:

Brooke Ammerman, Ph.D., University of Wisconsin-Madison

Daniel Coppersmith, M.A., Harvard University

Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Self-Injury, Suicide, Technology / Mobile Health*

Optimizing the Timing of Momentary Assessment: The Development of ATIS

Brooke Ammerman, Ph.D., University of Wisconsin-Madison

Ross Jacobucci, Ph.D., University of Wisconsin-Madison

Pilot RCT of a Smartphone-based Inpatient-to-outpatient Suicide Prevention Intervention

Evan M. Kleiman, Ph.D., Rutgers University

Mariah Hawes-Sousa, Ph.D., Rutgers University

Elizabeth Edershile, Ph.D., Rutgers, The State University of New Jersey

Matthew Flics, Research Assistant, Massachusetts General Hospital

Hannah R. Krall, B.S., Rutgers University

Emma Yoon, B.S., Rutgers, The State University of New Jersey

Meirong You, Ph.D., Faulkner Hospital

Ana Gonzalez, Ph.D., Faulkner Hospital

Adina Nenner, Ph.D., Faulkner Hospital

Christopher AhnAllen, Ph.D., Harvard Medical School Psychiatry

Kate H. Bentley, Ph.D., Massachusetts General Hospital/Harvard Medical School

Exploring the Intersection Between Momentary and Developmental Dynamics in Non-suicidal Self-injury

Geneva Mason, B.A., University of Victoria

Jessica Ryan, M.Sc., University of Victoria

Brianna J. Turner, Ph.D., University of Victoria

Stakeholder Perspectives on Ecological Momentary and Just-in-time Adaptive Interventions for Individuals Who Self-injure and Seek Treatment

Glenn Kiekens, Ph.D., Tilburg University

Mirthe Luijckmans, MSc, Contextual Psychiatry, KU Leuven

Ruth Tatnell, Ph.D., Faculty of Health/School of Psychology, Deakin University

Marlies Houben, Ph.D., Department of Medical and Clinical Psychology, Tilburg University

Thomas Vaessen, Ph.D., Faculty of Behavioural, Management and Social Sciences, Twente University

Inez Myin-Germeyns, Ph.D., Center for contextual psychiatry, KU Leuven

Laurence Claes, Ph.D., KU Leuven

Earn 1 continuing education credit

Bolden 4, Level 2

Symposium 64

Compulsive Sexual Behavior in Diverse Populations: Garnering Insights Through Mixed Methods Approaches

CHAIRS:

Joshua B. Grubbs, Ph.D., University of New Mexico

Shane W. Kraus, Ph.D., University of Nevada, Las Vegas

DISCUSSANT:

Shane W. Kraus, Ph.D., University of Nevada, Las Vegas

Basic to Moderate level of familiarity with the material

Primary Category: Addictive Behaviors

Key Words: *Addictive Behaviors, Methods, LGBTQ+*

**Compulsive Sexual Behavior and Minority Stress Among Sexual Minority Men:
A Mixed-methods Exploratory Study**

Neil Gleason, Ph.D., University of Southern California

Todd L. Jennings, M.A., University of Nevada, Las Vegas

Eric Pedersen, Ph.D., University of Southern California

William George, Ph.D., University of Washington

**Is Pornography Use More/less Always Out-of-control? Results from a Two-week
Daily Diary Study**

Nicholas Borgogna, Ph.D., University of Alabama at Birmingham

Jacob Vaughn, B.S., Texas Tech University

Tyler Owen, Texas Tech University

Kyle Brasil, Ph.D., Northwest Nazarene University

Shane W. Kraus, Ph.D., University of Nevada, Las Vegas

Chemsex and Compulsive Sexual Behavior Among Sexual Minority Men

Todd L. Jennings, M.A., University of Nevada, Las Vegas

Neil Gleason, Ph.D., University of Southern California

Frankie Nieblas, M.A., Department of Psychology, University of Nevada, Las Vegas,

Nicholas Borgogna, Ph.D., University of Alabama at Birmingham

Trajectories of CSBD Symptoms in a U.S. National Sample: A Three Year Longitudinal Study

Joshua B. Grubbs, Ph.D., University of New Mexico

Shane W. Kraus, Ph.D., University of Nevada, Las Vegas

Earn 1.5 continuing education credits

Bolden 2, Level 2

Symposium 77

The Body Talks: Psychophysiological Evidence of Contextual Embodiment as a Process Through Which Marginalized Individuals Thrive, Survive, and Heal

CHAIR:

Nina Micanovic, M.S., Queen's University

DISCUSSANT:

John Pachankis, Ph.D., Yale University

Basic to Moderate level of familiarity with the material

Primary Category: Oppression and Resilience Minority Health

Key Words: *Psychophysiology, Race, LGBTQ+*

**The Heart Keeps the Score: Understanding How Social Experiences Predict
Trans and Non-binary Stress Responses to Social Exclusion**

Nina Micanovic, M.S., Queen's University

Vera Vine, Ph.D., Queen's University

**Psychophysiological Correlates of PTSD Risk and Resilience Among Transgender
Trauma Survivors**

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

Madalyn M. Liautaud, M.A., The Graduate Center, City University of New York

SUNDAY

A Mixed-methods Exploration into the Psychophysiological Link Between Racial Trauma Experiences and Health Outcomes Among Black Women of Reproductive Age

Sierra Carter, Ph.D., University of Georgia

Sheila E. Crowell, Ph.D., University of Oregon

Elisabeth Conradt, Ph.D., Duke University

Keianna Moyer, BSPH, MPH, University of Chicago

Gender Differences in the Relationship Between Culturally Compelled Coping, Psychophysiological Regulatory Capacity, and Depression Among Black Americans

Briana N. Brownlow, Ph.D., Duke University School of Medicine

Jennifer S. Cheavens, Ph.D., The Ohio State University

Michael W. Vasey, Ph.D., The Ohio State University

Julian F. Thayer, Ph.D., University of California Irvine

LaBarron K. Hill, Ph.D., University of North Carolina at Charlotte

Earn 1.5 continuing education credits

Bolden 6, Level 2

Symposium 79

The Latest Technology Research Across the Obsessive Compulsive and Related Disorders: Research from Academia and Industry, Across Youth and Adults

CHAIR:

Hilary Weingarden, Ph.D., HabitAware

DISCUSSANT:

Sabine Wilhelm, Ph.D., Massachusetts General Hospital

Basic to Moderate level of familiarity with the material

Primary Category: Technology/Digital Health

Key Words: *Trichotillomania, Body Dysmorphic Disorder, Telehealth/m-health*

Real-world Clinical Outcomes from Digital Behavioural Health Treatment: Evidence from a Large-scale Observational Analysis in Pediatric OCD

Jamie Feusner, M.D., University of Toronto

Nicholas Farrell, Ph.D., NOCD

Mia Nuñez, Ph.D., NOCD, Inc.

Nicholas Lume, B.S., NOCD, Inc.

Catherine MacDonald, B.A., NOCD, Inc.

Patrick McGrath, Ph.D., NOCD, Inc.

Clare Beatty, M.A., NOCD, Inc.

Larry Trusky, B.S., NOCD, Inc.

Stephen Smith, B.A., NOCD, Inc.

Andreas Rhode, Ph.D., NOCD, Inc.

Building Just-in-time Interventions in Trichotillomania Using Intensive Longitudinal Data

Hilary Weingarden, Ph.D., HabitAware

John Pritchard, B.S., Habitaware

Megan DuBois, B.A., Kent State University

Bridget Feler, B.A., Kent State University

Kimi Skokin, MLA, HabitAware

Kirk Klobe, B.S., Habitaware

Maftuna Abduganieva, B.A., Kent State University

Mari Larsen, B.A., HabitAware

Aneela Idnani, BS, HabitAware

Christopher Flessner, Ph.D., Kent State University

Sameer Kumar, B.S., Habitaware

Low-burden Detection of Clinical Worsening in Body Dysmorphic Disorder Using Smartphone Sensor and Demographic Data

Geneva K. Jonathan, Ph.D., Massachusetts General Hospital

Vincent Holstein, M.D., 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

Hilary Weingarden, Ph.D., HabitAware

Assessing Factors of Adherence and Efficacy of a Fully Automated Self-help ACT Enhanced Behavior Therapy Website for Adults with Trichotillomania: A Randomized Controlled Trial

Leila Capel, M.S., Dartmouth Hitchcock Medical Center

Emily M. Bowers, M.S., Utah State University

McKenzie Becker, B.A., Utah State University

Marisa Davis, B.S., Utah State University

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

Michael E. Levin, Ph.D., Utah State University

Efficacy of Digital Health Interventions for Obsessive-compulsive and Related Disorders in Youth: A Meta-analysis

Fanny A. Dietel, Ph.D., University of Osnabrueck, Germany

Isabel Brandhorst, Ph.D., University Hospital Tuebingen, Germany

Katharina Allgaier, Ph.D., University Hospital Tuebingen, Germany

Lukasz Stasielowicz, Ph.D., University of Osnabrueck

Johanna Loechner, Prof. Dr., Friedrich-Alexander Universität Erlangen

Earn 1.5 continuing education credits

Foster 1, Level 2

Clinical Round Table 23

What to Do When More Worries Ring True: Flexibly Applying CBT Strategies to Address Youth Anxiety in 2025

MODERATOR:

*Alyssa M. Farley, Ph.D., Boston University Center for
Anxiety and Related Disorders*

PANELISTS:

*Rachel Merson, Psy.D., Boston University Center for
Anxiety and Related Disorders
Amanda Sanchez, Ph.D., George Mason University
Andrea Temkin-Yu, Psy.D., Weill Cornell Medicine
Donna Pincus, PhD, Boston University*

Primary Category: Child / Adolescent - Anxiety

Key Words: Anxiety, Worry, CBT

Youth anxiety is prevalent (Racine et al., 2021) and associated with numerous adverse outcomes (Essau et al, 2014). Cognitive-behavioral therapy (CBT) is a well-established treatment for youth anxiety disorders (Higa-McMillan et al., 2016). In the research on CBT for youth anxiety, clinicians have typically followed treatment manuals with core interventions including psychoeducation, cognitive restructuring, and exposure (e.g., Coping Cat, Cool Kids). These interventions aim to reduce youths' anxiety-related distress and avoidance by demonstrating that youth are overestimating risk and/or underestimating their ability to cope in various situations. However, today's youth are growing up in especially challenging times. They often present to treatment with fears that are more realistic than those provided in manual examples – that is, their fears align with prior experiences and/or reflect true possibilities of negative outcomes. The widely used manuals do not detail how to address such concerns, leaving many CBT clinicians to struggle with how to support their clients (Farley et al., 2024). At ABCT 2022, in the context of the COVID-19 pandemic, several panelists on this clinical round table discussed the scope and applications of CBT skills when treating anxious youth with realistic worries. During the intervening years, they substantially augmented and refined their recommendations in line with flexibility within fidelity (Kendall & Frank, 2018) and the Strategic Flexibility

Model (Georgiadis et al., 2020) and published them in a peer-reviewed article (Farley et al., 2024). ABCT 2025 is timely for presenting these updates given the multitude of stressors that many individuals are currently facing, especially in our evolving political climate. This clinical round table aims to help CBT clinicians provide more validating and effective care to a greater proportion of their young clients. Panelists will discuss how to 1) assess and conceptualize anxiety and 2) tailor core CBT strategies when treating anxious youth who are affected by stressors in their families, schools, communities, and world. Panelists will also incorporate recommendations on how to support parents/caregivers who express valid concerns about their anxious child's well-being.

Membership Panel

Science Advocacy: How to Advance Psychology Within Your Work Setting

CHAIR:

Abby Adler Mandel, PhD, The Catholic University of America

PANELISTS:

Dara G. Friedman-Wheeler, Ph.D., Johns Hopkins University School of Medicine

Debra A. Hope, Ph.D., University of Nebraska-Lincoln

Donovan Edward, B.S., VA Palo Alto Health Care System

Kenneth Polishchuk, M.A., American Psychological Association

Mitch J. Prinstein, Ph.D., Department of Psychology and Neuroscience, UNC Chapel Hill

William Martinez, ABPP, Ph.D., University of California, San Francisco/Zuckeberg San Francisco General Hospital

Basic level of familiarity with the material

Primary Category: Professional Issues

Key Words: *Advocacy, Professional Development*

Advocacy is fundamental to our role as psychologists. This panel will present a range of options available to psychologists for advancing psychological science across work settings, including in academia, non-for-profit organizations, hospitals, consulting and private practice. Topics will address efforts for raising awareness about mental health issues through writing, media, and testifying; supporting clients in navigating systems and accessing resources; and collaborating within organizations to promote psychological science.

This session does not qualify for continuing education credit.

Earn 1 continuing education credits

Imperial 9, Level 4

Spotlight Research 5

Uncertainty in Illness and Psychological Adjustment in Patients with Systemic Lupus Erythematosus

Primary Category: Adult- Health Psychology / Behavioral Medicine

Key Words: *Health Psychology, Women's Health, Comorbidity*

Systemic Lupus Erythematosus (SLE) is a chronic condition marked by its unpredictable nature, which often heightens the risk of experiencing illness-related uncertainty. Research indicates that uncertainty in illness can negatively impact psychological adjustment across various chronic conditions. This cross-sectional descriptive study examined the relationship between illness-related uncertainty and psychological adjustment in adults living with SLE. A total of 78 patients diagnosed with SLE participated in an online survey evaluating illness-related uncertainty, psychological adjustment, quality of life, and social determinants of health. Of the 78 participants, 91% identified as female (N=71), 51% identified as Black (N=40), 96% of participants were insured with the majority (N=39) reportedly insured via public insurance (Medicaid/Medicare). Participants age ranged from 24 to 79 years (51.5 ± 14.4) and duration of diagnosis ranged from 1 to 63 years (20.5 ± 12.8). Uncertainty in illness was found to be positively correlated with depression ($r = .50, p < .001$), anxiety ($r = .52, p < .001$) and negatively correlated with non-health related quality of life (NHRQL) ($r = -.30, p = .008$). The findings indicate that illness-related uncertainty is associated with increased symptoms of anxiety and depression, as well as a negative impact on non-health-related quality of life (NHRQL) in individuals with SLE. These results align with previous research on SLE and other chronic illnesses. The implications highlight the potential value of interventions aimed at reducing illness-related uncertainty to alleviate psychological distress in individuals with SLE. This study aligns with the conference theme by highlighting how illness-related uncertainty in chronic conditions like SLE impacts psychological well-being, underscoring the need for inclusive, evidence-based interventions that enhance the reach and efficacy of cognitive and behavioral therapies for diverse patient populations. This presentation will explore the impact of illness-related uncertainty on psychological adjustment and quality of life in adults with SLE, highlighting the potential implications for improving patient well-being and informing future interventions.

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

- Discuss the impact of uncertainty on psychological adjustment to SLE.
- Discuss the implications for improving psychological well-being in individuals with SLE.

- List interventions to decrease uncertainty and increase adjustment.

Recommended Reading 1: Skojec, T. A., Davidson, T. M., & Kelechi, T. J. (2024). The relationship between uncertainty in illness and psychological adjustment to chronic illness. *Journal of health psychology*, 13591053241249861–13591053241249861. England.

Recommended Reading 2: Williams, E. M., Hyer, J. M., Viswanathan, R., Faith, T. D., Egede, L., Oates, J. C., & Marshall, G. D. (2017). Cytokine balance and behavioral intervention; findings from the Peer Approaches to Lupus Self-Management (PALS) project. *Human immunology*, 78 (9), 574–581. United States: Elsevier Inc.

Recommended Reading 3: Mishel, M. H. (1988). Uncertainty in Illness. *Image-the journal of nursing scholarship*, 20(4), 225–232. Indianapolis, Ind : Sigma Theta Tau.

Earn 1.5 continuing education credits

Celestin B, Level 3

Clinical Round Table 17

Sex-positive, Affirming Treatment for People with Intersecting Sexualities and Marginalized Identities

MODERATOR:

Shweta Mittal, Ph.D., Independent Practice

PANELISTS:

Shweta Mittal, Ph.D., Independent Practice

Trevor A. Hart, Ph.D., Toronto Metropolitan University

Bill Johnson, Psy.D., University of Illinois at Chicago

Kiana S. Cummings, LPC, University of Wyoming

Primary Category: LGBTQ+

Key Words: *Sexuality, LGBTQ+, Underserved Populations*

There is a dearth of information on how to treat patients from sexual and gender minority groups, despite growing research into this area over the past decades. Some of the literature on the topic examines which subgroups should be considered sexual minority communities, and uses a focus on relationship diversity, health disparities, and sexual identity development to include BDSM/Kink and CNM/ENM-identified people (Ham-mack, Frost, & Hughes, 2019; Williams, & Sprott, 2022) to do so. Given the intersecting nature of these marginalized communities and their stigmatized, hidden nature, there is not much guidance on how to adapt CBT and other treatment interventions to be more affirming. This Clinical Roundtable will pay special attention to how stigma affects the treatment of people with multiple minoritized identities (racial/ethnic, gender, social, and sexual orientation), given that the costs of stigma land on BIPOC identified individuals more than others, reflecting larger systems of oppression. Dr. Trevor Hart will present the limited evidence supporting the use of behavioral therapies to treat sexual dysfunction among sexual and gender minority people. Dr. Bill Johnson will present a review on Black male sexuality, focusing on the gaps in the literature around sexual pleasure and the scarcity of research on Black kinky, polyamorous, and trans men. Dr. Shweta Mittal will begin with an overview of what's known about therapy with BDSM/kink & CNM/ENM communities, noting inconsistencies in demographic representation of participants in community, clinical, and research settings. Kiana Cummings will delve more deeply

into the discrimination faced by Black kinksters within LGBTQ+ spaces, exploring the impact on one's self and community acceptances. This will be followed by a larger discussion with the audience on the experiences of marginalization and oppression that SGM with other minoritized identities have to navigate and how to adapt delivery of CBT to be more affirming.

Earn 1.5 continuing education credits

Celestin C, Level 3

Clinical Round Table 18

The Dissemination and Implementation of Trauma Informed Practices in School Communities Using Evidence Based Techniques to Promote Resilience

MODERATOR:

Wendy Paisner, *Psy.D.*, Northwell Health System

PANELISTS:

Sivan B. Komatsu, *Ed.S.*, Northwest Yeshiva High School & University of Washington

Cameo Stanick, *Ph.D.*, CharacterStrong

Marleen Wong, *Ph.D.*, MSW, USC School of Social Work. Senior Vice Dean and Professor of Mental Health
EMERITA

Margaret F. Canter, *Ph.D.*, University of Alabama at Birmingham Heersink School of Medicine

Primary Category: Child / Adolescent - School-Related Issues

Key Words: School, Trauma, Developmental Disabilities

This clinical round table will focus on trauma-informed approaches for engaging with school communities and disseminating evidence-based practices to promote resilience in neurotypical and neurodiverse school age children. Traumatic interruptions affect school climates and hinder learning environments. Due to the constant news cycle and social media, children are over-exposed to tragedies and potentially traumatic events both locally and globally (Leiner et al., 2016). At least two thirds of children in the U.S. will be exposed to trauma by 16 years of age, and schools are the most common setting for children with and without psychiatric diagnoses to receive mental health services (Duong et al., 2021; Jaycox et al., 2010; Copeland et al., 2007). Evidence- and trauma-informed approaches to working with school administration, teachers, and students are beneficial in the aftermath

of a global pandemic, school shootings, natural disasters, international political climate and wars, accidental deaths of students or school staff (Diamond, 2024; D'Amico et al., 2017; Openshaw, 2011). Schools are especially important for supporting student mental health in rural communities where limited resources exacerbate the disadvantages of poverty and co-occurring traumatic experiences (Perkins et al., 2021). Furthermore, neurodiverse youth are comparatively more vulnerable to the impact of traumatic events, such as medical procedures, physical restraints, verbal assaults, and bullying (Hoover, 2020; Vogel & D'Amico, 2018; Kerns et al., 2017). Trauma-informed principles aimed at promoting safety, calm, support, strength, and hope (Tedeschi & Calhoun, 2004) can be the centerpiece for healing and promoting resilience in children in school-based programs. Our panelists will consider several school-based resilience practices that have been instrumental in helping children with coping skills and emotional regulation, such as Stress First Aid (Watson & Westphal, 2020). We will discuss lessons learned from the trenches of dissemination and implementation in general and special education settings, an emphasis on incorporation into school communities and barriers to success. In addition, individualization of programs based on local needs will be addressed.

Earn 1.5 continuing education credits

Empire C, Level 2

Clinical Round Table 20

Promoting CBT Access for Autistic Clients: Successful Collaboration Across Professional Domains & Multiple Settings

MODERATORS:

Rebecca Sachs, ABPP, Ph.D., E & R Psychology, PC
Matthew D. Lerner, Ph.D., Drexel University

PANELISTS:

Dena L. Gassner, Ph.D., Drexel University
Daniel L. Hoffman, ABPP, Ph.D., Northwell Health Zucker Hillside Hospital
Peter J. D'Amico, ABPP, Ph.D., LIJ Medical Center
Tamara Rosen, Ph.D., AJ Drexel Autism Institute
Lauren Moskowitz, Ph.D., St. John's University
Jared K. Richards, M.S., Drexel University

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, Case Conceptualization / Formulation, Professional Issues*

Many Cognitive Behavior Therapy (CBT) practitioners who are not autism specialists find themselves on interdisciplinary teams working with autistic patients. They may want to provide neuro-affirming care, but struggle with outdated treatment silos, misinformation, and ableist assumptions within the mental health and medical fields. Despite increased rates of mental health conditions for autistic individuals, many clinicians incorrectly believe that CBT must be fundamentally different for these clients or require extensive specialized training, rather than flexibly tailoring existing interventions. Others may hold outdated or inaccurate views about autism, leading to underdiagnosis and misdiagnosis, ineffective interventions, or the exclusion of autistic individuals from needed care. As one in 36 children are diagnosed with autism, CBT practitioners across diverse settings (e.g., private practice, schools, IOPs, hospitals, emergency rooms) are increasingly encountering autistic clients. However, barriers such as diagnostic overshadowing, provider knowledge gaps, provider apprehension/lack of support, and systemic biases make it difficult for autistic individuals to access high-quality, affirming care. This clinical

roundtable will empower CBT practitioners with practical tools to bridge the gap between rigorous, evidence-based therapy and inclusive, neuro-affirming care. Through discussion and case vignettes, we will explore: case conceptualization that integrates functional assessment with an understanding of neurodevelopmental profiles, ways to advocate for neuro-affirming CBT and medical care within interdisciplinary teams, incorporating autistic community members' perspectives and collaborating with community partners, navigating collaboration challenges with well-meaning professionals who hold erroneous or non-affirming beliefs about autism, and supporting client self-advocacy and helping families navigate unchanging or ableist systems. By the end of this session, attendees will feel more confident in implementing CBT with autistic individuals across diverse care settings and will be better equipped to promote neuro-affirming, evidence-based interventions in interdisciplinary teams.

Earn 1.5 continuing education credits

Celestin A, Level 3

Panel Discussion 28

Reimagining/rebranding Exposure as Approach: A New Solution for the Old Problem of Clinician Underutilization and Client Under-engagement with Exposure

MODERATORS:

Keith Cox, Ph.D., University of North Carolina Asheville
*Jonathan S. Abramowitz, Ph.D., University of North
Carolina at Chapel Hill*

PANELISTS:

Jasper A.J. Smits, Ph.D., The University of Texas at Austin
Sadie E. Larsen, Ph.D., National Center for PTSD
Caitlin M. Pinciotti, Ph.D., Baylor College of Medicine

Primary Category: Treatment - CBT

Key Words: *Exposure, Psychotherapy Process, Treatment*

Exposure therapy (ET) is a clinical and scientific triumph but a marketing and branding failure. Hundreds of research studies support the efficacy of ET for numerous clinical presentations, yet it remains widely misunderstood and grossly underutilized outside evidence-based clinical settings. To address this gap, we propose rebranding ET as the practice of “approach,” emphasizing empowerment and active engagement over passivity. This rebrand includes: 1) reframing terminology (e.g., in vivo exposure becomes “approach with action”), 2) ensuring exposure integrates both approach and processing to reshape life narratives, and 3) leveraging motivational frameworks such as culturally adaptive hero narratives and ancient wisdom traditions. We will consider the rebrand with respect to different audiences, clinicians who use exposure currently, clinicians who are exposure averse or aloof, leadership at masters level training programs, clients, the public, and publishers. Two panelists will articulate the main ideas of the rebrand and explore its potential impact, while three panelists will respond to the proposal. Audience members will be en-

couraged to contribute to the discussion during a Q&A time. The goal of the conversation is to develop concrete steps forward, regarding marketing or research, for the increased usage of exposure/approach.

Earn 1 continuing education credits

Empire A, Level 2

Symposium 43

Seeing the Forest Through the Trees: Understanding IPV and Alcohol Use Through Ecological, Longitudinal, and Qualitative Methods

CHAIR:

Lauren Simpson, B.A., University of Nebraska-Lincoln

DISCUSSANT:

*Dominic Parrott, Ph.D., Department of Psychology,
Georgia State University*

All level of familiarity with the material

Primary Category: Violence / Aggression

Key Words: *Intimate Partner Aggression, Alcohol, Methods*

Within-day Investigation of the Concordance Between Intimate Partner Violence Victimization and Alcohol Use Among Community Women

Benjamin Katz, M.S., University of Wisconsin-Milwaukee

Reina Kiefer, M.A., University of Rhode Island

Diana Ho, M.A., University of Rhode Island

Nicole Weiss, Ph.D., University of Rhode Island

Self-medicate to Regulate: Does Emotion Dysregulation Mediate the Relation Between Intimate Partner Violence and Drinking to Cope?

Lauren Simpson, B.A., University of Nebraska-Lincoln

Alexandra Brockdorf, Ph.D., Medical University of South Carolina

Rebecca Brock, Ph.D., University of Nebraska-Lincoln

Terri L. Messman, Ph.D., Miami University

Kim L. Gratz, Ph.D., University of Toledo

David DiLillo, Ph.D., University of Nebraska-Lincoln

A Qualitative Approach to Developing a Brief Couples Intervention for Co-occurring Alcohol Use Disorder and Intimate Partner Violence

Allison Tobar-Santamaria, M.S., Virginia Polytechnic Institute and State University

Meagan J. Brem, Ph.D., Virginia Tech

Earn 1.5 continuing education credits

Imperial 12, Level 4

Symposium 53

Novel Methods in Studying Effects of the Menstrual Cycle on Mood and Behavior: Implications for Research and Practice

CHAIR:

Jessica R. Peters, Ph.D., Alpert Medical School of Brown University

DISCUSSANT:

Sheila E. Crowell, Ph.D., University of Oregon

Basic to Moderate level of familiarity with the material

Primary Category: Women's Issues

Key Words: *Women's Health, Research Methods, Emotion*

Hormone-mood Synchrony: A Novel Methodology to Examine the Link Between Ovarian Steroid Changes and Mood Symptoms in Female Adolescents

Peyton Miyares, B.A., University of North Carolina at Chapel Hill

Elizabeth Wilson, M.A., University of North Carolina at Chapel Hill

Elizabeth Andersen, Ph.D., University of North Carolina at Chapel Hill

Standardizing Continuous Menstrual Cycle Measurement in Research and Clinical Practice: Introducing the Menstrualcycler Package for Phase-aligned Cycle Time Scaling (PACTS)

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

Anisha Nagpal, M.D. Ph.D. candidate, University of Illinois at Chicago

**Applying Novel Group and Idiographic Modeling of Menstrual Cycle
Exacerbation to Adults with Elevated Borderline Personality Disorder Symptoms**

Jessica R. Peters, Ph.D., Alpert Medical School of Brown University

Allison Stumper, Ph.D., Alpert Medical School of Brown University

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

**An Examination of Adolescent Affective Sensitivity Using Novel Cycle Scaling
Methods**

Allison Stumper, Ph.D., Alpert Medical School of Brown University

Jessica R. Peters, Ph.D., Alpert Medical School of Brown University

Elizabeth Andersen, Ph.D., University of North Carolina at Chapel Hill

Earn 1 continuing education credit

Celestin G, Level 3

Symposium 55

Making a Research Contribution Using Data Collected in Routine Practice

CHAIR:

Jacqueline B. Persons, Ph.D., Oakland CBT Center

DISCUSSANT:

Shireen Rizvi, ABPP, Ph.D., Montefiore Medical Center

Basic level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: CBT, Assessment, Research Methods

DBT in Intensive Outpatient and Partial Hospital Settings, Examining Patient Clinical Outcomes and Mindfulness

John Lothes, II, Ed.D., University of North Carolina Wilmington

Effectiveness, Efficiency, and Acceptability of Cognitive Behavior Therapy in Private Practice

Stephanie Haft, Ph.D., University of California San Francisco

Single-session Cognitive Behavioral Therapy for Psychosis in a Psychiatric Inpatient Setting

Emma M. Parrish, M.S., University of Washington School of Medicine

Kelsey Straub, Ph.D., University of Washington School of Medicine

Sarah L. Kopelovich, Ph.D., University of Washington School of Medicine

Earn 1.5 continuing education credits

Celestin H, Level 3

Symposium 56

Emotion Regulation Processes in Marginalized Young People: Implications for the Treatment and Assessment of Internalizing Disorders

CHAIRS:

Kristen A. Chu, M.A., University of California Los Angeles

Gloria Gomez, B.A., University of California, Los Angeles

DISCUSSANT:

Mark Chen, Ph.D., Yale University

Basic to Moderate level of familiarity with the material

Primary Category: Culture / Ethnicity / Race

Key Words: *Emotion Regulation, Stress, Risk / Vulnerability Factors*

Predicting Latent Profiles of Early Life Adversity and Internalizing Psychopathology

Kristen A. Chu, M.A., University of California Los Angeles

Alainna Wen, Ph.D., University of California, Los Angeles

Matthew Wong, B.A., University of California Los Angeles

Andrew Sanders, B.A., University of California Los Angeles

Kayla Sharf, B.A., University of California Los Angeles

Kate Wolitzky-Taylor, Ph.D., University of California Los Angeles School of Medicine

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

**Racial Discrimination and Internalizing Symptoms in Ethno-racially
Marginalized Adolescents: Examining Associations with Emotion Dysregulation**

Gloria Gomez, B.A., University of California, Los Angeles

Alainna Wen, Ph.D., University of California, Los Angeles

Jennifer A. Silvers, Ph.D., University of California, Los Angeles

Marybel Robeldo Gonzalez, Ph.D., The Ohio State University College of Medicine

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

**Exploring the Role of Emotion Regulation Flexibility in Ethnoracial Minority
Young Adults Receiving Depression and Anxiety Treatment**

Alainna Wen, Ph.D., University of California, Los Angeles

Kristen A. Chu, M.A., University of California Los Angeles

Richard Zinbarg, Ph.D., Northwestern University

Robin Nusslock, Ph.D., Northwestern University

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

**Promoting Adaptive Emotion Regulation in Young People of Color Who Face
Discrimination: A Self-guided Mindfulness App Approach**

Giovanni Ramos, Ph.D., University of California, Berkeley

Yinyin Wen, B.A., University of California Los Angeles

Amanda Montoya, Ph.D., University of California Los Angeles

Earn 1.5 continuing education credits

Empire B, Level 2

Symposium 57

Current Directions in the Study of Emotion Regulation and Disordered Eating: Methodology, Underrepresented Populations, and Understudied Constructs

CHAIRS:

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

Maegan Nation, B.S., University of Nevada, Las Vegas

DISCUSSANT:

*Kara Christensen Pacella, Ph.D., University of Nevada, Las
Vegas*

Basic to Moderate level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Emotion Regulation, Eating, LGBTQ+*

**Examining the Prospective Effects of Internalized Sexual Minority Stigma on
Disordered Eating Through Valence-specific Emotion Regulation Difficulties**

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

**Perceived Co-regulation of Negative Emotions and Eating Disorder
Psychopathology**

Maegan Nation, B.S., University of Nevada, Las Vegas

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

Kara Christensen Pacella, Ph.D., University of Nevada, Las Vegas

The Moderating Role of Valence-specific Urgency Between Emotion Regulation Difficulties with Disordered Eating in a Clinically Elevated Sample of College Students

Connie O. Maeker, M.A., University of Massachusetts Amherst

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

Lauren E. Harnedy, M.S., Rutgers University

Katherine L. Dixon-Gordon, Ph.D., University of Massachusetts Amherst

Disordered Eating and Emotion Dysregulation in Relation to Real-time Suicidal Ideation Among Adolescents

Lauren E. Harnedy, M.S., Rutgers University

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

Valerie Z. Wong, M.S., Rutgers, The State University of New Jersey

Ziva Davis, Research Assistant, Rutgers, The State University of New Jersey

Vaishnavi Raman, Rutgers, The State University of New Jersey

Katherine L. Dixon-Gordon, Ph.D., University of Massachusetts Amherst

Jessica L. Hamilton, Ph.D., Rutgers, The State University of New Jersey

The Prospective Effects of Social Support Through Emotion Regulation on Disordered Eating in Gender Diverse Adults

Jennifer Finkelstein, B.A., M.S., Auburn University

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

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

Earn 1.5 continuing education credits

Celestin C, Level 3

Clinical Round Table 21

Transforming ADHD Assessments: How to Provide Culturally Responsive and Trauma-informed Assessments for Youth with ADHD

MODERATOR:

Zoe R. Smith, Ph.D., University of Denver

PANELISTS:

Marcus Flax, M.A., Loyola University Chicago
Victoria R. Grant O'Daniel, M.A., Loyola University Chicago
Xenia Levisah, B.A., Loyola University Chicago

Primary Category: Child /Adolescent - ADHD

Key Words: ADHD, Trauma, Racial Trauma

This round table focuses on how a team of Black, Indigenous, and/or Latiné mental health clinicians developed and provided culturally responsive and trauma informed psychodiagnostic assessments for youth with suspected attention-deficit/hyperactivity disorder (ADHD). Currently, gold-standard ADHD assessments include parent and teacher report, while missing important information from self-report, particularly for Black and Latiné youth whose experiences are excluded from much of the research. In addition, the prevalence rate of trauma exposure is steadily increasing, with 100% of the adolescents with whom we serve reporting at least 1 trauma exposure. During this roundtable, clinicians, researchers, and educators who work with families from systemically oppressed backgrounds will benefit from understanding how to reflect on their own potential biases, how to perform a culturally responsive assessment, and what to include in this type of assessment. Culturally responsive assessments should include assessment of context (e.g., Chicagoland policies, neighborhood cohesiveness), strengths, and multiple forms of trauma. All ADHD assessments should include interviews or questionnaires related to oppression-based trauma, complex trauma, chronic trauma, and developmental trauma disorder. We will discuss 1) how to incorporate oppression-based trauma (e.g., racism, ageism, ableism) and developmental trauma into ADHD assessments, 2) how to value the

lived experiences of adolescents with ADHD and their parents, and 3) how to incorporate discrimination and trauma information into an integrated report and treatment recommendations. Audience members will leave with concrete goals to use what they learned in their own research and practice.

Earn 1.5 continuing education credits

Celestin A, Level 3

Panel Discussion 24

Leveraging Human-centered Design - Prototyping, Evaluating, and Usability Testing of Evidence-based Strategies to Improve Behavioral Outcomes

MODERATOR:

Michelle Liu, M.P.H., The Baker Center for Children and Families

PANELISTS:

Lindsey Zimmerman, Ph.D., National Center for PTSD

Bo Kim, Ph.D., VA Boston Healthcare System

Clarisa Wijaya, M.A., University of Illinois at Chicago

Tara Mehta, PhD, University of Illinois at Chicago

Primary Category: Dissemination & Implementation Science

Key Words: *Research Methods, Stakeholder Relevant, Treatment/ Program Design*

While classic implementation models emphasized the importance of innovation characteristics in their adoption and sustained use, recent research has shifted focus away from these variables. Human-centered design (HCD) is an approach that grounds the development of evidence-based strategies in the lived experiences of the people and settings that will ultimately use the programs, interventions, or tools. Although HCD has strong roots in psychological theory, its use has largely been limited to creating digital technologies, with minimal application in designing psychosocial innovations—whether service-recipient-facing interventions or implementation strategies—within the applied psychological disciplines. This panel aims to spark a conversation around academic-community HCD, where client experiences are central to shaping contextually driven intervention redesign. Panelists will share their diverse experiences working with youth, communities from lower socioeconomic backgrounds, and marginalized populations to build more inclusive and affirming interventions. They will (a) describe their research and the co-design process with community partners, (b) share insights on community-driven, context-sensitive intervention design, and (c) discuss how they collaborate with communities to evaluate their programs and interventions. Panelists bring expertise in systems science,

community-engaged research, and prototyping across various community settings like public health organizations and provider agencies. Attendees will benefit from the panelists' unique backgrounds, learning how to prioritize community and user needs in designing evidence-based strategies and promoting the large-scale impact of behavioral interventions. By highlighting different ways HCD can be applied, they will showcase how it can be adapted to various contexts.

Earn 1.5 continuing education credits

Bolden 6, Level 2

Panel Discussion 30

Sociocultural Influences on OCD Symptoms and Treatment in Marginalized Communities

MODERATORS:

Kevin O. Narine, M.A., McLean Hospital/Harvard Medical School

Sarah Jessup, M.A., McLean Hospital/Harvard Medical School

PANELISTS:

Caitlin M. Pinciotti, Ph.D., Baylor College of Medicine

Lauren P. Wadsworth, ABPP, Ph.D., GENESEE VALLEY PSYCHOLOGY, PLLC

Andreas Bezahl, B.S., M.A., Fordham University

Jennie M. Kuckertz, Ph.D., McLean Hospital/Harvard Medical School

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: *Culture, OCD (Obsessive Compulsive Disorder), ERP (Exposure and Response Prevention)*

There has been little focus on experiences of OCD in marginalized communities across identities (e.g., race/ethnicity, sexual and gender identity, religion and spirituality, and immigrant/refugee status). Marginalized communities experience identity-based stressors that exist in many forms, including covert (e.g., microaggressions) and overt (e.g., discrimination) experiences. These sociocultural stressors are associated with individual and collective injuries that influence physical and mental health outcomes in marginalized communities (Walch et al., 2016; Paradies et al., 2015). A growing body of research suggests that identity-based stressors can influence OCD symptoms and treatment outcomes in marginalized communities. For example, sexual minorities experience more frequent stigma and shame-based OC symptoms (Pinciotti & Orcutt, 2021) and discrimination is associated with worsened OCD symptoms in racial/ethnic minorities (Williams et al., 2017). Such research highlights a growing need for researchers and clinicians alike to consider, discuss, and better understand the unique considerations for the experience and treatment of OCD in marginalized communities. Panelists were chosen based on their research and clinical expertise in understanding and managing identity-based stressors

and OCD, as well as personal identities, training levels, and professional settings. Panelists will discuss the current research literature on the impact of sociocultural stressors and identity-related protective factors on OCD. Additionally, panelists will discuss culturally-affirming cognitive behavioral interventions for identity-based stressors in individuals with OCD (e.g., ERP, ACT, Mindfulness). Moreover, panelists will share their experiences with providing affirming individual and/or group-based CBT interventions for managing identity-based stressors among those with OCD. This discussion will focus on enhancing understanding of the impact of identity-based stressors and fortifying culturally-affirming treatments for marginalized communities with OCD. Additionally, panelists will discuss unique considerations for delivering ERP in the context of sociopolitical and regional influences.

Earn 1.5 continuing education credits

Celestin B, Level 3

Panel Discussion 34

Surviving Sociopolitical Challenges: Leveraging Clinical and Analytic Strategies to Address Suicide Disparities in Sexual and Gender Minoritized Communities

MODERATOR:

Norik Kirakosian, M.S., University of Miami

PANELISTS:

Chastity Bowick, Massachusetts General Hospital

Lee Robertson, M.S., Florida State University

Tiffany R. Glynn, Ph.D., Brigham and Women's Hospital / Massachusetts General Hospital / Harvard Medical School

Qimin Liu, Ph.D., Boston University

Amelia M. Stanton, Ph.D., Boston University

John Pachankis, Ph.D., Yale University

Primary Category: LGBTQ+

Key Words: LGBTQ+, Suicide, Mental Health Disparities

Sexual and gender minoritized (SGM) communities experience significant disparities in self-injurious thoughts and behaviors and continue to see increasing rates of suicide deaths despite population-wide declines. SGM persons are impacted by intersectional and multi-level risks and vulnerabilities, including structural, interpersonal, and internalized factors. Consequently, conventional analytic methods may not be adequate to understand how disparities emerge and are maintained, and evidence-based interventions may require adaptations in content and/or delivery to increase their reach and effectiveness. The current sociopolitical context of heightened legislative discrimination against SGM communities increases both the need for evidence-based care, and barriers to care access. Thus, conducting work in the service of SGM communities will require novel solutions.

This panel presents a timely opportunity for the ABCT community to engage with these discussions in the face of mounting challenges. Aligning with the 2025 convention theme to bridge rigorous science with affirming therapies, this panel brings together six experts who will discuss how to leverage innovative and rigorous clinical and analytic strategies to understand and intervene on suicide disparities. This panel represents diverse stakeholder perspectives (trainees, researchers, clinicians, community partners), across innovation and practice settings (universities, academic medical centers, emergency departments, community health and nonprofit organizations, private practice). Discussions will focus on: (1) describing the magnitude of and nuances in disparities; (2) sharing expertise on advanced quantitative and methodological approaches to examine complex, co-occurring risks and vulnerabilities, and identify modifiable targets for interventions (e.g., ecological momentary assessment and computed affective dynamics, machine learning and data driven models for intersectional analyses); (3) contributing insights on tailoring intervention content (e.g., to address oppression-based and minority stress) and delivery (multilevel and integrated interventions, community-participatory strategies) to meet the needs of SGM communities.

Earn 1.5 continuing education credits

Celestin G, Level 3

Panel Discussion 35

The Role of Master's-level Clinicians in Expanding Access to Evidence-based Cognitive Behavioral Therapies

MODERATOR:

Gwilym Roddick, *Ph.D.*, MSW, CBT of Central and South Florida

PANELISTS:

Gwilym Roddick, *Ph.D.*, MSW, CBT of Central and South Florida

Melanie T. Smith, *Ph.D.*, CBT of Central & South Florida

Georganna R. Sedlar, *Ph.D.*, University of Washington

Elizabeth D. Dalton, *Ph.D.*, Elizabethtown College

Edwin Balasco, *LCSW.*, Marquette University

Primary Category: Workforce Development / Training / Supervision

Key Words: CBT, *Training* / *Training Directors*, *Career Development*

Approximately 73% of behavioral health providers are licensed at the master's level, playing a crucial role in mental health care delivery. Post-COVID, the demand for mental health services surged, while the workforce struggled to keep pace (Duden, Gersdorf, & Stengler, 2022). There is a pressing need for well-trained providers skilled in evidence-based interventions like Cognitive Behavioral Therapy (CBT). Master's-level programs are more accessible and cost-effective compared to doctoral programs, offering greater flexibility and shorter completion times. These programs also report higher diversity in student bodies, with a more inclusive representation of racial and ethnic backgrounds compared to doctoral programs (Assefa, Williams, & Stamm, 2023; CACREP, 2023). The APA has highlighted the importance of expanding master's-level credentialing to meet both the demand for services and the need for a diverse mental health workforce (Stinger, 2025). Master's programs contribute to equity by training clinicians to serve diverse communities, enabling them to implement inclusive, evidence-based practices. These programs often emphasize clinical training over research, equipping students to deliver interventions like CBT effectively. Consistent with ABCT's mission to promote the utilization and dissemination of evidenced based approaches to improving behavioral health, master level

training programs are well-positioned to bridge the gap between research and real-world implementation, making CBT accessible to a broader and diverse population. This panel discussion will focus on two aspects: i) how educators can support students in becoming master's-level clinicians skilled in CBT, and ii) the pathways to licensure and clinical expertise, particularly in working with diverse populations. The discussion will be valuable to training programs, students, and prospective clinicians, highlighting how master's-level professionals can contribute to addressing mental health challenges in diverse, real-world settings.

Earn 1.5 continuing education credits

Bolden 4, Level 2

Panel Discussion 37

When Good Treatments Meet Bad Policy: defending the Integrity of Evidence-based Services

MODERATOR:

Carla J. Rash, Ph.D., UConn Health

PANELISTS:

Carla J. Rash, Ph.D., UConn Health

Jeremiah Weinstock, Ph.D., Saint Louis University

Zachary Adams, Ph.D., Indiana University

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

Primary Category: Addictive Behaviors

Key Words: *Addictive Behaviors, Public Policy, Treatment/ Program Design*

Consistent with the convention theme of Promoting Rigorous Science, our panel highlights challenges in moving effective evidence-based therapies from research to clinical practice. Four panelists will discuss experiences implementing substance use disorder (SUD) interventions with a focus on policy barriers, consumer-driven adaptations to interventions that negatively impact patient outcomes, and obstacles to fidelity monitoring. Our efforts have involved state and federal governments, legal systems, community agencies, and medical and mental health treatment organizations, as well as complexities of navigating state- and federal- policies and the highly variable limitations associated with different funding sources. Dr. Carla Rash will present on deviations from data-driven contingency management protocols, focusing on several examples with national scope and impact and the ethical implications of offering ‘evidence-based treatments’ that no longer align with effective science-backed protocols. Dr. Jeremiah Weinstock will discuss the top-down and bottom-up challenges of implementing contingency management in two different State systems while navigating the federally imposed limits on patient incentives and implementation within a community-based participatory context. Dr. Zachary Adams will highlight barriers to the uptake of effective treatments for SUD and co-occurring mental health concerns in community mental health and primary care settings with a focus on services for adolescents. He will also share challenges to fidelity monitoring in these settings. Last, Dr. Noah Emery will present on a possible model for promoting truly evidence-based

practice with a discussion of the practice provisions for addiction treatment in Colorado state law, as well as associated licensure requirements and enforcement mechanisms. Our collective experience of working to bridge the science-to-practice gap while maintaining effectiveness of treatments highlights multiple bottlenecks slowing widespread availability of treatments for clients in need. However, challenges beget opportunities. The panelists will discuss problem-solving steps and solutions, as well as recommendations for future implementation efforts.

Earn 1 continuing education credit

Bolden 2, Level 2

Symposium 63

Addressing Mental Health Needs Among Justice-involved Youth: Risk, Intervention, and Systemic Barriers

CHAIR:

Charlene Collibee, Ph.D., Providence College

DISCUSSANT:

*Kathleen Kemp, Ph.D., Rhode Island Hospital/Alpert
Medical School of Brown University*

Basic to Moderate level of familiarity with the material

Primary Category: Criminal Justice / Forensics

Key Words: *Legal Issues, Vulnerable Populations, Underserved Populations*

Does Substance Use Moderate the Effectiveness of Date SMART for Juvenile Justice Involved Girls?

Charlene Collibee, Ph.D., Providence College

Nicholas Tarantino, Ph.D., Providence College

Christie J. Rizzo, Ph.D., Northeastern University

Assessing Profiles of Risk Using Self-report and System Records Among Adolescents Involved in the Juvenile Legal System

*Crosby Modrowski, Ph.D., Rhode Island Hospital/Alpert Medical School of Brown
University*

Tim Owens, M.A., LMHC, Brown University Health

Katelyn Affleck, Ph.D., Brown University Health

Elizabeth Lowenhaupt, M.D., Brown University Health

Prevalence and Risk Factors of Sexual Grooming of Youth in the Juvenile Justice System

Grace Parker, B.S., B.A., University of Tennessee - Knoxville

Saúl A. Padilla, B.A., The University of Tennessee, Knoxville

Lucybel Mendez, Ph.D., University of Tennessee - Knoxville

The Landscape of Randomized Controlled Trials for Behavioral Health-focused Psychosocial Interventions for Youth in the Juvenile Legal System: A Systematic Review

Kaitlin Sheerin, Ph.D., Alpert Medical School of Brown University

Alyssa Vieira, B.A., University of Houston

Shannon Williamson-Butler, B.A., University of North Texas

Miyah Grant, Psy.D., Alpert Medical School of Brown University

Lindsey Nichols, M.S., Alpert Medical School of Brown University

Andrew Creamer, MLS, Brown University

Kathleen Kemp, Ph.D., Rhode Island Hospital/Alpert Medical School of Brown University

Earn 1.5 continuing education credits

Imperial 9, Level 4

Symposium 65

Moving to Rest: Exploring Exercise as a Pathway to Better Sleep in Psychiatric Populations

CHAIRS:

Kristin L. Szuhany, *Ph.D.*, New York University School of Medicine
M. Alexandra Kredlow, *Ph.D.*, Tufts University

DISCUSSANT:

Louisa Sylvia, *Ph.D.*, Massachusetts General Hospital

Basic to Moderate level of familiarity with the material

Primary Category: Adult- Health Psychology / Behavioral Medicine

Key Words: *Exercise, Sleep, Transdiagnostic*

Examining Relationships Between Sleep Preferences and Physical Activity with Suicide Risk Using Intensive Longitudinal Assessment

Melanie L. Bozzay, *Ph.D.*, The Ohio State University Wexner Medical Center

Zachary J. Kunicki, *M.P.H., M.S., Ph.D.*, Brown University Medical School

Jungwoon Park, *B.S.*, Brown University

Stephen Coutu, *B.S.*, Brown University

Abigail Markley, *B.S.*, The Ohio State University Wexner Medical Center

Kareena Jain, *Student*, The Ohio State University Wexner Medical Center

Ryan Tong, *Student*, The Ohio State University Wexner Medical Center

Michael Arney, *PhD*, Warren Alpert Medical School of Brown University

Behavioral Activation to Increase Physical Activity in Persons with Depression: Intervention Effects on Sleep Outcomes

Chad D. Rethorst, *Ph.D.*, Texas A&M Agrilife Research - Dallas

Effects of a Lifestyle Physical Activity Intervention on Sleep in Women with Depression and Alcohol Use Disorder

Morganne A. Kraines, Ph.D., Alpert Medical School of Brown University/Butler Hospital

Gemma T. Wallace, Ph.D., Alpert Medical School of Brown University

Julia Browne, Ph.D., Providence VA Healthcare System

Eleanor Amer, B.A., Butler Hospital

Alicia Bergeron, B.S., Butler Hospital

Katherine Landino, B.A., Butler Hospital

Cynthia L. Battle, Ph.D., Alpert Medical School of Brown University

Ana Abrantes, Ph.D., Butler Hospital/Alpert Medical School of Brown University

Improving Sleep in Older Veterans with PTSD: Preliminary Evidence for Exercise-based Interventions

Julia Browne, Ph.D., Providence VA Healthcare System

Michelle Pebole, Ph.D., VA Boston Healthcare System

Jeffrey Gregg, Ph.D., Durham VA Health Care System

Katherine Hall, Ph.D., Durham VA Health Care System

Examining Changes in Insomnia and Their Associations with Exercise and Psychiatric Symptoms for Individuals with Primary Anxiety Disorders in an Aerobic Exercise Intervention Trial

Kristin L. Szuhany, Ph.D., New York University School of Medicine

Giselle Cornejo, Ph.D., New York University Langone Medical Center

Naomi Simon, MD, New York University Langone Health, New York University School of Medicine

Earn 1 continuing education credit

Imperial 11, Level 4

Symposium 66

Artificial Intelligence (AI) as a Means of Supporting Evidence-based Practices in Psychological Treatments

CHAIR:

Christina S. Soma, Ph.D., Lyssn.io

DISCUSSANT:

Shannon Wiltsey Stirman, Ph.D., Stanford University

Basic to Moderate level of familiarity with the material

Primary Category: Technology/Digital Health

Key Words: *Technology / Mobile Health, Training / Training Directors, Competence*

An Artificial-intelligence-based Multicultural Practice Training Program for Therapists: Development and Preliminary Findings

Matteo Bugatti, Ph.D., Oregon State University

Jesse Owen, Ph.D., University of Denver

Increasing Scalability of Training and Performance Feedback Through Ai-based Tools

Torrey Creed, Ph.D., University of Pennsylvania

Roisin Slevin, B.S., Lyssn.io

Amber Calloway, Ph.D., University of Pennsylvania

Brian Pace, Ph.D., Lyssn.io

Jordan Pruett, Ph.D., Lyssn.io

Zac Imel, Ph.D., Lyssn.io

David Atkins, PhD, Lyssn.io

Role Play or Real Play? Development of a Machine Learning-based Course with Behavioral Rehearsal and Feedback for Clinicians Using DBT Strategies with Simulated Clients

Adam Carmel, Ph.D., University of Washington, Seattle

Scaling Support: Ai-driven Innovations for 988 and Crisis Helplines

Christina S. Soma, Ph.D., Lyssn.io

Zac Imel, Ph.D., Lyssn.io

Brian Pace, Ph.D., Lyssn.io

Elizabeth Burr, B.A., ProtoCall Services, Inc.

Brad Pendergraft, LCSW, ProtoCall Services, Inc.

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

David Atkins, Ph.D., Lyssn.io

Earn 1.5 continuing education credits

Imperial 12, Level 4

Symposium 67

Hoarding in the Social World: Vulnerabilities and Interpersonal Processes

CHAIR:

Kiara Timpano, Ph.D., University of Miami

DISCUSSANT:

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

Advanced level of familiarity with the material

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: *Hoarding, Change Process / Mechanisms, Stigma*

The Lasting Effects of Growing up in a Hoarded Home: Using Natural Language Processing to Examine the Experiences of Adult Children of Hoarding Parents

Kiara Timpano, PhD, University of Miami

Understanding the Experience and Expression of Anger in Hoarding

Jessica R. Grisham, Ph.D., UNSW Sydney

Wenting Chen, UNSW Sydney

Phaedra Fuller, BA (Hons), UNSW

Tom Denson, Ph.D., UNSW

Kiara Timpano, Ph.D., University of Miami

Qualitative Investigation of Stigma Experiences of Individuals Living with Hoarding Disorder

Gregory S. Chasson, ABPP, Ph.D., University of Chicago

Sage Bates, Ph.D., Cognitive Behavioral Associates of Chicago

Social Cognition in Obsessive-compulsive and Hoarding Disorders

Kayla Lord, Ph.D., Anxiety Disorders Center, The Institute of Living

Sonata I. Black, B.A., Anxiety Disorders Center, The Institute of Living

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

Earn 1.5 continuing education credits

Celestin D&E, Level 3

Symposium 68

How Adaptive Mental Time Travel Can Reduce Anxiety and Improve Well-being: Novel CBT Approaches to Revisiting the past and Reimagining the Future

CHAIR:

David A. Moscovitch, Ph.D., University of Waterloo

DISCUSSANT:

Bethany Teachman, Ph.D., University of Virginia

All level of familiarity with the material

Primary Category: Cognitive Science/ Cognitive Processes

Key Words: Anxiety, Cognitive Processes, Translational Research

Reimagining the past in Social Anxiety: Acute Effects of Imagery Rescripting versus Positive Memory Self-processing

David A. Moscovitch, Ph.D., University of Waterloo

Terry Cho, B.A., University of Waterloo

Robert Mackey, B.A., University of Waterloo

Sophie M. Kudryk, M.A., University of Waterloo

Jolie Ho, M.A., M.S., University of Waterloo

Writing Content Predicts Outcomes in Written Exposure to Worst-case Future Scenarios in Advanced Cancer

Joanna Arch, Ph.D., University of Colorado Boulder

Lauren Finkelstein, M.A., University of Colorado Boulder

Elizabeth Slivjak, M.A., University of Colorado

Christopher Wojdak, M.A., University of Colorado

**Looking Back, Looking Ahead: Emotional Habituation as a Mechanism in
Written Exposure for Anxiety**

Jonathan D. Huppert, Ph.D., The Hebrew University of Jerusalem

Elad Zlotnick, M.A., The Hebrew University of Jerusalem

Snir Barzilay, M.A., The Hebrew University of Jerusalem

Hila Sorka, M.A., The Hebrew University of Jerusalem

**Real-time Intervention for Social Anxiety: Reprocessing Social Interactions
Through Expectancy Violations**

Fallon Goodman, Ph.D., George Washington University

Saskia L. Jorgensen, B.A., The George Washington University

Shirin Podury, B.S., The George Washington University

Carsyn Parmelee, B.A., George Washington University

Earn 1 continuing education credit

Celestin H, Level 3

Symposium 69

Innovative Strategies for the Dissemination of Evidence-based Practices Among Spanish-speakers

CHAIRS:

Brenda E. Zavala, B.A., University of Nevada, Reno
Jorge Cao Noa, M.S., University of Nevada Reno

DISCUSSANT:

Francisco A. Reinosa Segovia, Ph.D., University of California, Los Angeles

Moderate to Advanced level of familiarity with the material

Primary Category: Culture / Ethnicity / Race

Key Words: *Treatment Development, Evidence-Based Practice, Hispanic American/ Latinx*

Code-switching as a Novel Method for Reducing Dropout in Prolonged Exposure Therapy: Psychological and Physiological Results

Jorge Cao Noa, M.S., University of Nevada Reno

Lorraine Benuto, Ph.D., University of Nevada, Reno

Necesito Un Psicologo: A Behavioral Activation (BA) Telenovela Intervention for Depression Among Spanish-speaking Latines

Rosy Chavez-Najera, Ph.D., University of Nevada, Reno

Lorraine Benuto, Ph.D., University of Nevada, Reno

Using a Novel Ehealth Intervention as a Mechanism to Treat Behavioral Health Concerns Among Latines

Stephanie R. Reyes, M.S., University of Nevada, Reno

Brenda E. Zavala, B.A., University of Nevada, Reno

Lorraine Benuto, Ph.D., University of Nevada, Reno

Earn 1 continuing education credit.

Empire B, Level 2

Symposium 70

Single-session Interventions for Disordered Eating in Diverse Populations

CHAIR:

Courtney E. Breiner, Ph.D., Virginia Commonwealth University

DISCUSSANT:

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

Basic to Moderate level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Eating, Treatment, Prevention*

Acceptability, Feasibility, and Pre- to Post-intervention Efficacy of a Single-session Intervention Using the Habit Framework for Young Adults At-risk for Eating Disorders

Courtney E. Breiner, Ph.D., Virginia Commonwealth University

Kira Venables, B.A., Virginia Commonwealth University

Mae Winglass, B.A., New York State Psychiatric Institute

Evelyn Attia, M.D., Columbia University Irving Medical Center/New York State Psychiatric Institute

Joanna Steinglass, M.D., New York State Psychiatric Institute

Feasibility and Acceptability of a Single-session Online Workshop Targeting Self-compassion Skills for Emerging Adults with Disordered Eating

Julia M. Holmes, Ph.D., University at Albany, State University of New York

Arielle Wolinsky, Ph.D., MindWell Psychology

A Data-driven Approach to Creating a Single-session Eating Disorder Prevention Program for Parents of Young Children

Anna Love, B.S., M.A., University at Albany, State University of New York

Sarah Domhoff, Ph.D., University at Albany, State University of New York

Julia M. Hormes, Ph.D., University at Albany, State University of New York

Feasibility, Acceptability, and Initial Efficacy of a Single-session Intervention for Loss Of

control Eating in Pregnancy

Emily Woodworth, B.A., University at Albany, State University of New York

Julia M. Hormes, Ph.D., University at Albany, State University of New York

C. Alix Timko, Ph.D., University of Pennsylvania and Children's Hospital of Philadelphia

Earn 1 continuing education credit

Empire C, Level 2

Symposium 71

Socio-ecological Perspectives on Assessing and Intervening on Barriers to Psychological Treatment Among Diverse Adolescents and Young Adults

CHAIRS:

Gia N. Chodzen, Ph.D., University of California, Los Angeles

Gray Bowers, M.A., University of California, Los Angeles

DISCUSSANT:

Jocelyn I. Meza, Ph.D., UCLA School of Medicine

All levels of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Adolescents, College Students, Mental Health Disparities*

Socio-ecological Barriers Impeding Mental Health Service Utilization Among Community College Students vs. 4-year University Students

Andrew Alvarez, B.A., University of California, Los Angeles

Gia N. Chodzen, Ph.D., University of California, Los Angeles

Jocelyn I. Meza, Ph.D., University of California Los Angeles School of Medicine

A Mixed Methods Approach to Assessing Socio-ecological Barriers to Engagement in a Brief Trauma-focused Intervention Imbedded in Primary Care

Gia N. Chodzen, Ph.D., University of California, Los Angeles

Lauren Ng, Ph.D., University of California, Los Angeles

**Identifying Access and Engagement Barriers to Trauma Informed Care Faced by
Incarcerated Youth: A Community-based Participatory Research Approach**

Gray Bowers, M.A., University of California, Los Angeles

Lauren Ng, PhD, University of California, Los Angeles

**Addressing Critical Workforce Shortages as a Barrier to Youth Mental Health
Access: Implementation of a Multi-component Career Development Program**

Virginia Henson, B.A., University of California Los Angeles

Jocelyn I. Meza, Ph.D., University of California Los Angeles School of Medicine

Lindsay Alexander, MPH, Child Mind Institute

Michael Milham, M.D., Ph.D., Child Mind Health Institute

Earn 1.5 continuing education credits

Empire D, Level 2

Symposium 72

Expanding and Extending the Workforce to Improve Mental Health: Diverse Applications of Task-sharing Models

CHAIR:

Brenna N. Renn, Ph.D., University of Nevada, Las Vegas

DISCUSSANT:

Patricia Areal, Ph.D.

All levels of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Evidence-Based Practice, Underserved Populations, Community-Based*

Scaling up Maternal Mental Healthcare by Increasing Access to Treatment (SUMMIT): Task-sharing and Telemedicine to Improve Access to Mental Healthcare

Daisy R. Singla, Ph.D., University of Toronto

Samantha Meltzer-Brody, M.D., MPH, Department of Psychiatry, School of Medicine, University of North Carolina

Richard Silver, M.D., Endeavor Health (formerly Northshore University Health System)

Simone Vigod, M.D., MSc, FRCPC, Department of Psychiatry, Women's College Hospital

Results from a Mixed Methods Feasibility Study: Digital Peer Support for Depression Among Diverse Older Adults

Jin hui Joo, M.D., Massachusetts General Hospital

Alice Xie, B.S., B.A., Massachusetts General Hospital, Harvard Medical School

Namkee Choi, Ph.D., University of Texas

Joseph Iacascio, Ph.D., Massachusetts General Hospital

Mingyue Ma, M.S., Harvard T.H. Chan School of Public Health

Ryan Mace, Ph.D., Massachusetts General Hospital

Phyllis Solomon, Ph.D., School of Social Policy & Practice University of Pennsylvania

Organizational Determinants of Secondary Traumatic Stress Absence in Lay Counselors Delivering Culturally Adapted Trauma-focused Cognitive Behavioral Therapy in Kenya

Priya Dahiya, B.A., University of Washington, Seattle

Clara M. Johnson, M.S., University of Washington, Seattle

Rashed Al Rasheed, M.S., University of Washington

Celine Lu, B.A., University of Washington, Seattle

Kathryn Whetten, Ph.D., Duke University

Christine Gray, Ph.D., Duke University

Shannon Dorsey, Ph.D., University of Washington

Outcomes of a Brief, Nonspecialist-delivered Behavioral Intervention for Anxiety

Brenna N. Renn, Ph.D., University of Nevada, Las Vegas

Rakshitha Mohankumar, M.A., University of Nevada, Las Vegas

Aimy Paulsen, B.A., University of Washington

Vanessa Flores, B.S., University of Nevada, Las Vegas

Patrick J. Raue, Ph.D., University of Washington School of Medicine

Earn 1 continuing education credit

Strand 1, Level 2

Symposium 73

Sleep, Stress, Psychosis, and Suicide: Novel Findings in Premenstrual and Perinatal Mental Health

CHAIR:

Tiffany Hopkins, Ph.D., University of North Carolina

DISCUSSANT:

*Crystal E Schiller, Ph.D., University of North Carolina at
Chapel Hill*

Basic to Moderate level of familiarity with the material

Primary Category: Women's Issues

Key Words: *Perinatal, Women's Health*

The Use of Wearable Devices in Predicting Affective Switching via Sleep Behavior in Individuals with Premenstrual Dysphoric Disorder

Robin D. Brown, B.S., University of North Carolina at Chapel Hill

Gabriel Dichter, Ph.D., University of North Carolina at Chapel Hill

Juliana Prim, Ph.D., University of North Carolina at Chapel Hill

Crystal Schiller, Ph.D., University of North Carolina at Chapel Hill

A Dimensional Approach to Perinatal Mania and Psychosis: Implications for Prevention and Intervention

Mariann Howland, M.A., University of North Carolina at Chapel Hill

Hannah Klimas, M.A., University of Minnesota

Megan Gunnar, Ph.D., University of Minnesota

**Couple's Adjustment to Parenthood in the Context of Childhood Maltreatment:
A Mixed-methods Study**

Laura Martin, Ph.D., Children's National

Mark Feinberg, Ph.D., The Pennsylvania State University

Keith D. Renshaw, Ph.D., George Mason University

**Implementation and Effectiveness of Comprehensive Dialectical Behavior
Therapy in the Perinatal Period**

Tiffany Hopkins, Ph.D., University of North Carolina

*Samantha N. Hellberg, M.A., University of North Carolina at Chapel Hill; VA Puget
Sound, Seattle*

*Danielle Swales, Ph.D., University of North Carolina at Chapel Hill; Laura Martin,
Ph.D., Children's National*

Parisa Kaliush, Ph.D., University of North Carolina at Chapel Hill

Amanda Jones, B.S., University of North Carolina at Chapel Hill

Earn 1.5 continuing education credits

Strand 11A&B, Level 2

Symposium 74

Novel Strategies for Promoting Treatment Engagement for Individuals with ADHD

CHAIR:

Elizabeth Capps, Ph.D., Children's National Hospital

DISCUSSANT:

Steven W. Evans, Ph.D., Ohio University

All levels of familiarity with the material

Primary Category: Child /Adolescent - ADHD

Key Words: *ADHD, Treatment, Clinical Trial*

Leveraging a Digital Augmentation to Enhance Treatment Engagement: Predictors of Engagement and Differential Effects in School-based Intervention for Youth with ADHD

Elizabeth Capps, Ph.D., Children's National Hospital

Aren Tucker, B.S., Children's National Hospital

AJ Matteis, M.P.S., Children's National Hospital

Charity Majusiak, M.P.S., Children's National Hospital

Qinxin Shi, Ph.D., Texas Christian University

Amanda Steinberg, B.S., Virginia Polytechnic Institute and State University

Melissa R. Dvorsky, Ph.D., Children's National Hospital

**Treating Parents with ADHD and Their Young Children (TPAC): Does
Medicating Parents with ADHD Yield Better Behavioral Parent Training
Attendance and Skills Practice?**

Andrea M. Chronis-Tuscano, Ph.D., University of Maryland

Nadia Bounoua, Ph.D., University of Maryland- College Park

Donna Marshall, Ph.D., Children's National Hospital

Christina Danko, Ph.D., University of Maryland- College Park

Joyce Lui, Ph.D., Concordia University

Daria Taubin, B.A., University of Maryland- College Park

Adelaide Robb, M.D., Children's National Hospital

**Supporting Engagement in Care for Economically Marginalized Families of
Children with ADHD: Partnering to Achieve School Success**

*Jennifer A. Mautone, ABPP, Ph.D., University of Pennsylvania Perelman School of
Medicine*

Alex Holdaway, Ph.D., Children's Hospital of Philadelphia

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

**Enhancing Engagement in a Peer-delivered Intervention for High School
Students with ADHD: A Randomized Controlled Trial**

Shauntal Van Dreel, MSW, Washington University in St. Louis

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

Stefany Cox, Ph.D., Cedars-Sinai

*Ben Aaronson, Ph.D., University of Washington School of Medicine, Department of
Pediatrics*

Alexa Matlack, Ph.D., University of Washington, Seattle

Mercedes Ortiz Rodriguez, MPH, Fred Hutch

Joshua M. Langberg, Ph.D., Rutgers, The State University of New Jersey

Aaron Lyon, Ph.D., University of Washington

Taylor Rainwater, M.Ed., Seattle Public Schools

Brooke Kircher, M.Ed., Seattle Public Schools, Garfield High School

Earn 1.5 continuing education credits

Strand 12A&B, Level 2

Symposium 75

Identification and Assessment of Factors Affecting Veterans' Therapeutic Engagement

CHAIRS:

Sean A. Lauderdale, Ph.D., University of Houston – Clear Lake
Andrew M. Sherrill, Ph.D., Emory University

DISCUSSANT:

Sheila Rauch, ABPP, Ph.D., Atlanta VAHCS/Emory SOM

All levels of familiarity with the material

Primary Category: Military and Veterans Psychology

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

Generative Artificial Intelligence-large Language Models' Ability to Detect Moral Injury in Combat-experienced Veterans

Randee M. Schmitt, M.A., University of Houston – Clear Lake
Sean A. Lauderdale, Ph.D., University of Houston – Clear Lake
Julian A. Wieck, B.S., University of Houston – Clear Lake
Maheen Maiya, B.S., University of Houston-Clear Lake
Vaishnavi Konda, B.S., University of Houston-Clear Lake
Zane Shamsher, B.S., University of Houston-Clear Lake

I Felt My Therapist's Presence During Exposures: Insights on Using Active and Passive Mobile Sensing to Enhance Patient Engagement

Nathaniel Swinger, B.S., Georgia Institute of Technology
Barbara O. Rothbaum, ABPP, Ph.D., Emory University School of Medicine
Sheila A.M. Rauch, Ph.D., ABPP, Emory University
Rosa I. Arriaga, Ph.D., Georgia Institute of Technology
Andrew M. Sherrill, Ph.D., Emory University

Do Cohort Personality Characteristics Predict Treatment Outcomes in a Military Intensive Outpatient Program? A Registered Report

Nate L. Phillips, M.S., University of Georgia

The Effects of Feeling Inspired by Group Members in a Veteran PTSD Residential Program: Examining Associations of Weekly Moral Elevation with Weekly Group Climate and Pre-post Outcomes

Adam McGuire, Ph.D., US Department of Veterans Affairs

Alexander Riera, M.S., VISN 17 Center of Excellence for Research on Returning War Veterans

Elizabeth Nosen, Ph.D., G.V. (Sonny) Montgomery VA Medical Center

Earn 1.5 continuing education credits

Strand 13A&B, Level 2

Symposium 76

Daily Life Research on Self-injurious Thoughts and Behaviors Among LGBTQ+ Individuals: towards Understanding Momentary Mechanisms in a High-risk Population

CHAIR:

Swanaya Gurjar, M.A., Texas Tech University

DISCUSSANT:

Debra A. Hope, Ph.D., University of Nebraska-Lincoln

Advanced level of familiarity with the material

Primary Category: *Suicide and Self-Injury*

Key Words: *Suicide, Self-Injury, LGBTQ+*

Sexual and Gender Minority Stressors and Self-injurious Thoughts and Behaviors: An Ecological Momentary Assessment Study

Julia Nicholas, M.S., The University of Louisville

Michaela Ahrenholtz, B.S., University of Louisville

MacKenzie Bewley, B.S., University of Louisville

Konrad Bresin, Ph.D., University of Louisville

Within-person Changes in General Stress and Minority Stress Predict Same-day Suicidal Ideation

Gabrielle S. Ilagan, M.A., Fordham University

Christopher C. Conway, Ph.D., Fordham University

Harmful Narratives: The Effects of Anti-trans News on Suicidal Ideation Among Gender Diverse Adults in Daily Life

Swanaya Gurjar, M.A., Texas Tech University

Sarah E. Victor, Ph.D., Texas Tech University

Time-varying Associations Between Interoception, Eating Disorder Symptoms, and Self-injurious Thoughts in Transgender or Gender Expansive Adults with an Eating Disorder

Rachel Frietchen, B.S., Auburn University

Lauren Harris, Ph.D., Auburn University

Rylee Lusich, B.A., Auburn University

Marley Billman Miller, M.S., Auburn University

Amanda Collins, Ph.D., Massachusetts General Hospital

Matthew D. Nemesure, Ph.D., Digital Data Design Institute, Harvard Business School, Boston, MA, United States

Nicholas C. Jacobson, Ph.D., Dartmouth College

Liz Cash, Ph.D., University of Louisville

Cheri A. Levinson, Ph.D., University of Louisville

April Smith, Ph.D., Auburn University

Sexual and Gender Minority Adults' Perspectives on Participating in Self-harm Experience Sampling Research

Reed M. Morgan, B.A., Fordham University

Gabrielle S. Ilagan, M.A., Fordham University

Christopher C. Conway, Ph.D., Fordham University

Emilia Soroko, Ph.D., Adam Mickiewicz University

Earn 1.5 continuing education credits

Bolden 5, Level 2

Symposium 78

Bound by Control: Identifying and Targeting Shared and Unique Mechanisms Among Disorders of Rigidity

CHAIR:

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

DISCUSSANT:

Douglas B. Samuel, Ph.D., Purdue University

All levels of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Transdiagnostic, Comorbidity, Cognitive Processes*

Shared and Distinct Neuroeconomic Pathways to Cognitive Rigidity in Anorexia Nervosa and Obsessive-compulsive Personality Disorder

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

Hannah Monette, M.S., Virginia Commonwealth University

Samantha Abram, Ph.D., San Francisco VA Health Care System & University of California, San Francisco,

Scott Crow, MD, University Minnesota Medical School

The Influence of Parental Neural Error Monitoring on Child Anxiety and Peer Outcomes in Children Characterized by Overcontrol

Kirsten Gilbert, Ph.D., Washington University in St. Louis

Joan Luby, M.D., Washington University in St. Louis

Susan Perlman, Ph.D., Washington University in St. Louis

**Do Obsessive-compulsive Disorder (OCD) Symptoms, Perfectionism, and Disgust
Predict Eating Disorder Relapse and Remission?**

Avantika Kapadia, M.S., University of Louisville

Cheri A. Levinson, Ph.D., University of Louisville

Earn 1.5 continuing education credits

Foster 2, Level 2

Symposium 80

The Adaptation of Evidence-based Interventions to Address Intersectional Self-stigma in Diverse Populations: Core Principles, Treatment Strategies, and Preliminary Outcomes

CHAIRS:

Kelly Moore, Ph.D., East Tennessee State University

Arryn Guy, Ph.D., Illinois Institute of Technology

DISCUSSANT:

Jason Luoma, Ph.D., Portland Psychotherapy Clinic,
Research, & Training Center

Moderate level of familiarity with the material

Primary Category: Program / Treatment Design

Key Words: *Stigma, ACT (Acceptance & Commitment Therapy), Vulnerable Populations*

A Third-wave Behavioral Intervention Targeting Self-stigma Related to Criminal Involvement and Substance Use Disorder

Kelly Moore, Ph.D., East Tennessee State University

Adapting an Act-based Stigma and Substance Use Intervention for Transgender Adults: Addressing Self-stigma and Refinements for RCT Testing

Liza Kolbasov, B.A., Illinois Institute of Technology

Arryn Guy, Ph.D., Illinois Institute of Technology

Peyton Erb, B.S., Illinois Institute of Technology

Kate Linenbach, B.S., Illinois Institute of Technology

Mikey Shock, B.A., Illinois Institute of Technology

Mayor Manlapid, B.A., Brown University

Aya Shawari, Illinois Institute of technology

Related Interventions to Reduce Internalized and Anticipated Stigma Harms: ESS, EASE, SSAS, & IRIS

Alicia Lucksted, Ph.D., Univ of Maryland Baltimore School of Medicine

Development and Implementation of Actprep: An Acceptance-based Prep Intervention for Engaging Young Black MSM in the South Using the Adaptome Model

Trisha Arnold, Ph.D., Brown University

Brandon Guadiano, Ph.D., Brown University

Andrew Barnett, Ph.D., George Washington University School of Medicine and Health Sciences

Brooke G. Rogers, M.P.H., Ph.D., Boston University

Sarah Bailey, M.S., Rhode Island Hospital

Larry Brown, M.D., Brown University and Rhode Island Hospital

Tackling Intersectional Stigma and It's Relation to Hazardous Alcohol for Latinx Sexual Minorities: A Novel Intervention Development

David Zelaya, Ph.D., Brown University

Earn 1.5 continuing education credits

Strand 10A&B, Level 2

Advanced Clinician Seminar 1

Creating Clinical Experiences That Count: Enhancing Adaptive Learning from Experiential Interventions (Exposure Therapy and Activity Assignments)

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

SUNDAY

Moderate to Advanced level of familiarity with the material

Primary Category: Adult - Anxiety

Key Words: *Exposure, Behavioral Activation, CBT*

In active cognitive-behavioral treatments, clinicians are routinely constructing and assigning clinical experiences to aid adaptive learning. This process has been most formalized in activity assignment and exposure therapy strategies for the treatment for anxiety-related and mood disorders. Yet, relatively little has been written about the nuances of creating these experiences and attending, in particular, to the patient's responses to these experiences in the anticipatory, in-the-moment, and post event processing phases of an experiential assignment. In this Advanced Clinician Seminar, a memory-centric perspective (considering what is learned from an experiential intervention and how to enhance the retention of that learning) is taken for considering strategies to enhance the impact of these experiential assignments. Individual topics will include consideration of the right level of "expectancy violations" that aids effective learning and the contextual conditions (positive, affect, hope, optimism) that may influence the success and staying power of an experiential assignment. Attention will also be placed on both obvious and subtle defensive (safety) behaviors that can derail active learning, with emphasis on finding an "everyday behavior" standard to guide behavioral responding to experiential assignments. Active discussion of cases provided by participants will be a central feature of this seminar.

Outline:

- Participants should consider drinking some coffee before this clinical session because active participation is encouraged. For this presentation, a “call and response” format will be used to try to facilitate active engagement among participants through a series of clinical questions, including such questions as:
- What are the similarities and differences between Exposure and Behavioral Activation assignments?
- Is exposure an active or passive learning process; is it new learning or the weakening of old learning?
- Does it matter what you do in response to an exposure or do you just have to show up?
- Are you exposing people to a situational fear or the emotions associated with the situational fear?
- How long is the core consolidation period (setting in the memory) following an experiential assignment?
- What is the primacy of behavioral responses (vs. emotional responses) in fear conditioning; is ERP relevant to every exposure?
- Why might moderate expectancy violations be the best for adaptive learning?
- Does your patient routinely re-activate fear and exposure memories before their sessions?
- What kind of adaptive memory consolidation practices do you put into place following exposure or activity assignments?
- What are some of the core beliefs you often target in the treatment of anxiety- and mood-related disorders.
- As part of addressing these questions, the presenter will review recent research that informs answers to these questions in relation to clinical strategies designed to enhance outcomes to experiential assignments.

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

- Discuss a memory-centric perspective on experiential learning in CBT.
- Explain post-event processing strategies to help get the most out of experiential learning assignments in or between sessions.
- List contextual factors that may influence the degree of adaptive learning from experiential interventions in CBT.
- Long-term Goal: Aside from a memory-centric view of experiential assignments, two core “takeaway” items will be consideration of the role of (1) exposure to aid emotional processing (interoceptive exposure) as a routine lead-in to treatment of anxiety and related disorders.
- Long-term Goal: and (2) an “ERP for Everyone” perspective that emphasizes the importance of programming the responses to exposure to enhance exposure therapy and activity assignment outcomes.

Recommended Reading 1: Benito, K., Pittig, A., Abramowitz, J., Arch, J., Chavira, D., de Kleine, R., De Nadaï, A., Hermans, D., Hofmann, S.G., Hoyer, J., Huppert, J.D., Kircanski, K., McEvoy, P.M., Meyer, H., Monfils, M.H., Papini, S., Rief, W., Rosenfield, D., Storch, E.A., Telch, M.J., Otto, M.W., Smits, J.A., for the Exposure Therapy Consortium (2024). Mechanisms of Change in Exposure Therapy for Anxiety and Related Disorders: A Research Agenda. *Clinical Psychological Science*. 0(0). <https://doi.org/10.1177/21677026241240727>

Recommended Reading 2: Kube, T., Kirchner, L., Lemmer, G., & Glombiewski, J. A. (2021). How the Discrepancy Between Prior Expectations and New Information Influences Expectation Updating in Depression—The Greater, the Better? *Clinical Psychological Science*, 10(3), 430-449. <https://doi.org/10.1177/21677026211024644> (Original work published 2022).

Recommended Reading 3: Smits, J. A. J., Powers, M. B., & Otto, M.W. (2019) *Personalized Exposure Therapy: A Person-Centered Transdiagnostic Approach*. New York: Oxford University Press.

Recommended Reading 4: Taylor, C. T., Rosenfield, D., Dowd, S. M., Dutcher, C. D., Hofmann, S. G., Otto, M. W., Pollack, M. H., & Smits, J. A. J. (2023). What good are positive emotions for treatment? A replication test of whether trait positive emotionality predicts response to exposure therapy for social anxiety disorder. *Behaviour Research and Therapy*, Dec;171:104436.

10:00 AM – 11:00 AM

networking 

Elite Hall A, Level 1

Poster Session 1 (PS1)

Categories: *Addictive Behaviors, Adult Anxiety, Adult ADHD, Adult Depression, Anger*

Key Words: *Addictive Behaviors, Assessment, Motivation*

(PS1-1) A Critical Evaluation of Gambling Motivation Methods in Both Research and Treatment

Christopher Floyd, M.A., M.S.¹, Joshua B. Grubbs, Ph.D.², Alexander J. Connolly, M.A.², 1. Bowling Green State University, 2. University of New Mexico

(PS1-2) A Latent Class Analysis of Psychopathology Among Adults in Residential Substance Use Treatment: Associations with Craving and Treatment Dropout

Evan J. Basting, M.A.¹, Alyssa M. Medenblik, M.A.¹, Samantha Schlachta, M.S.W.², Alisa Garner, Ph.D.³, Ryan C. Shorey, Ph.D.⁴, Greg L. Stuart, Ph.D.¹, 1. The University of Tennessee, Knoxville, 2. Cornerstone of Recovery, 3. University of North Texas, 4. University of Wisconsin, Milwaukee

(PS1-3) Alcohol Content on Social Media, Drinking Motives, and the Trajectory of Alcohol-related Consequences Among Young Adults

Callie L. Wang, B.A., Lidia Z. Meshesha, Ph.D., University of Central Florida

(PS1-4) Alcohol Reinforcement Value Predicts Intervention Response Through In-session Language

Anne E. Blake-Nickels, B.S., B.A.¹, James G. Murphy, Ph.D.², Benjamin O. Ladd, Ph.D.¹, 1. Washington State University, 2. University of Memphis

(PS1-5) Alcohol-related Shame and Internal Motivation for Drinking Behavior Change: The Moderating Effects of Self-efficacy and Growth Mindset

Amy F. Berger, B.S., Anthony H. Ahrens, Ph.D., American University

(PS1-6) Are Alcohol Use and Sleep Disturbances Related in College Students? The Associations of Gender, Sleep, and Alcohol Consumption

Maci Taylor, Kyra A. Bevenour, M.A., Ellie W. Borders, M.A., Ashley M. Ahrens, Susan L. Kenford, Ph.D., Xavier University

- (PS1-7) Associations Between Mobile Phone Addiction and Behavioral and Sociocultural Constructs in a Latinx College Student Sample**
Diana Salcido-Padilla, Kevin Sandoval Medina, B.A., Austin Vernon, B.S., Joshua Torres, B.S., Miguel A. Garcia, M.A., Theodore V. Cooper, Ph.D., University of Texas at El Paso
- (PS1-8) Associations of Sex and College Exposure with Alcohol Use and Misuse Milestones**
Elisabeth P. Cabot, M.A., Fatima Dobani, M.S., William J. Salapow, Aesoon Park, Ph.D., Syracuse University
- (PS1-9) Caffeine, Substance Use, and Criminal Charges Among Detained Youth**
Daryl Hesse, M.S., Paula J. Fite, Ph.D., University of Kansas
- (PS1-10) College Alcohol Beliefs or General Alcohol Expectancies: Which Is More Important in the Prediction of Hazardous Alcohol Use Among College Students?**
Kyra A. Bevenour, M.A., Ellie W. Borders, M.A., Susan L. Kenford, Ph.D., Xavier University
- (PS1-11) Cultural Adaptation of Acceptance and Commitment Therapy for Latinx Individuals with Co-occurring Anxiety and Alcohol Use Disorder**
Nubia A. Mayorga, Ph.D., Daniel A. Pineiro, B.S., Jenny Zhen-Duan, Ph.D., Massachusetts General Hospital/Harvard Medical School
- (PS1-12) Differences in Food and Alcohol Disturbance (FAD) and Alcohol Expectancies Based on FAD History and Motives**
Katherine Berry, M.S., Alison Looby, Ph.D., University of Wyoming
- (PS1-13) Differential Associations Between Substance Use Disorders and Psychiatric Comorbidities in a Large Clinical Sample**
Simran Bhola, B.A.¹, Noelle Arcaro, B.S.², Monica Wright, Ph.D.¹, 1. Northwell Health Zucker Hillside Hospital, 2. Northwell Health
- (PS1-14) Examining Gambling Disorder in Women Veterans: Psychological Profiles and Treatment Implications**
Regina Tahk, B.A., Joshua Grubbs, Ph.D., University of New Mexico
- (PS1-15) Exploring the Impact of PBS Norms in the Relationship Between PBS Use and Alcohol-Related Problems in SGM and non-SGM College Students**
Emma R. Hayden, M.S., Robert Dvorak, Ph.D., Callie L. Wang, B.A., Jacqueline Woerner, Ph.D., The University of Central Florida
- (PS1-16) Gambling Knowledge in Problem and Responsible Gambling: A Review and Considerations for Clinical Practice**
Alexander J. Connolly, M.A.¹, Shane W. Kraus, Ph.D.², Joshua B. Grubbs, Ph.D.¹, 1. University of New Mexico, 2. University of Nevada, Las Vegas
- (PS1-17) I Get High With a Little Help From My Friends: The Role of Social Support in Momentary Alcohol & Cannabis Use**
Amelia V. Wedel, Ph.D.¹, Aesoon Park, Ph.D.², 1. Santa Clara University, 2. Syracuse University
- (PS1-18) Is the Bergen Social Media Addiction Scale a Unidimensional Construct? Evidence Favoring the Peripheral-core Distinction in Problematic Social Media Use**
Victor Ciudad-Fernández, Ph.D.¹, Tamara Escrivá-Martínez, Ph.D.¹, Rocio Herrero, Ph.D.², Rosa M. Baños, Ph.D.¹, 1. University of Valencia, 2. University of Zaragoza

(PS1-19) Longitudinal Trajectories of Problem Gambling Symptoms and Alcohol-related Problems in a U.S. National Sample

Kristiana Carrasquillo¹, Joshua B. Grubbs, Ph.D.¹, Alexander J. Connolly, M.A.¹, Shane W. Kraus, Ph.D.², 1. University of New Mexico, 2. University of Nevada, Las Vegas

(PS1-20) Nicotine Vape Use and Perceived Harm of Use Among College Women and Men

Alyssa M. Medenblik, M.A.¹, Evan J. Basting, M.A.¹, Emma J. Poole, B.S.¹, Mary C. Jensen, M.A.¹, Stella W.J. Son, B.A.¹, Tara L. Cornelius, Ph.D.², Greg L. Stuart, Ph.D.¹, 1. The University of Tennessee, Knoxville, 2. Grand Valley State University

(PS1-21) Parent and Family Factors of Alcohol Use in a Sample of Rural Middle School Students

Daryl Hesse, M.S., Paula J. Fite, Ph.D., University of Kansas

(PS1-22) Patient Feedback on a Technology Enhanced Cognitive-Behavioral Intervention for Buprenorphine Retention During Pregnancy

Claire Johnson, B.A., Marie Hayes, Ph.D., Constance Guille, M.D., Sara Witcraft, Ph.D., Medical University of South Carolina

(PS1-23) Patterns of Perceived Harm and Problematic Nicotine Vape Use: A Latent Class Analysis

Alyssa M. Medenblik, M.A.¹, Evan J. Basting, M.A.¹, Emma J. Poole, B.S.¹, Mary C. Jensen, M.A.¹, Stella W.J. Son, B.A.¹, Tara L. Cornelius, Ph.D.², Greg L. Stuart, Ph.D.¹, 1. The University of Tennessee, Knoxville, 2. Grand Valley State University

(PS1-24) Place attachment(s) and Addiction to Virtual Places: a Longitudinal Analysis

Izabela Lassota, M.A., Tomasz Oleksy, Ph.D., Anna Wnuk, Ph.D., Małgorzata Gambin, Ph.D., University of Warsaw

(PS1-25) Prospective Risk Associations with Multiple Minority Identities

Emma Schillinger, M.S., Fatima Dobani, M.S., Aesoon Park, Ph.D., Syracuse University

(PS1-26) Substance Use Disorder Dimensionality Redux: Revisiting the Appropriateness of DSM-5's Unidimensional Model of Substance Use Disorder

Joseph F. Sexton, B.A., Ashley L. Watts, Ph.D., Hao Wu, Ph.D., Vanderbilt University

(PS1-27) Suicide Attempt History in Veterans Receiving Treatment for Gambling Disorder: Demographic and Psychiatric Associates

Karen A. Valle Frias, B.S.¹, Alexander J. Connolly, M.A.², Frankie Nieblas, M.A.¹, Joshua B. Grubbs, Ph.D.², Heather Chapman³, Shane W. Kraus, Ph.D.¹, 1. University of Nevada, Las Vegas, 2. University of New Mexico, 3. Louis Stokes Cleveland VA Medical Center

(PS1-28) The Associations Between Adolescent Resilience, Substance Use Expectancies, and Perception of Peer Substance Use

Kylie S. Sambirsky, B.A., University of Colorado Boulder

(PS1-29) The Role of Positive Urgency and Drinking Motives in Problematic Alcohol Use Among Socially Anxious Girls

Beatriz de Andrade, Heidemarie Blumenthal, Ph.D., Linda M. Thompson, M.A., University of North Texas

- (PS1-30) The Roles of Psychological Inflexibility (PI) and Experiential Avoidance (EA) in Problematic Porn Use (PPU)**
Hollie Box, M.S., Shivani Bathla, Anita Shchepetova, B.A., Mary Short, Ph.D., University of Houston – Clear Lake
- (PS1-31) To Use or Not to Use: Social Anxiety, Gender, and Perceptions of Protective Behavioral Strategies among Risky College Drinkers**
Heehoon Chae, B.A., Lindsay S. Ham, Ph.D., Byron L. Zamboanga, Ph.D., Michael Randazza, M.S., University of Arkansas
- (PS1-32) Values and Alcohol/Substance Use**
Collin D. Palomares, M.A., Michael T. Moore, Ph.D., Adelphi University
- (PS1-33) Anxiety Fosters Greater Maladaptive Interpersonal Emotion Regulation and Stress**
Kelsey J. Pritchard, Ph.D.¹, Peter G. Mezo, Ph.D.², 1. University of Michigan Medical School, 2. University of Toledo
- (PS1-34) Anxiety Inhibits the Relationship Between Self-regulation and Self-regulated Learning Strategies**
Emma Church, M.A., Legend Coleman, Caroline C. Born, M.A., Peter G. Mezo, Ph.D., University of Toledo
- (PS1-35) Belongingness and Self-focused Attention as Serial Mediators in the Association Between Discrimination and Social Anxiety**
Heather S. Martin, B.A., Abigail Jolliffe, Jenny L. Wu, M.A., Sarah A. Hayes-Skelton, Ph.D., University of Massachusetts Boston
- (PS1-36) Bidirectionality Between Post-event Processing and Shame in the Context of Social Anxiety**
Sebastian Szollos, M.A., Allison Graham, M.A., Cassandra Mick, M.A., Emily Olson, B.A., David P. Valentiner, Ph.D., Northern Illinois University
- (PS1-37) Characterizing Gender Differences in Appearance-related Safety Behaviors and Their Relationship with Clinical Symptoms**
Tapan A. Patel, M.S., Jesse R. Cougle, Ph.D., Florida State University
- (PS1-38) Cognitive Behavioral Group Therapy for Social Anxiety Disorder – Analysis of Culture, Diversity, and Impact on Treatment Generalizability Within a Critical Review**
Julie Wojtaszek, M.A., Tamara M. Loverich, Ph.D., Eamonn P. Arble, Ph.D., Eastern Michigan University
- (PS1-39) Cognitive Reappraisal Is Associated with Respiration Rate in Highly Anxious and Depressed Individuals**
Kelly Dombek¹, Esther Howe, M.A.², Aaron J. Fisher, Ph.D.¹, 1. University of California, Berkeley, 2. University of Washington, Seattle
- (PS1-40) Digital Safety Behavior Treatment for Pathological Worry: Findings from a Pilot Study**
Matthew C. Sala, B.S., Jesse R. Cougle, Ph.D., Florida State University

(PS1-41) Emotion Regulation Difficulties Associated with Trait and State

Depersonalization Among Individuals High in Social Anxiety

Noah J. French, M.A.¹, Taylor Myers, M.A.¹, Kaitlyn D. Petz, B.A.¹, Md Sabbir Ahmed, D. Phil.¹, Mark Rucker, M.S.¹, Zhiyuan Wang, M.S.¹, Mehdi Boukhechba, Ph.D.², Laura E. Barnes, Ph.D.¹, Bethany Teachman, Ph.D.¹, 1. University of Virginia, 2. Johnson & Johnson

(PS1-42) Emotion Regulation Strategies and Their Effects on Worry

Ebony A. Walker, B.A., Eric H. Mann, B.A., Johnathan C. Walker, B.A., Danielle E. Deros, M.S., Burke Hahn, M.S., Tony R. Montgomery, Jr., M.S., DeMond M. Grant, Ph.D., Oklahoma State University

(PS1-43) Examining the Mediating Role of Self-rated Health and Health Distress in the Relationship Between Anxiety and Behavioral Help-seeking Behaviors Among Latinx Individuals.

Alisandra Macias, M.A., Natalia Gómez Giuliani, B.A., Geovani Muñoz, M.S., Rosalie Corona, Ph.D., Oswaldo Moreno, Ph.D., Virginia Commonwealth University

(PS1-44) Examining the Psychometric Network Structure of Social Anxiety: A Scoping Review

Giovanbattista Andreoli¹, Shota Noda, Ph.D.¹, Motohiro Nishiuchi, M.A.², Stefan Hofmann, Ph.D.³, 1. University of Marburg, 2. Musashino University, 3. Philipps University of Marburg

(PS1-45) Exploring Links Between Evolutionary Mismatch and Mental Health in Undergraduate Students

Suraj J. Bera, M.A., Caroline E. Bucher, M.A., Lydia J. Roberts, M.A., Sara N. Fernandes, M.A., Ernie Goldberg, M.A., Scott Gulbransen, M.A., Michael Moerdler-Green, M.A., Jeremy Cohen, M.A., Kate Siegler, M.A., Emily Mintz, B.A., Talia Petigrow, B.S., Lauren DiGregorio, William C. Sanderson, Ph.D., Hofstra University

(PS1-46) Exploring Patterns of Heart Rate Variability and State Anxiety Across the Trier Social Stress Task

Olivia M. Wallace, B.S.¹, Jennie M. Kuckertz, Ph.D.², Nader Amir, Ph.D.¹, 1. San Diego State University, 2. McLean Hospital/Harvard Medical School

(PS1-47) Exploring Qualitative Responses of Self-compassion, Cognitive Reappraisal and Control Writing Tasks Among Individuals with High Social Anxiety: A Lab-based Study

Cortney Burnham, M.A., Nancy L. Kocovski, Ph.D., Wilfrid Laurier University

(PS1-48) Qualitative Perspectives and Considerations of Women Gun Owners

Emma Unruh-Dawes, M.S., Christina Rose Bauder, M.P.H., Ph.D., LPC, The Ohio State University

(PS1-49) Impact of Interoceptive Awareness on Anxiety and Number of Health Conditions in a Multi-site Comparative Effectiveness Study for Hatha Yoga and Behavioral Activation Therapy

Giuliana M. Chau, B.A.¹, Naia Wolfenzon¹, Ingrid R. Hsu, B.A.¹, Lisa Uebelacker, Ph.D.², Louisa Sylvia, Ph.D.¹, Lina Nurhussien, M.P.H.¹, Dustin J. Rabideau, Ph.D.¹, Odalys Lozado, B.S.³, Melissa Adkins-Hempel, B.A.³, Samantha Hunter, M.S.³, Catherine O'Connor, B.A.², 1. Massachusetts General Hospital, 2. Brown University/Butler Hospital, 3. Hennepin Healthcare Research Institute

(PS1-50) Impact of Self-compassion on Distress and Interpersonal Outcomes for a Social Stressor Among Socially Anxious Individuals

Kamila Szczygłowski, M.A., Nancy L. Kocovski, Ph.D., Wilfrid Laurier University

(PS1-51) Innovative approaches towards better understanding psychopathology

Tanwi Lakhtakia, B.A., Noah J. French, M.A., Taylor Myers, M.A., Mark Rucker, M.S., Sabbir Ahmed, B.S., Kaitlyn D. Petz, B.A., Zhiyuan Wang, M.S., Mehdi O. Boukhechba, Ph.D.², Laura E. Barnes, Ph.D., Bethany Teachman, Ph.D., University of Virginia

(PS1-52) Just Do It: The Influence of Invalidation on Anxiety and Willingness to be Stressed

Leila C. Sachner, M.A., Madeline E. Cook, B.A., Kayce M. Hopper, M.A., Gabrielle Armstrong, B.A., Sarah A. Bilsky, Ph.D., University of Mississippi

(PS1-53) Loneliness Predicts Symptom Outcomes Following a Digital Intervention for Appearance Concerns

Tapan A. Patel, M.S., Matthew C. Sala, B.S., Jesse R. Cougle, Ph.D., Florida State University

(PS1-54) Measurement Invariance of GAD-7 Across Four Ethnic Groups in a Nationally Representative Sample of U.S. Adults

Damion D. Whittington, M.A., M.S., Nicholas Borgogna, Ph.D., University of Alabama at Birmingham

(PS1-55) Not Just Right Experiences (NJREs) and Generalized Anxiety Disorder (GAD)

Hela Desai, B.S., Natasha A. Dalal, B.S., M.A., Sean A. Lauderdale, Ph.D., Shealyn K. Tomlinson, B.A., University of Houston – Clear Lake

(PS1-56) Openness to Experience as a Predictor of Psychopathology, Irrational Beliefs, Maladaptive Personality Traits, and Wellbeing

Philip L. Dorfman, B.A., Wilson McDermut, Ph.D., Lina Cruchinin, Celeste Gable, St. John's University

(PS1-57) Patient and Therapist Session-to-session Perceptions of Alliance Ruptures and their Effect on Outcome in CBT for Generalized Anxiety Disorder

Maria Abapolnikova, M.A.¹, Alice E. Coyne, Ph.D.¹, Michael J. Constantino, Ph.D.², Henny A. A. Westra, Ph.D.³, Martin M. Antony, Ph.D.⁴, 1. American University, 2. University of Massachusetts Amherst, 3. York University, 4. Toronto Metropolitan University

(PS1-58) Prediction of Emergency Call Priority Codes by Telecommunicators' Anxiety, Depression, and PTSD

Breanna E. Wuckovich, B.A., Sean A. Lauderdale, Ph.D., Amber Claussen, M.A., University of Houston – Clear Lake

(PS1-59) Preliminary Acceptability, Feasibility, and Lessons Learned using Ecological Momentary Assessment (EMA) to Assess Anxiety During the Perinatal Period

Emma Farber, B.A., Erica Weitz, Ph.D., University of Pennsylvania

(PS1-60) Psychopathological Differences in Symptoms of Social Anxiety Disorder Between Patients With or Without Comorbid Major Depressive Disorder in a Japanese Sample

Shota Noda, Ph.D.¹, Motohiro Nishiuchi, M.A.², Giovanbattista Andreoli, M.A.¹, Stefan Hofmann, Ph.D.¹, 1. Philipps University of Marburg, 2. Musashino University

(PS1-61) Rejection Sensitivity and Social Anxiety: The Role of Anticipatory Social Behavior and Depression

Hannah C. Hamrick, B.S.¹, Robert T. Louree¹, Wesley J.B. Vaught, B.S.², Benjamin Swanson, B.A.¹, Michael Randazza, M.S.¹, Matt R. Judah, Ph.D.¹, 1. University of Arkansas, 2. Laureate Institute for Brain Research

(PS1-62) Relationship Between Religious Coping and Anxiety Symptoms Among Emerging Adults in India: Moderating Role of Regional Identity

Hiba M. Dedmari, M.A.¹, Melissa Dora Kyndiah, Ph.D.², Mohammed Afsar, Ph.D.³, Lakshmi Balakrishnan, M.S.⁴, Vaishali V. Raval, Ph.D.¹, 1. Miami University, 2. Martin Luther Christian University, Shillong, 3. Christ University, Delhi, 4. St. Francis de Sales College, Bengaluru

(PS1-63) The Effects of a Single-session Intervention for Self-stigma on Shame and Self-esteem

Lauren Woodard, B.A.¹, Elizabeth H. Eustis, Ph.D.², Maya Nauphal, Ph.D.³, 1. American University, 2. Boston University, 3. New York Presbyterian/Weill Cornell Medicine

(PS1-64) The Mediating Effects of Intolerance of Uncertainty on Worry within Bisexual and Heterosexual People

Eric H. Mann, B.A., Johnathan C. Walker, B.A., Danielle E. Deros, M.S., Burke Hahn, M.S., Tony R. Montgomery, Jr., M.S., Ebony A. Walker, B.A., DeMond M. Grant, Ph.D., Oklahoma State University

(PS1-65) The Role of Anhedonia Instability in Predicting Treatment Response in Generalized Anxiety Disorder: Findings from an Ecological Momentary Assessment Study

Yu Zhang, B.S., Jiahui Gao, B.A., Aaron J. Fisher, Ph.D., University of California, Berkeley

(PS1-66) Toward an Ontology of Dental Care-Related Fear and Anxiety: Diagnostic Implications

Daniel W. McNeil, Ph.D.¹, Alexander D. Diehl, Ph.D.², Astha Singhal, Ph.D.¹, Olga Ensz, M.P.H.¹, Brenda Heaton, M.P.H., Ph.D.³, Ram Challa², Finn Wilson¹, William D. Duncan, Ph.D.¹, 1. University of Florida, 2. University of Buffalo, 3. University of Utah

(PS1-67) Understanding Social Anxiety Among Asian Americans and European Americans: The Role of Appeasement

Da Eun Suh, M.A.¹, Yiyuan Xu, Ph.D.², 1. Children's Hospital Los Angeles, 2. University of Hawaii

(PS1-68) Understanding the Roles of Worry and Social Conflict in Future Social Avoidance

Olivia Woodson, B.S.¹, Jennie M. Kuckertz, Ph.D.², Nader Amir, Ph.D.¹, 1. San Diego State University, 2. McLean Hospital/Harvard Medical School

- (PS1-69) Using Interpersonal Behavior to Regulate Negative Contrast Experiences: A Proof of Concept**
Adam Calderon, M.A., M.S., Michelle G. Newman, Ph.D., The Pennsylvania State University
- (PS1-70) A Mixed Methods Study Examining College Students with ADHD and Their Acceptability and Preferences of Evidence-based Treatments**
Minha Asif, B.S., Erin Girio-Herrera, Ph.D., Towson University
- (PS1-71) A Systematic Review and Meta-analysis of Psychosocial Treatments for College Students with ADHD**
Khushi B, Erin Girio-Herrera, Ph.D., Towson University
- (PS1-72) ADHD Coaching Since the COVID-19 Pandemic: Is There a New Wave of ADHD Coaches?**
Elias D. Graham¹, Carlos E. Yeguez, Ph.D.², Melissa R. Dvorsky, Ph.D.³, Margaret H. Sibley, Ph.D.¹, 1. University of Washington, Seattle, 2. Seattle Children's Research Institute, 3. Children's National Hospital
- (PS1-73) Avoidant Automatic Thoughts Mediate the Relationship Between ADHD Symptoms and Subsequent Inattention and Task Avoidance: Investigating the Role of Perceived Stress**
Zirou Liang, B.S., Laura E. Knouse, Ph.D., University of Richmond
- (PS1-74) Benevolent Childhood Experiences as a Buffer for ADHD and Comorbidities Among College Students**
Catharine Mann, Abigail B. de Arellano, M.A., Olivia K. Hande, Kate Flory, Ph.D., University of South Carolina
- (PS1-75) Exploring the Impact of TikTok Videos on Self-diagnosis - Exploring ADHD Perceptions Among College Students: An Exploratory Study**
Martin Wilkins, M.A., Joseph Scardapane, Ph.D., Hofstra University
- (PS1-76) History of Assessment and Intervention Among Beginning College Students with Attention-Deficit/Hyperactivity Disorder Traits from Urban, Suburban, and Rural Hometowns**
Camden Hutchinson, B.S., Jennifer Nelson, M.A., William H. Canu, Ph.D., Appalachian State University
- (PS1-77) Hormonal Influences on ADHD and Daily Functioning: Menstrual Cycle Effects in College Students**
Allison C. Eisenberg, M.S., Anisha T. Khan, B.S., Amy K. Roy, Ph.D., Julia Trexler, Fordham University
- (PS1-78) Subjective Sleep Problems Across the Menstrual Cycle in Females with ADHD**
Urveesha Nirjar, M.S., Madeline Petersen, M.S., Michelle M. Martel, Ph.D., University of Kentucky
- (PS1-79) Which Measures Matter Most? A Study of Clinical Psychologists' Rankings of Adult ADHD Diagnostic Tools**
John-Paul Legerski, Ph.D., Desiree Giesen, M.S., Jordan Etters, M.S., Rachel Miller, B.A., University of North Dakota

(PS1-80) A Prediction Model for Social Isolation During the Transition to College:

Findings from a Prospective Cohort Study

Allison K. Warner, M.S., Steven M. Brunwasser, Ph.D., Rachel Alesiani, Kendal Chmielewski, May Sukkarieh, Ashtaye-Ann A. Ashley, Nicklaus Green, Stephanie Nguyen, Anisha Satish, M.A., Nicole Kelso, M.A., Rowan University

(PS1-81) I Know How You Feel: Exploring the Costs and Benefits of Cognitive and Affective Empathy

Kim Ngan Hoang, M.S.¹, Clorinda E. Vélez, Ph.D.², Elizabeth D. Krause, Ph.D.¹, Julia Linden-Chirlian, M.S.¹, Jane E. Gillham, Ph.D.¹, 1. Swarthmore College, 2. Quinnipiac University

(PS1-82) Applying Machine Learning to Predict Depression Severity and Evaluate Its Impact on the Effectiveness of a Game-based Intervention

Calliope A. Chen, M.A.¹, Minna Najeeb Behnan, B.A.¹, Moshe Bar, Ph.D.², Paola Pedrelli, Ph.D.¹, 1. Massachusetts General Hospital, 2. The Leslie and Susan Gonda Brain Science Center

(PS1-83) Associations Between Chronotype, Rumination, Depressive Symptoms, and Sleep

Kimberly M. Davis, B.S., Urja Bhatia, M.A., Madison E. Quinn, M.A., Jeffrey A. Ciesla, Ph.D., Kent State University

(PS1-84) Beyond the Blues: Unraveling Cognitive and Affective Reactivity in Major versus Persistent Depressive Disorder, Through the Lens of Personality Traits

Neelam Prashad, M.A., M.S., Michael T. Moore, Ph.D., Adelphi University

(PS1-85) Bidirectional Associations Between Physical Health-related Quality of Life and Depression in an App-based Intervention for Major Depressive Disorder

Kathryn Gasparro¹, Joshua E. Curtiss, Ph.D.¹, Minna Najeeb Behnan, B.A.¹, Ava Licht, B.A.¹, Catherine Schuessler, B.S.¹, Moshe Bar, Ph.D.², Shai-Lee Yatziy, Ph.D.², Shira Baror, Ph.D.², Paola Pedrelli, Ph.D.¹, 1. Massachusetts General Hospital, 2. The Leslie and Susan Gonda Brain Science Center

(PS1-86) Cognitive Reappraisal Improves Performance and Mood in Aerobic Exercise Cycling to Exhaustion

Tony R. Montgomery, Jr., M.S., Parker Huzinga, Ebony A. Walker, B.A., Eric H. Mann, B.A., Johnathan C. Walker, B.A., Danielle E. Deros, M.S., Burke Hahn, M.S., DeMond M. Grant, Ph.D., Oklahoma State University

(PS1-87) Combining Transcranial Magnetic Stimulation and Internet-based Cognitive Behavioral Coaching Program Is Associated with Improvements in Cognition: A Multilevel Model Analysis

Aleeza West, B.A.¹, Nora Barnes-Horowitz, M.A.¹, Doan Ngo, B.A.¹, Thomas Valles, M.A.¹, Cole Matthews, B.A.¹, Jung Park, B.A.², Ossanna Amran, B.A.³, Jiani Li, B.A.⁴, Chiana Yang, B.A.¹, Kelly Cai, B.A.¹, Anastassia Costello, B.A.¹, Ekin Kiyici, B.A.⁵, Isabelle Lanser, B.A.¹, Andrew Leuchter, Ph.D.¹, Michelle G. Craske, Ph.D.¹, Benjamin Rosenberg, Ph.D.¹, 1. University of California, Los Angeles, 2. University of Notre Dame, 3. Fuller Theological Seminary, 4. University of Southern California, 5. Ferkauf Graduate School of Psychology

(PS1-88) Cultural Differences in Self-other Effectiveness Ratings of Depression**Treatments**

Monica Haskell, B.S.¹, Ashley Baratz, Ph.D.², Yan Leykin, Ph.D.¹, 1. Palo Alto University,
2. Outside the Lines: Psychological Assessment and Therapy Services

(PS1-89) Does Negative Problem Orientation Moderate the Association Between Mental Health Conditions and Quality of Life in Intimate Partner Violence Survivors?

Rimsha Majeed, M.S.¹, Breanna L. Free, M.S.¹, J. Gayle Beck, Ph.D.², 1. University of
Memphis, 2. University of Memphis and University of Michigan

(PS1-90) Examining the Temporal Dynamics and Correlates of Fatigue in Depression

Dhea Kothari, B.S.¹, Madelyn Frumkin, Ph.D.², Agostina Casamento-Moran, Ph.D.³,
Georgios Stratis, Ph.D.⁴, Donald J. Robinaugh, Ph.D.⁴, Amanda W. Baker, Ph.D.¹, 1.
Massachusetts General Hospital, 2. Dartmouth College, 3. Johns Hopkins University
School of Medicine, 4. Northeastern University

(PS1-91) Exploring the Potential Psychological Drivers Underlying Changes in Depression, Anxiety, and Wellbeing following Naturalistic Psychedelic Use

Felipe Herrmann, B.S.¹, Grant Jones, M.A.¹, Hannes Kettner, M.S.², Daniel Low, Ph.D.¹,
James Zech, M.A.³, Robin Carhart-Harris, Ph.D.⁴, 1. Harvard University, 2. Imperial
College London, 3. Florida State University, 4. University of California

(PS1-92) Impact of Moral Injury Among College Students on Anxiety and Depression

Matthew C. Abell, B.A.¹, Nick Mehiel, M.A.², Geoffrey Munro, Ph.D.¹, Elizabeth C. Katz,
Ph.D.¹, 1. Towson University, 2. Stevenson University/Towson University

(PS1-93) Investigating the Association Between High-Power Transient Spectral Events and Depression

Zachary T. Gemelli, B.A., Henry D. Berger, B.A., John Balseiro, Matthew Forman, Zoe
Luri, Hossein Khatibi, Bryce Arseneau, M.A., Salahadin Lotfi, Ph.D., Hanjoo Lee, Ph.D.,
University of Wisconsin - Milwaukee

(PS1-94) Mindfulness Profiles in Pregnancy: Relationships with Postpartum Mental Health and Mindful Parenting

Izaskun Orue, Ph.D.¹, Oiana Echabe-Ecnarro, Ph.D.², Esther Calvete, Ph.D.¹, 1.
University of Deusto, 2. Basque Health Center

(PS1-95) Moderators of the Distress Intolerance-Depression Link: The Roles of Emotion Malleability Beliefs and Avoidant Coping

Sierra L. Martin, B.A.¹, Bradley A. Brown, Ph.D.², Gabriella M. Silva, Ph.D.², Fallon
Goodman, Ph.D.¹, 1. George Washington University, 2. University of South Florida

(PS1-97) Reasons for Reluctance to Seek Treatment for Depression: Predictors and Cultural Differences

Calista Leung, B.A.¹, Ashley Baratz, Ph.D.², Yan Leykin, Ph.D.¹, 1. Palo Alto University,
2. Outside the Lines: Psychological Assessment and Therapy Services

(PS1-98) Social Support Factors as Predictors of Depression Symptom Change Across Psychotherapy: A Latent Profile Analysis

Rachel Bernstein, M.S., Iony D. Ezawa, Ph.D., University of Southern California

(PS1-99) Victimization on Social Media Predicts Increased Depressive Symptoms Two Weeks Later

Madison E. Quinn, M.A., Urja Bhatia, M.A., Kimberly M. Davis, B.S., Jeffrey A. Ciesla, Ph.D., Kent State University

(PS1-100) Longitudinal Effect of Anger Suppression and Expression on Social Support: Trait Anger and Anger-in Predict Decreased Social Support Over Time

Peter B. Fitzgerald, B.S., Kathleen C. Gunthert, Ph.D., American University

11:30 AM – 12:30 PM

Elite Hall A, Level 1

Poster Session 2 (PS2)

Categories: *Adult- Health Psychology / Behavioral Medicine, Aging and Older Adults, Assessment, Autism Spectrum and Developmental Disorders, Bipolar Disorders, Climate Change, Cognitive Sciences/Cognitive Processes, Comorbidity, Vulnerable Populations*

Key Words: *Alcohol, Health Psychology*

(PS2-1) An Examination of COVID Stress Syndrome Facets and Relations to Substance Misuse Using Profile Analysis via Multidimensional Scaling (PAMS)

Leah Bergeron¹, Samuel Spencer, Ph.D.¹, Se-Kang Kim, Ph.D.², Dean McKay, Ph.D., A.B.B.P.³, Gordon Asmundson, Ph.D.⁴, 1. University of North Texas, 2. Baylor College of Medicine, 3. Fordham University, 4. University of Regina

(PS2-2) Beyond Diagnosis: A Transdiagnostic Approach to Complex Care Rounds in Inpatient Psychiatry

Zeynep I. Sen, Psy.D., Flora Ma, Ph.D., Stanford University

(PS2-3) Comparing Generalized Anxiety, Asthma-specific Anxiety, Depression, and Fatigue Outcomes in College Students With and Without Asthma Symptoms

Abigail N. Tenenbaum, Laura H. Reigada, Ph.D., Brooklyn College

(PS2-4) Cultural Difference in the Associations of Social Support with Quality of Life and Depression in Head and Neck Cancer Patients in the United States and China

Alice Ahn, B.S.¹, Chelsea Ratchiff, Ph.D.², Lorenzo Cohen, Ph.D.³, 1. Sam Houston State University, 2. University of Houston, 3. University of Houston and The University of Texas MD Anderson Cancer Center

(PS2-5) Does Medical Discrimination Influence Health Motivation and Readiness Behavior Among College Students?

Kushpreet K. Ahuja, Laura H. Reigada, Ph.D., Brooklyn College

(PS2-6) Examining the Impact of Bereavement on Inflammation and Symptoms of Psychological Health

Kylee F. Behringer, M.A., Megan E. Renna, Ph.D., University of Southern Mississippi

(PS2-7) Examining the Impact of Recent Incarceration on Engagement in HIV Care: A Survival Analysis Approach

Noelle Mendez, Ph.D., Steven A. Safren, Ph.D., A.B.B.P., University of Miami

(PS2-8) Examining the Interplay of Emotion Regulation, Gastrointestinal Symptoms, and Healthcare Utilization in Emerging Adults: The Role of Structural and Identity-based Factors

Srinidhi Chinnadurai, Laura H. Reigada, Ph.D., Brooklyn College

(PS2-9) Examining the Mediating Effects of Affective Distress, Illness Perceptions, and Health Promoting Behaviors Among Adults with Congenital Heart Disease

Taylor R. Eldridge, M.S.¹, Chelsea Ratcliff, Ph.D.², David P. McAnulty, Ph.D.³, 1. Sam Houston State University, 2. University of Houston, 3. Abilene Christian University

(PS2-10) Examining the Relationship Between Depression and Aging Among Individuals Living With Food Insecurity: A Replication

Salome Wilfred, Ph.D.¹, Cristina J. Fuentes, B.S.², Melissa Narvaez, B.A.², Shumyla Lopez, B.A.², Jessica Salinas, B.A.¹, Carolyn B. Becker, Ph.D.², Lisa S. Kilpela, Ph.D.¹, 1. University of Texas Health Science Center at San Antonio, 2. Trinity University

(PS2-11) Examining the Relationship between Emotion Regulation Strategies and Eating Disorder Pathology Among Adults with Type 2 Diabetes

Rhea Mundle, B.S., Allie Freshley, B.A., Negin Ghaffari, M.A., Aaron Lee, Ph.D., University of Mississippi

(PS2-12) Fear of Recurrence, Perceived Risk, and Quality of Life in Rare Cancer Survivors

Maya L. Goldman¹, Danielle Rosenkilde, M.A.², Malwina Lewicka, Ph.D.³, Sarah Eisenberg, B.A.², Wendy G. Lichtenthal, Ph.D.⁴, 1. Fordham University, 2. Memorial Sloan Kettering Cancer Center, 3. Cornell Tech, 4. University of Miami Miller School of Medicine/Sylvester Comprehensive Cancer Care

(PS2-13) From Patient Insights to Intervention: Developing a Mind-Body Program for Cystic Fibrosis and Chronic Pain

Tara M. Mullen, B.A.¹, Amanda Bruce, Ph.D.², Megan Behrman, B.A.², Nivedita Chaudhary, M.P.H.¹, Ruobin Wei, M.P.H.¹, Anna Georgiopoulos, M.D.¹, Lael Yonker, M.D.¹, Jianghua He, Ph.D.², Jade Robichaud, B.A.², Andrea Chadwick, M.D.³, Jonathan Greenberg, Ph.D.¹, Deborah Friedman, Ph.D.¹, 1. Massachusetts General Hospital, 2. University of Kansas Medical Center, 3. University of Kansas School of Medicine

(PS2-14) Improving Care for Persons With Visual Impairment Through Interprofessional Education

Marissa Ferrito, Psy.D., Stephanie H. Felgoise, Ph.D., Philadelphia College of Osteopathic Medicine

(PS2-15) Lifestyle Intervention Preferences in Hispanic Communities: Results from a Type 2 Diabetes Prevention Formative Evaluation Trial

Brynn Meulenberg, B.A., M.S.¹, Brooke E. Franklin, B.S.¹, Jessica Cisneros-Macias¹, Yiqing (Sarah) Cao¹, Manuel Gutierrez Chavez, M.S.¹, Sara Carbajal-Salisbury, B.S.², Jeannette Villalta², Anu Asnaani, Ph.D.¹, Ana C. Sanchez-Birkhead, Ph.D.¹, Katherine J. Baucom, Ph.D.¹, 1. University of Utah, 2. Alliance Community Services

- (PS2-16) Moderating Theoretical Mediators of the FAMS 2.0 RCT by Support Person Cohabitation: Application of PROCESS Modeling**
 McKenzie K. Roddy, Ph.D., Emily Morrow, Ph.D., Andrew Spieker, Psy.D., Lyndsay A. Nelson, Psy.D., Robert Greevy Jr., Ph.D., Lindsay S. Mayberry, M.S., Ph.D., Vanderbilt University Medical Center
- (PS2-17) Network Analysis of Cognitive-Behavioral Dimensions of Interoception and Their Links to Physical and Mental Health**
 Shin-Young Kim, M.A., Ronald D. Rogge, Ph.D., University of Rochester
- (PS2-18) One Size Doesn't Fit All: Comparing Healthcare Needs Arising From Acute Physical Versus Mental Health-Related Healthcare Experiences**
 Chloe M. Gilmore, M.A., L Cai, B.S., Jennifer Langhinrichsen-Rohling, Ph.D., University of North Carolina at Charlotte
- (PS2-19) A Qualitative Examination of Yiddish-speaking Mental Health Clinicians' Training and Therapeutic Experiences**
 Temma L. Schaechter, B.A., Vanesa Mora Ringle, Ph.D., Elyse Ganns, Alanna Rivera Leigh University
- (PS2-20) Perceived Interoceptive Detection as a Mechanism of Aging in Individuals with Acute Cardiovascular Disease**
 Brittany Keller, B.S., Isabelle C. Barb, B.A., Samantha G. Farris, Ph.D., Rutgers University
- (PS2-21) Psychological Well-Being and Exercise Among Early Childhood Teachers: Self-Reported Motivation and Behavior**
 Owen Winters, B.A., Caitlin Rancher, Ph.D., Faraday Davies, M.A., Angela D. Moreland, Ph.D., Ph.D., Medical University of South Carolina
- (PS2-22) Rumination and Recovery: Does Breast Cancer Surgery Impact the Relationship Between Partner Social Support and Anxious Attachment in Women with Breast Cancer?**
 Millan R. Kanaya, B.S., Sarah N. Webster, B.A., Rachel Plotke, B.A., Paula J. Popok, M.S., Jenna L. Hansen, B.S., Mason J. Krueger, M.S., Emily A. Walsh, M.S., Michael H. Antoni, Ph.D., University of Miami
- (PS2-23) Unmet Supportive Care Needs and Patient-reported outcomes (PROs) among Hispanic and non-Hispanic Older Ambulatory Oncology Patients**
 Maia A. Chester, B.A.¹, Blanca S. Noriega Esquivas, Ph.D.¹, Sara Fleszar-Pavlovic, Ph.D.², Akina Natori, M.D.¹, Rui Gong, Ph.D.¹, Frank J. Penedo, Ph.D.¹, 1. University of Miami, 2. Sylvester Comprehensive Cancer Center
- (PS2-24) Use of Motivational Interviewing to Improve Pain Outcomes in Arthroplasty Patients**
 Gabrielle Hettie, B.A.¹, Luke X. Pirrotta, M.S.², Jennifer Hah, M.D., M.S.², Shana C. Levine, B.A.², 1. University of Connecticut, 2. Stanford University
- (PS2-25) Where the Body Meets the Mind: Exploring the Impact of Illness on Depression in Older Adults**
 Belle Tseitlin, M.S., Tamara Sher, Ph.D., Rosalind Franklin University of Medicine and Science

(PS2-26) Why I'm Here Matters: Sexual Health and Other Presenting Concerns

Underlying College Students' Worst Healthcare Experiences

L Cai, B.S., Arianna Lomonico, B.S., Chloe M. Gilmore, M.A., Aimee W. Smith, Ph.D., Jennifer Langhinrichsen-Rohling, Ph.D., University of North Carolina at Charlotte

(PS2-27) Associations Between Childhood Threat and Deprivation on Social Network Size in Late Midlife via Perceived Stress: Spotlight on Sex Differences

Lily C. Towle, B.A.¹, Madeline R. Pike, M.A.¹, Blake Elliott, Ph.D.¹, Ann M. M. Kring, Ph.D.², Barbara A. Cohn, Ph.D.³, Piera M. Cirillo, M.P.H.³, Nickilou Y. Krigbaum, M.P.H.³, Ashby Cogan, B.A.², Bhakti Patwardhan, B.A.², Thomas M. M. Olin, Ph.D.¹, Lauren M. Ellman, Ph.D.¹, 1. Temple University, 2. University of California at Berkeley, 3. Child Health and Development Studies

(PS2-28) Easing the Burden: Feasibility of the Three Good Things Intervention for Dementia Caregivers

Nicole McClure, M.A., M.S.¹, Emma G. Churchill, M.A.¹, Daniel Paulson, Ph.D.¹, Madison Maynard, M.S.¹, Quinn Allen, B.S.¹, Robert Dvorak, Ph.D.¹, Tracy Wharton, Ph.D., L.C.S.W.², 1. The University of Central Florida, 2. Live Oak Behavioral Health

(PS2-29) Education Moderates the Relationship between Negative Affect and Brain Aging: Results from the IGNITE Study

Rae Harrison, M.S.¹, Lu Wan, Ph.D.², Audrey M. Collins, Ph.D.², Cristina Molina-Hidalgo, Ph.D.², Lauren Oberlin, Ph.D.², Swathi Gujral, Ph.D.¹, Kelsey R. Sewell, Ph.D.², Shivangi Jain, Ph.D.², Haiqing Huang, Ph.D.², Patricio Solis Urra, Ph.D.², Charles H. Hillman, Ph.D.³, Jeffrey Burns, M.D., M.S.⁴, Eric Vidoni, Ph.D.⁵, Arthur Kramer, Ph.D.³, George A. Grove, M.Ed.⁶, Anna L. Marsland, Ph.D., R.N.¹, Chaeryon Kang, Ph.D.¹, Kirk Erickson, Ph.D.², Edward McAuley, Ph.D.⁷, 1. University of Pittsburgh 2. AdventHealth, 3. Northeastern University, 4. University of Kansas Alzheimer's Disease Research Center, 5. University of Kansas Medical Center, 6. University of Pennsylvania School of Medicine/Philadelphia VA Medical Center, 7. University of Illinois at Urbana-Champaign

(PS2-30) Emotion Regulation Treatment to Enhance Active Aging in Older Adults with Affective Distress: A Pilot Study Comparing Therapist-delivered and Self-guided Unified Protocol (UP) Modalities

Andrada D. Neacsiu, Ph.D.¹, Paul Cernasov, Ph.D.², Katherine Ramos, Ph.D.¹, Clair Robbins, Ph.D.³, Lisalynn D. Kelley, B.A., Other¹, Zoe E. Brasher, B.A.¹, 1. Duke University, 2. University of California, Los Angeles School of Medicine, 3. Triangle Area Psychology Clinic

(PS2-31) Moving the Field Forward: Culturally Responsive Care for Marginalized Older Adults

Rakshitha Mohankumar, M.A., Vanessa Flores, B.S., Giselle Dittmar, B.A., Kristopher C. Kern, Psy.D., Brenna N. Renn, Ph.D., University of Nevada, Las Vegas

(PS2-32) Relationships of ACT Constructs and Wellbeing Moderated by Age

Bryce V. Brown, M.A., Kyrsten C. Hill, Ph.D., University of Colorado, Colorado Springs

- (PS2-33) An Examination of Agreement Between Diagnosis and Treatment Goals in a Community-based Effectiveness Study**
Caroline J. Harris, B.A.¹, Kate M. Adams, B.A.², Grace S. Woodard, M.S.¹, Jill Ehrenreich-May, Ph.D.¹, Golda S. Ginsburg, Ph.D.³, Amanda Jensen-Doss, Ph.D.¹, 1. University of Miami, 2. Harvard University, 3. University of Connecticut
- (PS2-34) Development of a Brief Revised Child Anxiety and Depression Scale**
Eliza Swindell, B.A., University of California, Los Angeles
- (PS2-35) Does Structure Come at a Cost? Evaluating Feasibility and Impact of Structured Diagnostic Interviews on Alliance and Satisfaction**
Olivia Michael, B.S., Caroline J. Harris, B.A., Lang Duong, B.S., Amanda Jensen-Doss, Ph.D., University of Miami
- (PS2-36) Examining the Factor Structure of the Family Life Sex Education Questionnaire (FLSEQ)**
Kaela Van Til, M.S.¹, Minden B. Sexton, Ph.D.², RaeAnn E. Anderson, Ph.D.³, 1. Purdue University/Ann Arbor Veterans Healthcare System/University of Michigan, 2. Ann Arbor Veterans Healthcare System, 3. University of Missouri, Kansas City
- (PS2-37) Factor Analysis and Measurement Invariance of the Five Facet Mindfulness Questionnaire (FFMQ): Higher-order Factor Structure and Invariance Across Gender Identity and Meditation Experience**
Brianna G. Fitapelli, M.A.¹, Michael T. Moore, Ph.D.¹, Tierney P. McMahon, Ph.D.², Megan Strouger, Ph.D.³, Ryan J. Lackner, Ph.D.³, T. H. Stanley Seah, Ph.D.⁴, Kristin Naragon-Gainey, Ph.D.⁵, David M. Fresco, Ph.D.⁶, 1. Adelphi University, 2. University of Buffalo, 3. Kent State University, 4. University of Pittsburgh, 5. The University of Western Australia, 6. University of Michigan
- (PS2-38) Informant Discrepancies in Social-behavioral Assessment: Psychometric and Practical Implications of Cross-informant Data**
Akram J. Yusuf, B.S.¹, Hide Okuno, M.A.², Andres De Los Reyes, Ph.D.¹, 1. University of Maryland, College Park, 2. University of Kansas
- (PS2-39) Measurement Invariance and Differential Item Functioning of the PHQ-9 Between Spanish and English Speakers in Emergency Department Settings**
Anjeli V. Nandwani, B.S., Kim Gryglewicz, Ph.D., M.S.W., University of Central Florida
- (PS2-40) No Responder Left Behind: Assessing for PTSD in an Underreporting Population**
Ashley T. Winch, Ph.D., Carolyn J. Fields, Deborah C. Beidel, Ph.D., A.B.B.P., University of Central Florida
- (PS2-41) Substance Use and Religious Struggles**
Carolyn Bazan, Ph.D.¹, Krista Rogers, M.A.², Cinthya A. Marrero, B.A.³, Weili Lu, Ph.D.³, 1. The Mental Health Association of New Jersey, 2. John Jay College of Criminal Justice, 3. Rutgers University
- (PS2-42) Timing is Everything: A Tool to Personalize Scheduling of Ecological Momentary Assessment and Interventions**
Jannah Moussaoui, B.S.¹, Laura D'Adamo, M.S.², 1. Washington University in St. Louis, 2. Drexel University

(PS2-43) Youth Suicide Prevention Within Pediatric Health Care Settings:**Understanding Providers' Beliefs, Previous Training, and Current Practices**

Brooke E. Streicher, B.A.¹, John L. Cooley, Ph.D.², Jenna G. Sims, B.S.², Cole Marvin, B.A.¹, Destiny Rojas, B.A.¹, Sarah Wakefield, M.D.¹, Sean M. Mitchell, Ph.D.¹, 1. Texas Tech University, 2. University of Florida

(PS2-44) A Systematic Review of Measures of Suicidality for Autistic People

Anna K. Barkey¹, Susan W. White, Ph.D., A.B.B.P.¹, Carla A. Mazefsky, Ph.D.², Andrew W. Elliott², 1. The University of Alabama, 2. University of Pittsburgh

(PS2-45) ADHD Symptom Improvement Within an Autism Sample Receiving Tele-PCIT

Alexandra Marsden, B.S., Jessie D. Montezuma, M.Ed., Catherine C. Bradley, Ph.D., Laura A. Carpenter, Ph.D., Rosmary Ros-DeMarize, Ph.D., Medical University of South Carolina

(PS2-46) Assessment and Intervention for Children with Autism in Vietnam: A Review

Le Thao Vy Vo, M.S., Mark Terjesen, Ph.D., St. John's University

(PS2-47) Association of Demographic Factors with an Autism-specific Screener and Diagnostic Outcome in Young Children

Hannah M. Register, M.S.¹, Autumn Austin, M.A.¹, Kristen Lyall¹, Diana L. Robins, Ph.D.¹, Deborah Fein, Ph.D.², Aubyn C. Stahmer, Ph.D.³, Leslie A. McClure, Ph.D.⁴, Giacomo Vivanti, Ph.D.¹, Andrea T. Wiecekowsky, Ph.D.⁵, 1. Drexel University, 2. University of Connecticut, 3. MIND Institute, University of California, Davis, 4. Saint Louis University, 5. A.J. Drexel Autism Institute

(PS2-48) Barriers in Access to Autism Diagnostic Evaluations from ASD Provider Perspectives

Angela Constantine, B.S.¹, Eileen Cullen, Ph.D.², Robin Goin-Kochel, Ph.D.³, Stephen Kanne, Ph.D.¹, Paul Carbone, M.D.⁴, Michele Villalobos, Ph.D.⁴, Deanna Swain, Ph.D.⁵, 1. Weill Cornell Medical College, 2. Children's Hospital Colorado, 3. Texas Children's Hospital, 4. University of Utah, 5. University of Colorado Anschutz Medical Campus

(PS2-49) Behavior Problems in Youth with IDD Are Associated with Poorer Mental Health in Parents and Caregivers

Avery White, B.A., Izabela Annis, M.S., Scott Davis, Ph.D., Kathleen Thomas, M.P.H., Ph.D., Kate slate, M.A., Audrey Yao, M.P.H., University of North Carolina at Chapel Hill

(PS2-50) Behavioral Health & Healthcare Experiences Among Autistic Adults in the All of Us Research Program

Chang Gu, B.S., M.A.¹, Samantha P. Martin, M.A.¹, Samantha Brayton, B.A.¹, Amy Hartman, Ph.D.², Shalini Sivathanas, Ph.D.¹, 1. Boston College, 2. University of Pittsburgh

(PS2-51) Bridging the Gap: Clinician Readiness to Assess Suicidality in Autistic Adolescents

Liv Corum, B.S., Robert Rieske, Ph.D., Idaho State University

(PS2-52) Capturing Loneliness in Real-time: Differences in Momentary Loneliness

Between Autistic and Non-autistic Adults

Caroline G. Candy, B.A.¹, Matthew D. Lerner, Ph.D.², Brady Nelson, Ph.D.³, Alan H. Gerber, Ph.D.⁴, 1. National Institute of Mental Health, 2. Drexel University, 3. Stony Brook University, 4. Children's National Hospital

(PS2-53) Distinct Roles of Social Anhedonia and Alexithymia in Understanding

Loneliness and Isolation Among Autistic and Non-autistic Young Adults

Alan H. Gerber, Ph.D.¹, Kristin Walker, M.A.², Caroline G. Candy, B.A.³, Matthew D. Lerner, Ph.D.⁴, Brady Nelson, Ph.D.², 1. Children's National Hospital, 2. Stony Brook University, 3. National Institute of Mental Health, 4. Drexel University

(PS2-54) Do Autistic Children Experience and Express Joy Differently? A Study of

Pupillometry and Facial Expression

Hannah M. Register, M.S.¹, Eleonora Paolizzi, Ph.D.¹, Giacomo Vivanti, Ph.D.¹, Diana L. Robins, Ph.D.¹, Hasan Ayaz, B.S., M.S., Ph.D.¹, Andrea T. Wiecekouski, Ph.D.², 1. Drexel University, 2. AJ Drexel Autism Institute

(PS2-55) Emotion Dysregulation and its Relationship to Peer Victimization and

Aggression Among Neurodiverse Youth

Angela C. Castillo, Rachel G. McDonald, M.A., Haylee Garcia, Natalia Cifuentes, Erin Kang, Ph.D., Montclair State University

(PS2-56) Evaluation of a Novel Social Skills Program Developed for Intellectually

Disabled Youth with High Support Needs in A Residential Treatment Program

Kyleigh M. Hricak, B.S.¹, Allison S. Nahmias, Ph.D.², Nicole Schwartz, Psy.D.³, Samantha Kahn, L.C.S.W.³, Miranda Emerson, L.C.S.W.³, Danielle Sullivan, L.C.S.W.³, Matthew D. Lerner, Ph.D.¹, 1. Drexel University, 2. AJ Drexel Autism Institute, 3. Bancroft

(PS2-57) Examining Hot and Cold Executive Functioning in Autistic and Non-Autistic

Youth: Task-Based vs. Everyday Contexts

Arabella Peters, B.A., Emily Lynch, M.A., Erin Kang, Ph.D., Montclair State University

(PS2-58) Exploring How Gender Moderates the Relationship Between Loneliness and

Externalizing Behaviors in Autistic Adolescents

Natalie Musicant, M.Ed., Christine Moody, Ph.D., Yasamin Bolourian, Ph.D., Elizabeth A. Laugeson, Psy.D., University of Los Angeles School of Medicine

(PS2-59) Correlates of Critical Thinking About Health

Temma L. Schaechter, B.A.¹, Vanesa Abigail Mora Ringle, Ph.D.¹, Amanda Jensen-Doss, Ph.D.², 1. Lehigh University, 2. University of Miami

(PS2-60) Factors Related to Parenting Stress in Parents of Autistic Adolescents

Daniel Magin, M.A., Krista N. Drapalik, M.A., Hanna Kent, B.S., Melissa L. Rinaldi, Ph.D., Jane Ann Worlock, M.Ed., Kristin V. Christodulu, Ph.D., University at Albany, State University of New York

(PS2-61) Factors That Lead to the Identification of Autism in a School-based Sample

Diane Keister, Ph.D.¹, Ainsley Losh, Ph.D.¹, Laura G. Klinger, Ph.D.², Katherine Pickard, Ph.D.³, Judy A. Reaven, Ph.D.¹, 1. University of Colorado Anschutz Medical Campus, 2. University of North Carolina at Chapel Hill, 3. Emory University School of Medicine

(PS2-62) Identifying the Most Relevant and Impactful Components of Autistic**Burnout in Autistic Adults**

Jared K. Richards, M.S., Kyleigh M. Hricak, B.S., Ava N. Gurba, M.S., Matthew D. Lerner, Ph.D., Drexel University

(PS2-63) Impact of Behavioral Parent Training on Self-Efficacy in Autism Caregivers

Esther Sosa, B.A.¹, Sydney Park, B.A.¹, Catherine R. Callaci, M.A.¹, Ava Swanstrom, M.A.¹, Laura Lee McIntyre, Ph.D.², Cameron Neece, Ph.D.¹, 1. Loma Linda University, 2. University of Oregon

(PS2-64) Interpreting Nonverbal Communication: Impact of Neurotype and Autism Stigma, Knowledge, and Experience

Tali Filstein, B.A., Jack Gregory, Erin Kang, Ph.D., Laura Lakusta, Ph.D., Montclair State University

(PS2-65) IQ and Childhood Social/Economic Neighborhood Opportunity are Associated with Adaptive Functioning in Autistic Youth

Pallavi Rao, B.A., Alejandro Todd, B.S., Lauren Kenworthy, Ph.D., Jenna Eilenberg, Ph.D., Kirsty Coulter, Ph.D., Children's National Hospital

(PS2-66) Lonely or Learning? The Complex Impact of Telehealth Social Skills Interventions on Autistic Youth

Sadie A. Calvano, B.A., Shilpa Baweja, Ph.D., Reina Factor, Ph.D., Ashley Johnson, B.S., Shriya A. Nayyar, B.A., University of California, Los Angeles

(PS2-67) Maternal and Paternal Neurodiversity-Affirming Attitudes: Concordance and Psychological Functioning

Liza C. Anderson, B.S., Finley Breazeale, B.A., Grace Binion, Ph.D., Furman University

(PS2-68) Exploring the Impact of Community-Based Stigmatization and Support in Navigating Transgender Identity and HIV-Positive Status: A Thematic Analysis

Sarah R. Sarandos, Joseph Daniels, Ph.D., Arizona State University

(PS2-69) Promoting Belonging and Reducing Loneliness in Autistic Youth through SDARI: A Community-Based Approach

Kristin Walker, M.A.¹, Allison B. Caldwell, B.S.², Isabella Wilkens³, Jessica A. Scher Lisa, Psy.D.⁴, Harry Volagarkis, Ph.D., M.Ed.⁴, Bianca Marro-Boyle, Psy.D.², Kathryn Hauschild, Ph.D.², 1. Stony Brook University, 2. Farmingdale State College, 3. Long Island Mental Health and Wellness, 4. St. Joseph's University

(PS2-70) Refining an Experience Sampling Protocol: Incorporating Feedback from Adolescent Girls with and without Autism

Katie Dennison, M.P.H.¹, China Parenteau, B.A.¹, Shuting Zheng, Ph.D.², 1. University of California, San Francisco, 2. The University of Texas at Austin

(PS2-71) Sample Characteristics and Marijuana Use in a Sample of Autistic Youth

Rebecca N. Smith, B.A.¹, Maria Contreras Perez, Ph.D.², Xiangyu Tao, Ph.D.², Tiffany Harris, B.S.¹, Olivia Vezina, B.S.¹, Kelli Bradley, M.A.¹, Amanda Jones², Kristina Jackson, Ph.D.², Casey Cragin, Psy.D.³, Stephen Sheinkopf, Ph.D.⁴, Anthony Spirito, Ph.D.¹, 1. Brown University, 2. Rutgers University, 3. Boston Children's Hospital/Harvard Medical School, 4. University of Missouri

(PS2-72) Sex and Age Differences in Self-reported Anxiety, Executive Functioning, and Quality of Life in Autistic and Non-autistic Youth

Zeina Y. Ghanem, B.S., Kristen Vonfrolio, B.A., Rio Scarcelli, B.A., Mary I. Cargill, M.A., Erin Kang, Ph.D., Montclair State University

(PS2-73) Social and Behavioral Determinants of Mental Health in Gender-diverse and Cisgender Autistic Adults in the NIH All of Us Research Program

Samantha P. Martin, M.A.¹, Chang Gu, B.S.¹, Derica J. Su, B.A.², Shalini Sivathanan, Ph.D.¹, 1. Boston College, 2. University of Pittsburgh

(PS2-74) The BUFFET-Snack Program: Leveraging Single Session Interventions to Develop a Brief Treatment for Food Selectivity in Autistic Youth

Emily S. Kuschner, Ph.D., Lauren Young, B.S., Ariana Garagozzo, Psy.D., Children's Hospital of Philadelphia

(PS2-75) The Impact of Core Autism Symptom Severity on Parental Stress After Participation in PEERS® for Preschoolers

Julianna L. Martinez, B.A., Yasamin Bolourian, Ph.D., Elizabeth A. Laugeson, Psy.D., University of California, Los Angeles

(PS2-77) The Utility of the Social Norms Questionnaire in Assessing Autistic Adolescents and Adults' Knowledge and Application of Social Rules

Le Thao Vy Vo, M.S.¹, Linnea Lampinen, B.A.², Elizabeth Dicker, M.Ed.², Vanessa Bal, Ph.D.², 1. St. John's University, 2. Rutgers University

(PS2-78) Toward Equitable ASD Care: A Multidisciplinary Scoping Review of Racial Concordance Interventions

Joseph N. Ekpo, B.S., B.A., Nolan Krueger, Ph.D., Helen F. Branyan, M.A., David Ekpo, B.A., University of California, Santa Barbara

(PS2-79) Trajectory of Sensory Sensitivity in Autistic Youth Following Parent-Mediated Sleep and Diet/Physical Activity Interventions

Catherine R. Callaci, M.A., Sydney Park, B.S., Aarti Nair, M.A., Ph.D., Tori R. Van Dyk, Ph.D., Cameron Neece, Ph.D., Loma Linda University

(PS2-80) Treating Mental Health Conditions in Autistic Clients: Clinicians' Experiences, Reservations, and Requested Supports

Emma Jaisle, M.S., Yael Dai, Ph.D., Florida International University

(PS2-81) What's the Hold Up? Slowdowns to Implementing CBT for Autistic Students in Schools

Ainsley Losh, Ph.D.¹, Katherine Pickard, Ph.D.², Stephanie Reszka, Ph.D.³, Laura G. Klinger, Ph.D.³, Sarah Nickles, B.S.¹, Kobi Iheoma, B.S.³, Judy A. Reaven, Ph.D.¹, 1. University of Colorado Anschutz Medical Campus, 2. Emory University School of Medicine, 3. University of North Carolina at Chapel Hill

(PS2-82) Assessment of Pediatric Bipolar Spectrum Disorder Symptoms in Low-income and Historically Underserved Youths: Differential Item Functioning Based on Sex

Phoebe Rodda, B.S.¹, Joshua Langfus, Ph.D.², Elizabeth Wilson, M.A.³, Moira Wendel, Ph.D.¹, Jennifer K. Youngstrom, Ph.D.³, Robert Findling, M.D.⁴, Eric A. Youngstrom, Ph.D.⁵,
1. Nationwide Children's Hospital, 2. University of California, San Francisco, 3. University of North Carolina at Chapel Hill, 4. Virginia Commonwealth University, 5. Nationwide Children's Hospital & The Ohio State University

(PS2-83) Associations Between Ecological Momentary Assessments and Clinical Interview Ratings of Mood Symptoms in Bipolar Disorders

Isaac Thao, B.A.¹, Helen Frieman, B.A.¹, Susan Wanta, M.A.², John J. Curtin, Ph.D.², Tasha Nienow, Ph.D.¹, Eric Kuhn, Ph.D.³, John Ferguson, Ph.D.⁴, Paul Thuras, Ph.D.¹, Kelvin Lim, M.D.⁴, Adriana Hughes, Ph.D.¹, Snezana Urosevic, Ph.D.¹, 1. Minneapolis VA Medical Center, 2. University of Wisconsin - Madison, 3. VA Palo Alto Health Care System, 4. University of Minnesota

(PS2-84) Focused Integrated Team-based Treatment for Bipolar Disorder (FITT-BD):

Implementing of the Chronic Care Model to Patients with Serious Mental Illness
Hadi Kobaissi, B.S., Sofia Ariana Montinola, B.S., Nicha Puwanich, M.S., Roberta E. Tovey, Ph.D., Christina Temes, Ph.D., Louisa Sylvia, Ph.D., Massachusetts General Hospital

(PS2-85) Recruitment in an Episodic Future Thinking Intervention for Comorbid Tobacco Use Disorder and Bipolar Disorder

Yousif Alsaadi, B.S.¹, Leonard Epstein, Ph.D.², Katelyn Carr, Ph.D.², Andrew A. Nierenberg, M.D.¹, Louisa Sylvia, Ph.D.¹, Alexandra K. Gold, Ph.D.¹, 1. Massachusetts General Hospital/Harvard Medical School, 2. Jacobs School of Medicine and Biomedical Sciences

(PS2-86) Smartphone GPS Tracking as Objective Measure of Social Participation in Bipolar Disorders: A Pilot Study

Grace Howard, B.A.¹, Ezra Blankenbaker¹, John J. Curtin, Ph.D.², Susan Wanta, M.A.², Isaac Thao, B.A.¹, John Ferguson, Ph.D.³, Adriana Hughes, Ph.D.¹, Eric Kuhn, Ph.D.⁴, Kelvin Lim, M.D.³, Tasha Nienow, Ph.D.¹, Paul Thuras, Ph.D.¹, Snezana Urosevic, Ph.D.¹, 1. Minneapolis VA Medical Center, 2. University of Wisconsin - Madison, 3. University of Minnesota, 4. VA Palo Alto Health Care System

(PS2-87) Tracing the Trajectory: A Scoping Review of Longitudinal Studies on Pediatric Bipolar Disorder and Offspring of Bipolar Parents

Marissa B. McClellan, B.S.¹, Charles Sabgir, B.S.¹, Eric A. Youngstrom, Ph.D.², Boris Birmaher, M.D.³, 1. Nationwide Children's Hospital, 2. Nationwide Children's Hospital & The Ohio State University, 3. University of Pittsburgh

(PS2-88) Youth Treatment: Family, Community, and Shared Decision Making

Rene Choudhary, B.A.¹, Andrew Leroux, Ph.D.², Mathilde Husky, Ph.D.³, Kathleen Merikangas, Ph.D.¹, 1. National Institute of Mental Health, 2. University of Colorado Anschutz Medical Campus, 3. University of Bordeaux

(PS2-89) Analyzing the Relationship Between Climate Change Distress and Climate Change Vulnerability

Marshall M. Mee, Argero Zerr, Ph.D., California State University Channel Islands

- (PS2-90) **The Role of Pro-Environmental Behaviors on Subjective Climate Change Beliefs, Objective Climate Change Markers, and Environmental Distress**
Erika Osherow, M.A., Jason Kuan, B.S., Crystal L. Park, Ph.D., Cindy Zhang, Ph.D., University of Connecticut
- (PS2-91) **Anhedonia and Episodic Future Thinking: Investigating the Moderating Role of Mood**
Sarah Comer, B.A., Alicia E. Meuret, Ph.D., Southern Methodist University
- (PS2-92) **Attributional Style Using Social Media Posts: Interrelations with Anxiety, Depression, Emotion Regulation, and Empathy**
Cassi R. Springfield, M.A., M.S., Jordan Leggett, Kelsey Bonfils, Ph.D., University of Southern Mississippi
- (PS2-93) **Belief in a Dangerous World: Demographic and Clinical Correlates in a Large-scale Epidemiological Study**
Matthew C. Sala, B.S., Tapan Patel, M.S., Jesse R. Cougle, Ph.D., Florida State University
- (PS2-94) **Examining the Drift: An Investigation on Working and Episodic Memory Performance in Anhedonia**
Sofia Uribe, B.A., Alicia E. Meuret, Ph.D., Southern Methodist University
- (PS2-95) **Forecasting Hopelessness: An Investigation of Cognitive Bias Using Intensive Longitudinal Data**
Aleksandr Karnick, M.P.H., Ph.D.¹, Ava K. Fergerson, M.A.², Morgan Buerke, M.A.³, Brian Bauer, Ph.D.⁴, Chelsea Howd, B.A.⁵, Leslie Brick, Ph.D.⁶, Daniel Capron, Ph.D.³, 1. Alpert Medical School of Brown University, 2. The University of Southern Mississippi, 3. Louisiana State University, 4. University of Georgia, 5. Western Kentucky University, 6. Brown University
- (PS2-96) **Self-compassionately or Assertively? Exploring How Best to Intervene on Behalf of the Self During Imagery Rescripting of Negative Social Autobiographical Memories**
Sara Al-Uqaili, Jennifer E. Fudge, B.A., M.S., David A. Moscovitch, Ph.D., University of Waterloo
- (PS2-97) **The Impact of Anger Rumination on Error Monitoring During a Working Memory Task: Evidence from Event-Related-Potentials and Behavioral Measures**
Brian Farstead, B.S., Mairin M. Cotter, M.S., Cameron Pothoven, B.S., Rachel Kaplan, M.S., Nevaeh M. Grimme, Kristen Sawyer, Nitesh Das Yadav, Stephanie D. Smith, Ph.D., University of Southern Mississippi
- (PS2-98) **Worse Shifting Ability contributes to the Effect of PTSD Symptom Severity on Functional Impairment**
Kate Clauss, Ph.D.¹, Michael Esterman, Ph.D.², Joseph DeGutis, Ph.D.², Mark Ettenhofer, Ph.D.³, Maya O'Neil, Ph.D.¹, Alex T. Daniel, Ph.D.⁴, Joseph Bardeen, Ph.D.⁵, 1. VA Portland Healthcare System, 2. Boston VA Healthcare System, 3. University of California San Diego, 4. Westfield State University, 5. Northern Illinois University

(PS2-99) **Social Role Satisfaction and Quality of Life as Mediators between Anticipated Stigma and Resilience in Veterans with Serious Mental Illness and Chronic Pain**
Rebecca Nguyen, M.S., Gabriella Coakley, M.S., Nicole Ciesinski, M.A., Letitia Travaglini, Ph.D., VA Capitol Health Care Network Mental Illness Research Education and Clinical Center /University of Maryland Medical Center

(PS2-100) **Examining Hospitalizations and Associations Between Pain and Psychopathology in Adults with Sickle Cell Disease**
Jeffrey Pavlacic, Ph.D., Rebecca Kilpatrick, Ph.D., Christina Abrams, M.D., Medical University of South Carolina

3:00 PM – 4:00 PM

Elite Hall A, Level 1

Poster Session 3 (PS3)

Categories: Child / Adolescent – Anxiety, Child / Adolescent – Depression, Child / Adolescent – Externalizing, Child / Adolescent - School-Related Issues, Child / Adolescent - Trauma / Maltreatment, Child / Adolescent – ADHD

Key Words: ACT (Acceptance & Commitment Therapy), Health Anxiety, Adolescents

(PS3-1) **A Preliminary Examination of Psychological Flexibility as a Mediator in the Relationship Between Youth Health-related Anxiety and Family Accommodation**
Julie M. Petersen, Ph.D., Liana R. Eisler, B.A., Harvard University

(PS3-2) **A Preliminary Exploration of the Efficacy of an Exposure-only Group in Reducing Anxiety Symptomology in Adolescents**
Jaspreet K. Shahi, Psy.D.¹, Jerrica R. Cherry, L.P.C.¹, Alexandra E. Morford, Ph.D.², Anni Subar, M.A.¹, Benjamin C. Mullin, Ph.D.³, 1. Children's Hospital Colorado, 2. University of Colorado Anschutz Medical Campus, 3. University of Colorado School of Medicine

(PS3-3) **Adaptation and Evaluation of a Child Version of the Attention Bias Questionnaire**
Dorothy H. Balser, B.A.¹, George Buzzell, Ph.D.¹, Michael J. Crowley, Ph.D.², Youcai Yang, Ph.D.², Lillian M. LaPlace, B.S.¹, Yasmin Rey, Ph.D.¹, Alison Magnotti, M.A.³, Omer Azriel, Ph.D.⁴, Yair Bar-Haim, Ph.D.⁵, Daniel S. Pine, M.D.⁶, Eli R. Lebowitz, Ph.D.³, Wendy K. Silverman, Ph.D., ABPP³, Jeremy W. Pettit, Ph.D.¹, 1. Florida International University, 2. Yale University School of Medicine, 3. Yale University, 4. Private Practice, 5. Tel Aviv University, 6. National Institute of Mental Health

(PS3-4) **Anxiety Sensitivity and Emotion Regulation Difficulties as Moderators of Age and Panic Symptoms in Youth**
Maria J. Velasquez, M.S.W., Justine Brennan, M.A., Emily Vinet, B.S., Thompson Davis, III, Ph.D., The University of Alabama

(PS3-5) Associations of Attachment Quality to Parents with Internalizing Symptoms in Adolescents - The Mediating Role of Hypermentalization and Emotion Regulation Difficulties

Małgorzata Woźniak-Prus, Ph.D., Małgorzata Gambin, Ph.D., University of Warsaw

(PS3-6) Camp Cope: Examining the Preliminary Effectiveness, Acceptability, and Feasibility of a One-week Intensive Group Program for Anxious Youth

Sarah Richman, M.A., Sarah Koppelman, M.A., Charles Williams, M.A., Olivia E. Lawrence, B.A., Nicole Lui, M.A., Ariana Wasret, M.A., Lillian Alford, M.S., Ruby Paisner, M.A., Hofstra University

(PS3-7) Caregiver Experiences with a Novel Home-based Pediatric Exposure Therapy Modality

Phoebe B. Muntz, B.A., Jennifer Espinoza Ramirez, B.S., Emily Han, B.A., Emma Jenkins, B.A., Christopher Georgiadis, Ph.D., Lesley A. Norris, Ph.D., Jennifer B. Freeman, Ph.D., Alpert Medical School of Brown University

(PS3-8) Clinician Perspectives on a Collaborative Treatment Planning Tool for Selective Mutism

Jennifer S. Schild, M.S., David Langer, Ph.D., ABPP, Suffolk University

(PS3-9) Exploring the Feasibility of Puppets in an Intensive Group Behavioral Treatment Program for Selective Mutism (IGBT-SM): An Exploratory Study

Ruby Paisner, M.A.¹, Sara N. Fernandes, M.A.¹, Romola N. Hilerio, M.A.¹, Janice Lu, M.A.¹, Sarah Koppelman, M.A.¹, Charles Williams, M.A.¹, Laura Godfrey, M.A.¹, Kate Siegler, M.A.¹, Ayesha Dickerson, M.A.¹, Caroline Risdon, B.S.¹, Olivia E. Lawrence, B.A.¹, Lauren DiGregorio¹, Naomi Young, B.A.², Phyllis S. Ohr, Ph.D.¹, 1. Hofstra University, 2. University of California Los Angeles

(PS3-10) Exposure Therapy Access in Rhode Island: A Geospatial Analysis

Emma R. Jenkins, B.A.¹, Kathrin Renschler, M.A.¹, Zachary Popp, M.P.H.², Joshua Kemp, Ph.D.³, Jennifer Freeman, Ph.D.³, 1. Pediatric Anxiety Research Center, Brown University, 2. Boston University, 3. Alpert Medical School of Brown University

(PS3-11) Family Accommodation Moderates Parental Distress and Child Anxiety

Marissa Falcone, M.S., Christian L. Hernandez, B.A., Yasmin Rey, Ph.D., Jeremy W. Pettit, Ph.D., Florida International University

(PS3-12) How Many Anxious Kids in Community Mental Health Would Be Eligible for an RCT? And Does It Matter?

Anya C. English, B.A.¹, Megan Brady, M.P.H.², Amanda Sanchez, Ph.D.³, Emily M. Becker-Haimes, Ph.D.², 1. Perelman School of Medicine at the University of Pennsylvania, 2. University of Pennsylvania, 3. George Mason University

(PS3-13) Identifying Early Predictors of Key Therapeutic Processes in a Transdiagnostic Brief Behavioral Therapy (BBT) for Youth Anxiety and Depression

Anna V. Fejes, B.A.¹, Pauline Goger, Ph.D.², Araceli Gonzalez, Ph.D.¹, V. Robin Weersing, Ph.D.³, 1. California State University Long Beach, 2. Fairfield University, 3. Sand Diego State University and University of California San Diego

- (PS3-14) Identifying Predictors of Response to Group Unified Protocol for Transdiagnostic Treatment of Emotional Disorders in Children**
Kenna Hollander, B.S., Jill Ehrenreich-May, Ph.D., Hannah L. Grassie, M.S., Lauren Milgram, M.S., University of Miami
- (PS3-15) Identifying Risk Factors for Restrictive Behavioral Interventions in Juvenile Detention**
Selena A. Baca, B.S., M.A., Jeevan Bains, M.A., Christopher Gomez, M.A., Charlie Solano, B.A., Paula J. Fite, Ph.D., University of Kansas
- (PS3-16) Integrating Multi-Informant Reports about Adolescents' Fears of Negative and Positive Evaluation**
Kayla M. Kellner, B.S., Andres De Los Reyes, Ph.D., University of Maryland, College Park
- (PS3-17) Intergenerational Transmission of Error-Related Negativity in Mothers and their Adolescents: Risk for Adolescent Internalizing Disorders**
Olivia M. Wallace, B.S.¹, Jennie M. Kuckertz, Ph.D.², Nader Amir, Ph.D.¹, 1. San Diego State University, 2. McLean Hospital/Harvard Medical School
- (PS3-18) Mother-Child Discrepancies in Perceptions of Family Accommodation and their Relation to Child's Anxiety**
Casey E. Pearce, M.A., Elizabeth J. Kiel, Ph.D., Miami University
- (PS3-19) Negative Automatic Thoughts Mediate the Relationship Between Peer Victimization and Internalizing Distress in Adolescents: Implications for Clinical Practice**
Sara Johnson, B.S., Kimberli Treadwell, Ph.D., University of Connecticut
- (PS3-20) Neural Predictors of Response to SPACE for Childhood Anxiety**
Elizabeth R. Kitt, M.S.¹, Taylor Keding, Ph.D.¹, Alexis Broussard, B.A.², Gillian Ho, B.S.¹, Gillian Weeks, B.A.³, Sadie Zacharek, M.S.⁴, Cristina L. Nardini, M.A.⁵, Grace Hommel, L.C.S.W.⁶, Maya Barr, B.A.⁷, Alison Magnotti, M.A.¹, Hemakshi Gordy, B.S.¹, Paola Odriozola, Ph.D.⁸, Carla E. Marin, Ph.D.¹, Hilary Blumberg, M.D.¹, Wendy K. Silverman, Ph.D., ABPP¹, Eli R. Lebowitz, Ph.D.¹, Dylan G. Gee, Ph.D.¹, 1. Yale University, 2. University of Pennsylvania, 3. Rutgers University, 4. Massachusetts Institute of Technology, 5. Fordham University, 6. New England Center for OCD and Anxiety, 7. Palo Alto University and Stanford University, 8. University of California Los Angeles
- (PS3-21) Parent-perceived Acceptability of Various Treatment Approaches for Pediatric Anxiety**
Joanna Zhou, B.A., Hannah C. Moore, B.S., Vanessa Zavala Cruz, B.A., Jeffrey Carter, B.A., Marianna C. Messerli, M.A., M.Ed., Adam C. Garcia, M.Ed., Brian Dang, Alyssa Vieira, B.A., Annisa Ahmed, B.A., Kelly Barry, M.A., M.S., Te Qi, M.A., Mahnoor Ahmad, Mariana Vazquez, Ph.D., Ogechi "Cynthia" Onyeka, Ph.D., Amanda Palo, Ph.D., Abigail E. Candelari, Ph.D., Eric A. Storch, Ph.D., Baylor College of Medicine
- (PS3-22) Parental Preferences for Appointment Modality Within a Youth Anxiety Clinic**
Kennedy Chatman, B.A., Megan Brady, M.P.H., Emily M. Becker-Haimes, Ph.D., University of Pennsylvania

(PS3-23) Perceptions of Mother and Father Accommodating Behaviors and Anxiety Outcomes in Adolescents

Courtney Kenworthy, B.S., Avleen Walia, M.A., Lauren Kramer, M.A., Sarah E. Francis, Ph.D., University of Toledo

(PS3-24) Perfectionism Mediates the Longitudinal Association Between Error-Related Negativity and Anxiety in Children

Claire E. O'Leary, M.A., Elizabeth J. Kiel, Ph.D., Miami University

(PS3-25) Psychometric Properties of a Measure of "Hot" Attention Control in Clinically Anxious Youth

Krystyna R. Keller, B.A., Daniella Vaclavik, Ph.D., Yasmin Rey, Ph.D., Jeremy W. Pettit, Ph.D., Florida International University

(PS3-26) Psychometrically Examining the Family Accommodation Scale-Anxiety (FASA) in a Multi-study Sample of Treatment-seeking Anxious Youth

Victoria L. Powers¹, Annika Myers, M.A.², Duckhyun Jo, M.A.³, Samuel Spencer, Ph.D.¹, Andrew G. Guzick, Ph.D.⁴, Amanda Palo, Ph.D.⁵, Leandra Berry, Ph.D.⁵, Eric Storch, Ph.D.⁵, 1. University of North Texas, 2. University of Houston, 3. University of Hawai'i, 4. University of Pennsylvania, 5. Baylor College of Medicine

(PS3-27) The Impact of Family Accommodation on Emotion Regulation and Social Anxiety in Children

Emily Vinet, B.S., Maria J. Velasquez, M.S.W., Justine Brennan, M.A., Thompson Davis, III, Ph.D., The University of Alabama

(PS3-28) Accessing Mentors as a Pathway to More Resilient Mental Health Outcomes in First Generation College Students

Thariana Pichardo, B.A., Lauren Avila, B.A., Elizabeth B. Raposa, Ph.D., Fordham University

(PS3-29) Activ8: A Qualitative Examination of Caregiver and Adolescent Experiences in Telehealth Behavioral Activation

Yasmin AlZubi, M.S.W.¹, Lynnel C. Goodman, Ph.D.¹, Sarah Wakefield, M.D.², Madhukar H. Trivedi, M.D.¹, 1. University of Texas Southwestern Medical Center, 2. Texas Tech University Health Sciences Center

(PS3-30) Associations Among Social Motivation, Parenting Styles, and Suicidal Ideation in a Sample of Early Adolescent Girls

Sofia Olivares, B.S.¹, Nicholas Rios Villacorta, B.S.², Andrea Pelletier-Baldelli, Ph.D.¹, Matteo Giletta, Ph.D.³, Paul D. Hastings, Ph.D.⁴, Matthew K. Nock, Ph.D.⁵, Karen D. Rudolph, Ph.D.⁶, George Slavich, Ph.D.⁷, Mitchell J. Prinstein, Ph.D.¹, Adam B. Bryant Miller, Ph.D.¹, 1. University of North Carolina at Chapel Hill, 2. RTI International, 3. Ghent University, 4. University of California Davis, 5. Harvard University, 6. University of Illinois at Urbana-Champaign, 7. University of California Los Angeles

(PS3-31) Correlates of Treatment Change: Insights from a Randomized Controlled Trial of Attention Bias Modification Training for Youth with Internalizing Symptomatology

Lili A. Massac, B.A., Meghan E. Byrne, Ph.D., Daniel S. Pine, M.D., Krystal M. Lewis, Ph.D., National Institute of Mental Health

- (PS3-32) Crossed-lagged Effects Between Sleep Quality and Psychopathology Among Adolescents with Histories of Early Adversity**
Chenelle Miller, B.A.¹, Amy Hyoeun Lee, Ph.D.¹, Kristin Bernard, Ph.D.², Mary Dozier, Ph.D.³, 1. Hofstra University, 2. Stony Brook University, 3. University of Delaware
- (PS3-33) Evaluating the Effectiveness of a Mood Disorder Partial Hospitalization Program: An Examination of Overall Symptom Improvement and Group Differences**
Logan T. Smith, M.A.¹, Kavita Tahlilani, Ph.D.², 1. Temple University, 2. Children's Hospital of Philadelphia
- (PS3-34) Examining Environmental Contributions to Adolescent Depression Risk: A GLMM Tree approach to Identifying Risk**
Kate Mower, B.S., Mike Van Wie, Ph.D., University of Houston – Clear Lake
- (PS3-35) Low Reward Sensitivity and Maladaptive Cognitive Styles Jointly Predict Depressive Symptom Severity among Community Adolescents**
Auburn R. Stephenson, M.A.¹, Iris K.-Y. Chat, M.A.¹, Felicia Petterway, B.A.¹, Georgia Martin, B.A.¹, Robin Nusslock, Ph.D.², Lauren B. Alloy, Ph.D.¹, 1. Temple University, 2. Northwestern University
- (PS3-36) Maternal and Offspring Reward Positivity Differentially Predict Dimensional Symptoms of Adolescent Depression**
Olivia M. Wallace, B.S.¹, Lora Bednarek², Jennie M. Kuckertz, Ph.D.³, Nader Amir, Ph.D.¹, 1. San Diego State University, 2. University of California San Diego, 3. McLean Hospital/Harvard Medical School
- (PS3-37) Mediation Analysis of School-Based Universal Depression Prevention for Japanese Children**
Hiroshi Sato, Ph.D.¹, John R. Seeley, Ph.D.², 1. Kwansei Gakuin University, 2. University of Oregon
- (PS3-38) Modeling the Longitudinal Relationship Between Self-Esteem and Depression: A CT-SEM Approach**
Mackenzie Cummings, M.S., Thane M. Erickson, Ph.D., ABPP, Seattle Pacific University
- (PS3-39) Perceived Helpfulness and Intention to Use Therapy Skills Among Adolescents in an Intensive Outpatient Program**
Jamie Nguyen, Ph.D.¹, Rachel Robertson, M.S.W.¹, Kristin Wolfe, Ph.D., L.P.C.², Stephen Buerket, B.S.¹, Betsy D. Kennard, Psy.D., ABPP³, 1. Children's Health, 2. Children's Health UT Southwestern, 3. UT Southwestern Medical Center
- (PS3-40) Predictors and Structural Brain Differences Associated With Depressive Symptoms in Adolescents**
Noelle Arcaro, B.S., Simran Bhola, B.A., Elvisha Dhamala, Ph.D., Northwell Health Zucker Hillside Hospital
- (PS3-41) Predictors of Response to Cognitive Behavioral Therapy for Suicidal Ideation in Transgender Youth: A Longitudinal Study**
Thomas J. Flanagan, B.A., Ruth Stein, Ph.D., ABPP, University of Chicago

(PS3-42) Reducing Barriers to Empirically-Supported Intervention: Findings from a Statewide, Lay-delivered Behavioral Activation Telehealth Program for Adolescent Depression

Lynnel C. Goodman, Ph.D., Yasmin AlZubi, M.S.W., Abu Minhajuddin, Ph.D., Sarah Wakefield, M.D., Madhukar H. Trivedi, M.D., University of Texas Southwestern Medical Center

(PS3-43) Sensory Modality, Activation Control, and Depressive Mood in Early Adolescence

Thu P. Nguyen, B.S., Aubrey L. Hoffer, Ph.D., Amy K. Jordan, Ph.D., Cheri A. Levinson, Ph.D., Sara J. Bufferd, Ph.D., University of Louisville

(PS3-44) The Relationship between Problematic Internet Use and Clinical Distress in a Diverse Sample of Adolescents

Modupeoluwa Osuntokun, B.A., Linda Oshin, Ph.D., Jessica L. Hamilton, Ph.D., Rutgers University

(PS3-45) The Role of Perceived Burdensomeness in the Link Between Functional Impairment and Suicidal Ideation in Clinic-Referred Youth

Margaret Modico, B.S., Kelvin Pinero, Yasmin Rey, Ph.D., Victor Buitron, Ph.D., Jeremy W. Pettit, Ph.D., Florida International University

(PS3-46) Unraveling Pathways from Reactive Aggression to Depression: The Role of Emotion Regulation

Laura Stoppelbein, Ph.D.¹, Elizabeth McRae, Ph.D.², Shana Smith, Ph.D.³, 1. Children's Hospital of Alabama, 2. University of Alabama at Birmingham, 3. Jacksonville State University

(PS3-47) Youth and Caregiver Preferences for Youth Mental Health Treatment: A Scoping Review

Nathaniel Shogren, B.A.¹, Blanche Wright, Ph.D.², Lindsay Holly, Ph.D.³, David A. Langer, Ph.D., ABPP¹, 1. Suffolk University, 2. University of Oregon, 3. Marquette University

(PS3-48) A Network Analysis of Adolescent Psychopathic Traits

Mackenzie Murphy, M.S., Talia Y. Leman, B.A., Christopher T. Barry, Ph.D., Washington State University

(PS3-49) A Socio-ecological Model of Substance Use in Truant Adolescents: Examining Family, Peer, and Individual Influences

Caroline E. Reid, B.A.¹, Caroline Corvin, B.S.¹, Kaitlin Sheerin, Ph.D.¹, Kathleen Kemp, Ph.D.², Anthony Spirito, Ph.D.¹, 1. Alpert Medical School of Brown University, 2. Rhode Island Hospital/Alpert Medical School of Brown University

(PS3-50) It is Just Too Much to Do at Once: Understanding if Brief Parenting Programs Delivered via Telehealth to Meet the Needs of Parents with Executive Functioning Difficulties

Jessica Holmes, Ph.D.¹, Shannon Savell, Ph.D.², Anthony Arredondo³, Valerie Rebeles¹, Eddy Panklang, B.S.¹, Shaelyn S. Solenske, B.S.¹, Gabriela Peralta Reyes, B.A.¹, Jacob Holzman, Ph.D.¹, 1. University of Colorado Anschutz Medical Campus, 2. Children's Hospital Colorado, 3. University of Colorado Denver

- (PS3-51) Barriers and Facilitators Influencing Provider Usage of Pediatric Pain-focused Cognitive Behavioral Therapy Strategies in a School Setting**
Naomi C. Alvarado, B.A., Jocelyn Zuckerman, B.S., Natoshia Cunningham, Ph.D., Michigan State University
- (PS3-52) Beyond the Surface: Unraveling the Complexities of Psychopathy Traits and Emotion Recognition in Diverse Childhood Populations**
Hao Xu, M.A., Victoria R. Ward, M.A., Jennah R. Glass, Sim L. Hartsfield, Olivia N. Gifford, B.S., Chuong Bui, Ph.D., Yanyu Xiong, Ph.D., Peter J. Castagna, Ph.D., Randy Salekin, Ph.D., Despina Stavrinou, Ph.D., Bradley A. White, Ph.D., The University of Alabama
- (PS3-53) Children's First 24 Hours in Inpatient Psychiatric Hospital Care: Acuity Profiles and Experiences in Care Among Foster and Non-foster Youth**
Bailey M. Monick, B.A., Scott C. Leon, Ph.D., Loyola University Chicago
- (PS3-54) Development of an Observational Code for Sustained Time-based Child Compliance in the DPICS Clean-up Situation**
Sienna Perez, B.S.¹, Casius Snyder, B.A.¹, Kristen McCabe, Ph.D.², Argero Zerr, Ph.D.³, Abigail Ramos², Elizabeth Greczek², Mia Boggs², May Yeh, Ph.D.¹, 1. San Diego State University, 2. University of San Diego, 3. California State University Channel Islands
- (PS3-55) Distinct Functional Connectivity Signatures of Phasic and Tonic Irritability in Children**
Camille Archer, M.S., Gabrielle E. Reimann, M.S., Hee Jung Jeong, M.S., E. Leighton Durham, M.A., Kaitlynn E. Ellis, B.S., Antonia N. Kaczurkin, Ph.D., Vanderbilt University
- (PS3-56) Do Callous-unemotional Traits Influence Motivation for Misbehavior During Time-out?**
Pevitr S. Bansal, Ph.D.¹, Natalie Sommervold, B.S.¹, Romal Bhullar, M.A.¹, Ali Mohamed, M.A.¹, Daniel A. Waschbusch, Ph.D.², 1. Montclair State University, 2. Penn State Hershey Medical Center
- (PS3-57) Examining Peer Victimization Parameters as Predictors of Children's Internalizing Symptoms**
Josselyn Y. Telule, B.A.¹, Freddie Pastrana Rivera, Ph.D.¹, Jessica M. Rice, B.A.², Lindsey E. Eagan, B.A.², Tim A. Cavell, Ph.D.², 1. University of Southern Mississippi, 2. University of Arkansas
- (PS3-58) Examining the Utilization of Behavioral Parent Training in School-Based Mental Health Interventions**
Julia Kennedy, B.A., Jessie Fitts, Ph.D., Katherine Corteselli, Ph.D., Sean E. Snyder, L.C.S.W., M.S.W., Rachel E. Kim, Ph.D., The Baker Center for Children and Families
- (PS3-59) Experience Seeking and Risky Sexual Behavior among Adolescents: The Moderating Effect of Lack of Premeditation**
Carolyn Lorenzi, M.A., Bradley T. Conner, Ph.D., Colorado State University

(PS3-60) Exploring the Efficacy of a New Adaptation to Parent Child Interaction

Therapy: Video-Feedback Parent Child Interaction Therapy (VF-PCIT)

Janice Lu, M.A., Ruby Paisner, M.A., Sarah Koppelman, M.A., Caroline Risdon, B.S., Olivia E. Lawrence, B.A., Ariana Wasret, M.A., Charles Williams, M.A., Gabriela B. Goldentyer, M.A., Kyle G. Ross, M.A., Nicole Lui, M.A., Sarah Richman, M.A., Phyllis S. Ohr, Ph.D., Hofstra University

(PS3-61) Feasibility of Mental Health Services for Justice-Involved Youth: A Qualitative Examination of Key Collaborator Perceptions

Suh Jung Park, M.A., Kristin M. Hawley, Ph.D., University of Missouri

(PS3-62) Knowledge Structures Moderate the Relationships Between Testosterone, Cortisol, and Aggressive Behavior

Izaskun Orue, Ph.D., Nerea Cortazar, Ph.D., Esther Calvete, Ph.D., University of Deusto

(PS3-63) The Role of Community Violence and Child Opportunity on Externalizing Behaviors in Early Childhood

Olivia R. Nazaire, B.A., Rylee Abaya, B.S., Sungha Kang, Ph.D., Loyola University Chicago

(PS3-64) Uncovering Perception Gaps: Analyzing Caregiver-Adolescent Discrepancies in Conduct Disorder Reports Using Idiographic Assessment

Callum S. Chertavian, B.S.¹, Zoe Primack, B.S.¹, Julia Kennedy, B.A.¹, Tessa R. Palafu, B.A.¹, Savannah Goshgarian-Miller, B.A.¹, Vanessa Liang, B.A.¹, Michelle Liu, M.P.H.¹, Rylan Chong, Ph.D.², Rachel E. Kim, Ph.D.¹, Daniel M. Cheron, Ph.D., ABPP¹, Kelsie Okamura, Ph.D.¹, 1. The Baker Center for Children and Families, 2. Chaminade University of Honolulu

(PS3-65) Advancing Equity in School Discipline: A Community-based Approach to Implementing Restorative Justice and Mental Health Supports

Rylee Abaya, B.S., Olivia R. Nazaire, B.A., Sungha Kang, Ph.D., Loyola University Chicago

(PS3-66) Advancing Mental Health Equity Through Out-of-school Time Programming at the Boys and Girls Club

Anna Garst, B.A., Caitlyn R. Owens, Ph.D., Liliokanaio Peaslee, Ph.D., Amanda Teye, Ph.D., James Madison University

(PS3-67) Associations Between Perceived Stress, Mindfulness, and Mental Wellbeing Among School-aged Youth Prior to the Completion of an Outdoor, Mindfulness-based Intervention

Elyse Ganss, M.A.¹, Russell K. McIntire, M.P.H., Ph.D.¹, Connor Moriarty, M.A., L.P.C.², Allyson Henry, M.A., L.P.C.², Adam S. Lazarchak, M.Ed.³, 1. Lehigh University, 2. Reset Outdoors, 3. Bethlehem Area Vocational-Technical School

(PS3-68) Development of the Japanese Version of the Multidimensional Test Anxiety Scale (MTAS-J): Examination of Its Reliability and Validity

Sawako Kawasaki, B.A.¹, Tomohiro Asakura, M.A.², Hiroshi Sato, Ph.D.², Shin-ichi Ishikawa, Ph.D.¹, 1. Doshisha University, 2. Kwansei Gakuin University

(PS3-69) Disability Representation in Children's Picture Books

Dani Wagner, Rachel Wilk, Kaitlin Flaherty, Gianna Smith, Elodie Carel, B.S., Ashley Woodman, Ph.D., University of Massachusetts Amherst

- (PS3-70) Examining Stressors, Psychopathology, and Implementation of a SPARCS-Based Mentoring Intervention**
Katherine L. Rooney, B.S., Jocelyn S. Carter, Ph.D., Catherine Pierre-Louis, M.A., Kathryn Grant, Ph.D., DePaul University
- (PS3-71) Gender Differences in Aggression: Implications for Early Behavioral Interventions in Interactive Learning Environments**
Lily Mendes, B.A., Reagan Schlegel, B.S., Nicole Wahbeh, B.A., Afia Ali, B.S., Catherine Sandhofer, Ph.D., University of California, Los Angeles
- (PS3-72) Improving Comprehensive School Behavioral Health and the Influence of Student Perceived School Climate**
Halle Singer, B.S., Samuel McQuillin, Ph.D., Mark D. Weist, Ph.D., University of South Carolina
- (PS3-73) Reactive Aggression as a Predictor of Peer Relationship Quality: The Moderating Role of Emotion Regulation Strategies**
Luz M. Cilis Moxthe, B.A., Chris Elledge, Ph.D., The University of Tennessee, Knoxville
- (PS3-74) The Moderating Role of Gender in the Relationship between Youths' Internalizing Symptoms and School Climate.**
Kelly Lojinger, B.A.¹, Brandon K. Schultz, Other¹, Mark D. Weist, Ph.D.², 1. East Carolina University, 2. University of South Carolina
- (PS3-75) Under Pressure: The Role of Family Flexibility in the Well-Being of High-Achieving First-Generation Youth**
Gabriel Alaniz, B.A., California State University, Los Angeles
- (PS3-76) Wellness Clubs: Early Successes from A Youth-Driven Approach to Affirming and Inclusive Mental Health Promotion in Schools**
Olivia L. Kycia, B.A.¹, Anusha Sahay¹, Megan Blanton, Ph.D.¹, Erum Nadeem, Ph.D.¹, Christopher Dudek, M.A.¹, Jade Garcia, M.A.², 1. Rutgers University, 2. Jersey City Public Schools
- (PS3-77) A Different Kind of Seismic Event: Positive Reappraisal and PTG Among Child Maltreatment Survivors Who Disclose to a Romantic Partner**
Grace E. Schroeder, B.S., Jennifer Langhinrichsen-Rohling, Ph.D., University of North Carolina at Charlotte
- (PS3-78) A Qualitative Analysis of Adverse Childhood Experiences and Intimate Partner Violence Among Young Sexual Minority Men**
Jae Eun Kwak, M.A.¹, Christopher B. Stults, Ph.D.², 1. University of Tennessee, Knoxville, 2. Baruch College
- (PS3-79) Adverse Childhood Experiences and Psychological Wellbeing in Black Female Teachers: Social Support as a Protective Factor**
Blen Yilma Asres, B.S., Caitlin Rancher, Ph.D., Faraday Davies, M.A., Angela D. Moreland, Ph.D., Medical University of South Carolina
- (PS3-80) Adverse Childhood Experiences and Risk for Problematic Social Media Use in College Students**
David Paul G. Baquirin, B.A., Vidhi Jain, B.S., Sarah E. Domoff, Ph.D., University at Albany, State University of New York

(PS3-81) Adverse Childhood Experiences, Parenting Stress, Regulatory Focus and Their Relation to Parent-child Conflict Tactics

Grace S. Hubel, Ph.D.¹, Nada M. Goodrum, Ph.D.², 1. College of Charleston, 2. University of South Carolina

(PS3-82) Adverse Crisis Migration Experiences and Mental Health Among Resettled Venezuelan Youth in the US: The Roles of Context, Culture and Community

Anya E. Urcuyo, M.S.¹, Christopher P. Salas-Wright, Ph.D.², Mildred M. Maldonado-Molina, Ph.D.³, Maria Fernanda Garcia, Ph.D.², Melissa Bates, B.A.³, Mariana Sanchez, Ph.D.¹, Sami Shah¹, Seth J. Schwartz, Ph.D.⁴, Jonathan S. Comer, Ph.D.¹, 1. Florida International University, 2. Boston College, 3. University of Florida, 4. The University of Texas at Austin

(PS3-83) Assessing Consistency of Longitudinal Self-report of Traumatic Events Among Children in Acute Psychiatric Care

Kelsey Sutton, M.A., Lauren K. Penrose, B.A., Emily Hill, Ph.D., Teresa Daniels, M.D., Jennifer Hellmuth, Ph.D., Stephanie H. Parade, Ph.D., Bradley Hospital/Brown University

(PS3-84) Bridging the Gaps: Enhancing Engagement in Post-trauma Mental Health Services Across Diverse Trauma Centers

Sarah German, B.A.¹, Taylor Martin, B.S.², Kellie Kovarik, L.C.S.W.³, Lelia McCloud, R.N.⁴, Tatiana M. Davidson, Ph.D.¹, Robert Gates, M.D.⁵, David P. Mooney, M.P.H., M.D.³, Robert T. Russell, M.P.H., M.D.⁶, 1. Medical University of South Carolina, 2. Greenville Memorial Trauma Program, 3. Boston Children's Hospital/Harvard Medical School, 4. Children's of Alabama, 5. Prisma Health, 6. University of Alabama

(PS3-85) Child Maltreatment and Bipolar and Depressive Symptomatology in Young Adulthood: The Moderating Role of Maternal Attachment

Jeannette Burkle, B.A., Lindsay S. Schenkel, Ph.D., Morgan Johnson, M.S., Briana Pabon, B.S., Rochester Institute of Technology

(PS3-86) Development and Initial Service Outcomes of a Brief Affirming, Trauma-informed "Treatment as Usual" Counseling Model in Schools

Anusha Sahay¹, Olivia L. Kycia, B.A.¹, Erum Nadeem, Ph.D.¹, Megan Blanton, Ph.D.¹, Christopher Dudek, M.A.¹, Elsie Jimenez-Echevarria, L.C.S.W., M.S.W.², 1. Rutgers University, 2. Jersey City Public Schools

(PS3-87) Examining Alexithymia as a Mediator of the Association Between Childhood Trauma and Posttraumatic Stress Disorder Symptom Clusters in Adulthood.

Zachary M. Siegel, B.A.¹, Grace H. Kozlowski, B.A.¹, Megan Kopitsky, B.A.², Audrey Huff, B.S.¹, Marisa Alkalay, B.A.², Samuel F. Frank, B.A.¹, Casey T. Taft, Ph.D.², 1. Boston University School of Medicine & National Center for PTSD, 2. National Center for PTSD

(PS3-88) Exploring Early Cognitive and Affective Predictors of Later Psychopathology Among Children with Histories of Early Adversity

Evelyn Pineda, B.S.¹, Amy Hyeon Lee, Ph.D.¹, Kristin Bernard, Ph.D.², Mary Dozier, Ph.D.³, 1. Hofstra University, 2. Stony Brook University, 3. University of Delaware

(PS3-89) The Brain's Escape Hatch: The Longitudinal Role of Dissociation in the Development of PTSD Among School-aged Children Exposed to Complex Trauma

Christine Wehner, B.S., Steven E. Bruce, Ph.D., University of Missouri - St. Louis

(PS3-90) The Relation Between Caregiver-Reported Family Cohesion and Youth**PTSD Symptom Change During Trauma-Focused Cognitive-Behavioral Therapy**

Gabriella C. Nicolosi, B.A.¹, Elissa J. Brown, Ph.D.², Emilie Paul, M.A.¹, Olivia S. Fiallo, B.A.¹, Nicole Milani, M.A.¹, 1. St. John's University, 2. Child HELP Partnership and St. John's University

(PS3-91) The Relationship Between Adverse Childhood Experiences and Sextortion in a Young Adult Sample

Emily Tooley, B.A.¹, Anna Nersesian, B.A.¹, Mary B. Pacheco, M.A.², Sarah E. Domoff, Ph.D.¹, 1. University at Albany, State University of New York, 2. Russell Sage College

(PS3-92) The Role of Child Maltreatment and Teenage Dating Violence on Mental Health Among Latine Adolescents

Saúl A. Padilla, B.A., The University of Tennessee, Knoxville

(PS3-93) Trauma Measures Are Not Interchangeable: Item Content Analysis of Scales Used to Screen or Assess Trauma and PTSD

Halle A. Deericks, B.A.¹, Marissa B. McClellan, B.S.², Charles Sabgir, B.S.², Jeremy Baggs, M.S.³, Eric A. Youngstrom, Ph.D.⁴, 1. Case Western Reserve University, 2. Nationwide Children's Hospital, 3. The University of Alabama, 4. Nationwide Children's Hospital and The Ohio State University

(PS3-94) Understanding What Characteristics of Peer Victimization and Bullying Predict Posttraumatic Stress Symptoms Among Children

Jenna G. Sims, B.S., John Cooley, Ph.D., University of Florida

(PS3-95) Witnessed Community Violence and Aggression in Childhood: The Moderating Role of Emotion Regulation

Montana M. Baker, B.S.¹, John L. Cooley, Ph.D.², 1. Texas Tech University, 2. University of Florida

(PS3-96) Youth Satisfaction and Acceptability of a Group Intervention for Families Impacted by Child Sexual Abuse

Gina C. May, M.A., Brittany S. Erskine, M.A., Melanie C. Willis, M.A., Niko Vehabovic, M.A., David J. Hansen, Ph.D., University of Nebraska-Lincoln

(PS3-97) Associations Between Sex-gender Alignment, Internalizing Symptoms, and Self Harm in Adolescents With and Without ADHD

Eva R.B. Freitas, M.A.¹, Alyssa C. DeRonda, M.S.¹, Laura C. Rice, Ph.D., Samuel M. Fels, M.D.², Stewart H. Mostofsky, M.D.¹, Kathryn Van Eck, Ph.D.³, Keri S. Rosch, Ph.D.³, 1. Kennedy Krieger Institute, 2. Ichan School of Medicine at Mount Sinai, 3. Johns Hopkins University

(PS3-98) Cognitive Disengagement Syndrome Symptoms and ADHD Dimensions in Relation to Children's Daily Life Executive Functioning Deficits

Emmarald Jean-Francois, B.S., Kate E. Hembree, B.S., Melissa C. Miller, Ph.D., James L. Peugh, Ph.D., Jeffery N. Epstein, Ph.D., Leanne Tamm, Ph.D., Stephen P. Becker, Ph.D., Cincinnati Children's Hospital Medical Center

(PS3-99) Does Sex Moderate the Association between ADHD and Use of Adaptive or Maladaptive Cognitive Emotion Regulation Strategies in Early Adolescents?

Olivia R. Baron, B.S.¹, Melissa C. Miller, Ph.D.¹, Rosanna Breau, Ph.D.², Stephen P. Becker, Ph.D.¹, 1. Cincinnati Children's Hospital Medical Center, 2. Virginia Tech

(PS3-100) Does Working Memory Moderate the Relation of Emotion Regulation and Children's ADHD Symptoms?

Mindy Quiroz, M.S., Leanne Tamm, Ph.D., James L. Peugh, Ph.D., Jeffery N. Epstein, Ph.D., Stephen P. Becker, Ph.D., Cincinnati Children's Hospital Medical Center

4:30 PM – 5:30 PM

Elite Hall A, Level 1

Poster Session 4 (PS4)

Categories: Child / Adolescent – ADHD, Couples / Close Relationships, Criminal Justice/Forensics, Culture / Ethnicity / Race, Disaster Mental Health, Health Psychology / Behavioral Medicine – Child, Military and Veterans Psychology, Oppression and Resilience Minority Health

Key Words: School, ADHD, Implementation

(PS4-1) Evaluating the Feasibility and Acceptability of the Homework, Organization, and Planning Skills (HOPS) Intervention

Tara Vigil, B.A.¹, Phylcia F. Fleming, Ph.D.¹, Emma Walz, B.A.¹, Thomas J. Power, ABPP, Ph.D.¹, Jenelle D. Nissley-Tsiopinis, Ph.D.², 1. Children's Hospital of Philadelphia, 2. Children's Hospital of Philadelphia/University of Pennsylvania Perelman School of Medicine

(PS4-2) Evaluation of Multi-Dimensional Indicators of Treatment Engagement in a School-based Training Intervention for Adolescents with ADHD

Sean Morse¹, Amanda Steinberg, B.S.², Samantha Margherio, Ph.D.², Steven W. Evans, Ph.D.³, George J. DuPaul, Ph.D.¹, Joshua M. Langberg, Ph.D.⁴, 1. Lehigh University, 2. Virginia Polytechnic Institute and State University, 3. Ohio University, 4. Rutgers University

(PS4-3) Examining School Engagement in Diverse Youth with ADHD: Focusing on Resilience Promoting Factors

Grace M. Bartholomae, B.S.¹, Elizabeth E. Kronthal, B.A.¹, Lizzy Capps, Ph.D.¹, Sarah A. Miller, B.S.², Stephen P. Becker, Ph.D.², Melissa R. Dvorsky, Ph.D.¹, 1. Children's National Hospital, 2. Cincinnati Children's Hospital Medical Center

(PS4-4) Exploring the Link Between ADHD and PTSD: ADHD Presentations and Impact on PTSD for Black and/or Latiné Youth

Xenia Leviyah, B.A.¹, Zoe R. Smith, Ph.D.², 1. Loyola University Chicago, 2. University of Denver

(PS4-5) Fathers' Involvement in Treatment for Preschoolers with ADHD: An RCT**Examining Pre- and Post-Treatment Differences Across Parents in PCIT**

Liliana Acosta, Ph.D.¹, Lindsay R. Druskin, M.S.², Jake C. Steggerda, Ph.D.¹, Melanie M. Nelson, Ph.D.¹, Andrew G. Guzik, Ph.D.³, Regina Bussing, M.D.¹, Cheryl B. McNeil, Ph.D.¹, Sheila Eyberg, Ph.D.¹, 1. University of Florida, 2. West Virginia University, 3. University of Pennsylvania

(PS4-6) Negative Effects of Parent-Adolescent Relationship Distress on Training**Intervention Success**

Sierra R. Hightower-Henson, M.S.¹, Hannah J. Brockstein, M.S.¹, Lindsey P. Battaglia, B.S., B.A.¹, Steven W. Evans, Ph.D.¹, George J. DuPaul, Ph.D.², 1. Ohio University, 2. Lehigh University

(PS4-7) Open-skill Sports, Executive Functioning, and EEG in Early Adolescence

Aleynne P.R. Broomell, Ph.D., Angelina Cleroux, M.A., Western Carolina University

(PS4-8) School Connectedness in Relation to Self-Stigma Among Students with ADHD

Sarah A. Miller, B.S.¹, Grace Bartholomae, B.S.², Elizabeth E. Kronthal, B.A.², Melissa R. Dvorsky, Ph.D.², Stephen P. Becker, Ph.D.¹, 1. Cincinnati Children's Hospital Medical Center, 2. Children's National Hospital

(PS4-9) School Consultation Process in Support of a Computer-Assisted Behavior**Intervention for Adolescents: A Mixed Method Analysis**

Yijing Lin, B.S.¹, Kelly Lojinger, B.A.¹, Brandon K. Schultz¹, Steven W. Evans, Ph.D.², 1. East Carolina University, 2. Ohio University

(PS4-10) Social-Contextual Resilience Promotive Factors and Sex Differences in**Relation to Lower Co-occurring Internalizing Symptoms in Youth with ADHD**

Elizabeth E. Kronthal, B.A.¹, Sarah A. Miller, B.S.², Grace Bartholomae, B.S.¹, Elizabeth Capps, Ph.D.¹, Stephen P. Becker, Ph.D.², Melissa R. Dvorsky, Ph.D.¹, 1. Children's National Hospital, 2. Cincinnati Children's Hospital Medical Center

(PS4-11) The Interactive Effects of ADHD Comorbidity on Treatment Outcomes in a Child Partial Hospitalization Program

Michayla E. Gee, Galen McNeil, Ph.D., Kelsey Stiles, Ph.D., Benjamin Schneider, M.D., Tara S. Peris, Ph.D., University of California, Los Angeles

(PS4-12) The Moderating Role of School Engagement in the Association Between**Emotion Dysregulation and Academic Performance Among Youth with ADHD**

Charity R. Majusiak, B.A.¹, August Matteis², Aren J. Tucker, B.A.³, Elizabeth Capps, Ph.D.², Qinxin Shi, Ph.D.⁴, Elizabeth E. Kronthal, B.A.², Melissa R. Dvorsky, Ph.D.², 1. University of Maryland- College Park, 2. Children's National Hospital, 3. University of South Carolina, 4. Texas Christian University

(PS4-13) Unpacking the Social Challenges Related to Inattention: The Role of Prosocial Behavior and Age

Emily M. Glatt, M.S.¹, Darcey M. Allan, Ph.D.¹, Sarah Gendreau¹, Amori Y. Mikami, Ph.D.², Julie S. Owens, Ph.D.¹, Steven W. Evans, Ph.D.¹, 1. Ohio University, 2. The University of British Columbia

(PS4-14) Using Text Mining to Examine Differences in Problems Reported by Boys and Girls with ADHD

Zoe Primack, B.S.¹, Callum Chertavian, B.S.¹, Julia Kennedy, B.A.¹, Tessa R. Palafu, B.A.¹, Savannah Goshgarian-Miller, B.A.¹, Vanessa Liang, B.A.¹, Michelle Liu, M.P.H.¹, Rylan Chong, Ph.D.², Rachel E. Kim, Ph.D.¹, Daniel M. Cheron, Ph.D., ABPP¹, Kelsie Okamura, Ph.D.¹, 1. The Baker Center for Children and Families, 2. Chaminade University of Honolulu

(PS4-15) Associations of Child Maltreatment Subgroups and Adult Relationship Adjustment Among a High-risk Dyadic Sample

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(PS4-16) Bi+ Mental Health and Relationship Satisfaction in Relation to Partner Sexual Orientation and Gender Uniformity

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(PS4-17) Connections That Matter: Examining Romantic Relationship Processes Through Network Analysis

Benjamin D. Rasmussen, B.S., Ronald D. Rogge, Ph.D., University of Rochester

(PS4-18) Depressed Mood and Couple Functioning: A Daily Diary Study of the Stress Generation Model Within a Family Systems Context

Rouxuan Wang, M.A., Steffany J. Fredman, Ph.D., Gregory M. Fosco, Ph.D., The Pennsylvania State University

(PS4-19) Depressive Stress Generation and Relationship Quality Among Latinx Couples: The Protective Roles of Acculturation and Intercultural Competence

Rafael Konigsberg, Mark W. Driscoll, Ph.D., Erika Lawrence, Ph.D., Northwestern University

(PS4-20) Emotion Regulation, Aggressive Expectancies, and Alcohol: Predicting Intimate Partner Violence in College Students

Emma J. Poole, B.S., Evan J. Basting, M.A., Stella W.J. Son, B.A., Alyssa M. Medenblik, M.A., Mary C. Jensen, M.A., Greg L. Stuart, Ph.D., The University of Tennessee, Knoxville

(PS4-21) Examining Relationship Satisfaction as a Moderator of the Associations Between PTSD, Gender-Based Rejection, and Intimate Partner Violence in Transgender Adults

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(PS4-22) Is Relationship Satisfaction a Personal Trait?

Alyssa L. Brown, B.A., Teancum Whiting, Alyssa Ford, Rebekka Weidmann, Ph.D., Scott Baldwin, Ph.D., Scott Braithwaite, Ph.D., Brigham Young University

(PS4-23) Is Speaking Your Partner's Primary Love Language Essential to Relationship Quality? An Empirical Test of Chapman's Five Love Languages Theory

Sharon M. Flicker, Ph.D.¹, Flavia Sancier-Barbosa, Ph.D.², Emily A. Impett, Ph.D.³, 1. California State University, Sacramento, 2. Colorado College, 3. University of Toronto

- (PS4-24) Longitudinal Associations between Depression and Relationship Quality among Older Adults**
*Danielle Weber, Ph.D.*¹, *Steven R. Beach, Ph.D.*², *Justin A. Lavner, Ph.D.*², 1. University of North Carolina Greensboro, 2. University of Georgia
- (PS4-25) Measurement Invariance of Relationship Intimacy and Attachment Among Hispanic and Non-Hispanic White College Women**
Eunice Kim, M.S., *Daisy Ramos, B.A.*, *Alexis Sheffield, M.S.*, *Emily L. Starratt, M.S.*, *Kirsten Vitek, Ph.D.*, *Elizabeth A. Yeater, Ph.D.*, University of New Mexico
- (PS4-26) Preterm Parenting Stress and Parents' Romantic Relationship Functioning: A Systematic Review**
*Sabrina Bothwell, M.A.*¹, *Kaylen McCullough, B.S.*², *Kelly R. Molloy, B.A.*¹, *Christine Shi, M.A.*¹, *Shari Wade, Ph.D.*², 1. University of Cincinnati, 2. Cincinnati Children's Hospital and Medical Center
- (PS4-27) Psychometric Properties of the Spanish Version of Kessler's Perceived Social Support Scale**
*Quinn E. Hendershot, M.S.*¹, *Karen Aizaga, Ph.D.*², *Matthew D. Johnson, Ph.D.*, ABPP¹, 1. Binghamton University, 2. New York Presbyterian Hospital
- (PS4-28) Psychometric Properties of the Spanish Version of the Perceived Responses to Capitalization Attempts Scale**
*Quinn E. Hendershot, M.S.*¹, *Karen Aizaga, Ph.D.*², *Matthew D. Johnson, Ph.D.*, ABPP¹, 1. Binghamton University, 2. New York Presbyterian Hospital
- (PS4-29) Strengthening Bonds: Rank and Children as Barriers to Attendance in a Military Couple Program**
*Madison Walker, B.A.*¹, *Katie Copeskey, M.S.*¹, *David Bynum*¹, *William Stallard, Ph.D.*¹, *Sarah Carter, Ph.D.*¹, *Elizabeth S. Allen, Ph.D.*², *Howard Markman, Ph.D.*², *Scott Stanley, Ph.D.*², *Marjan G. Holloway, Ph.D.*¹, 1. Uniformed Services University of the Health Sciences, 2. University of Denver
- (PS4-30) Supporting Loved Ones: Evaluating a Novel DBT Intervention for Couples Facing Emotion Dysregulation, Suicidality, and Self-Injurious Behavior**
*Kelly Stone, M.S.*¹, *Stephanie Moline Benoit, M.S.*¹, *Kayla J. Jimenez, Psy.D.*², 1. Palo Alto University and Stanford University, 2. Stanford University
- (PS4-31) Survival Analysis of Friend Networks, Commitment Constraint, and Relationship Breakups**
John V. Miller, Galena K. Rhoades, Ph.D., University of Denver
- (PS4-32) Technology and Intimate Partner Relationships**
Michelle Leonard, Ph.D., *Joelle Milecki, B.A.*, University of Michigan-Dearborn
- (PS4-33) The Interplay of Experiential Avoidance and Perceived Partner Responsiveness in Sexual Communication and Satisfaction**
Kendra S. Wasson, M.A., *Uzma Rehman, Ph.D.*, University of Waterloo
- (PS4-34) Justice Involvement and Posttraumatic Stress Among Women of Color Experiencing Intimate Partner Violence.**
Gabriella Epshteyn, M.A., *Jillian R. Scheer, Ph.D.*, *Dominique Sheldon, B.S.*, *Emmanual D. Thomas, M.A.*, *Natalie Chasten, B.S.*, *Nicole Weiss, Ph.D.*, University of Rhode Island

(PS4-35) Playing Tetris Reduces Immediate Intrusions but Not Subsequent Daily Intrusions of a Traumatic Memory: A Multilab Replication Study

Kevin van Schie, Ph.D., Tilburg University

(PS4-36) Race, Treatment Cost, and Justice: LLMs in Opioid Sentencing and Treatment Decisions

Natashaa A. Dalal, B.S., M.A., Sean A. Lauderdale, Ph.D., Julian A. Wieck, B.S., University of Houston – Clear Lake

(PS4-37) Sexual Assault, Alcohol, and Consent in Context: Using Empirical Methods to Inform Legal Decision-Making

Tara L. Cornelius, Ph.D.¹, Evan J. Basting, M.A.², Michelle Drouin, Ph.D.³, Dennis Reidy, Ph.D.⁴, Greg L. Stuart, Ph.D.², 1. Grand Valley State University, 2. University of Tennessee, Knoxville, 3. Purdue University Fort Wayne, 4. Georgia State University

(PS4-38) A Scoping Review of Cultural Adaptations to Mental and Behavioral Health Interventions for Latino Youth

Abby A. Miller, B.A., Brandon K. Schultz, East Carolina University

(PS4-39) A Scoping Review of Culturally Informed Programs for Asian American Youth and Their Families

Navneet Kaur, M.S., Grace W. Le, B.S., Virginia Commonwealth University

(PS4-40) Acculturative Stress, Psychological Inflexibility, and Anxiety Symptoms in First-generation Latino Immigrants

Elaine Ruiz, Ph.D., Ellen C. Flannery-Schroeder, Ph.D., A.B.B.P., University of Rhode Island

(PS4-41) Accuracy and Difficulty of the Reading the Mind in the Eyes Task Across Racial Groups: An Assessment of the Other-race Effect

Lillian Hammer, M.A., Cassi R. Springfield, M.A., M.S., Kendall Beals, B.S., M.A., Colette Mueller, B.S., M.A., Kelsey Bonfils, Ph.D., University of Southern Mississippi

(PS4-42) Adverse Childhood Experiences and Its Relationship to Non-suicidal Self-injury and Borderline Personality Disorder Mediated by Shame Among College Students in Jordan

Basma Kilani, Ph.D., Bangor University

(PS4-43) Applying Social Determinants and the Family Stress Model to Latinx Families: The Roles of Context of Immigration and Systemic Disinvestment

Veronica Rigobon, B.A.¹, Mark W. Driscoll, Ph.D.¹, Esther E. Sciammarella, M.S.², 1. Northwestern University, 2. Chicago Hispanic Health Coalition

(PS4-44) Assessing the Temporal Invariance of Acculturation Scales in a Sample of Mexican Americans over 5 Years

Denali Keefe, B.S., Erika Lawrence, Ph.D., Mark W. Driscoll, Ph.D., Northwestern University

(PS4-45) Associations Between Cumulative Trauma Exposure and IPV Severity Among BIPOC Couples with Alcohol Use Disorder

Rachel Noblejas Guloy, B.A.¹, Julie Hurd, Ph.D.², Margaret Baer, Ph.D.², Julianne C. Flanagan, Ph.D.¹, 1. Medical University of South Carolina, 2. Ralph H. Johnson VA Medical Center

(PS4-46) Bridging the Gap: Examining Racial Biases in Teacher Behavioral Ratings

Using Sentiment Analysis

Emily Sutton, B.A.¹, Carolina Ramirez, B.A.², Gregory A. Fabiano, Ph.D.², Brittany M. Merrill, Ph.D.², Elizabeth M. Gnagy, Ph.D.², Andrew Greiner, Ph.D.², Rosalia Gallo, Ph.D.², Nicole K. Schatz, Ph.D.², Kellina Lupas, Ph.D.³, Chanelle Gordon, Ph.D.⁴, Marcela C. Ramos, Ph.D.², William E. Pelham, Jr., Ph.D.², 1. University at Buffalo, 2. Florida International University, 3. Cincinnati Children's Hospital Medical Center, 4. Boys Town Child and Family Translational Research Center

(PS4-47) Buscando Apoyo: Does Informal Help-seeking Moderate the Association Between Anxiety and Alcohol Use in a Sample of Predominantly Immigrant Latino Adults?

Daniella Olivares, B.A., Andrea Rodriguez Crespo, M.A., Geovani Muñoz, M.S., Rosalie Corona, Ph.D., Oswaldo Moreno, Ph.D., Virginia Commonwealth University

(PS4-48) Complex Trauma, Indigenous Values, and Capitalism: Contributing Factors to Identity in Native Hawaiian Adults

Ellis E. Bradley, B.A., M.A.¹, Soph Kershaw, M.A.¹, Sunyoung Kim, Ph.D.², 1. University of Hawaii, 2. University of Hawaii at Hilo

(PS4-49) Cultural Belonging and Psychological Distress: Examining the Role of Belonging in the Relationship Between Ethnic Identity and Mental Health Among Emerging Adults

Xinyi Zhang, M.A., Icahn School of Medicine at Mount Sinai

(PS4-50) Exploring Moderating Roles of Racial Discrimination, Social Support, and Social Status in the Link Between Cross-Cultural Loss and Psychological Distress in International Students

Danqi Li, B.A.¹, Payton Small, Ph.D.², 1. Baylor College of Medicine, 2. Vassar College

(PS4-51) Exploring Sources of Resilience: Racial Identity, Racial Socialization, and Internalizing Symptoms in Black Youth

Lillian Alford, M.S., Romola N. Hilerio, M.A., Amy Hyoeun Lee, Ph.D., Hofstra University

(PS4-52) Exploring the Lived Experiences of Chinese American Satellite Babies: A Preliminary Qualitative Analysis of the Phenomenon

Janice Lu, M.A., Charles Williams, M.A., Ruby Paisner, M.A., Nicole Lui, M.A., Sarah Koppelman, M.A., Phyllis S. Ohr, Ph.D., Hofstra University

(PS4-53) Exploring the Mediating Effect of Psychological Inflexibility in the Relationship between Discrimination and Internalizing Symptoms among Black Young Adults

Bunmi Odubayo, B.A., Kamryn McKenzie, B.S., Lena-Sementa Weldemicael, B.S., Henry A. Willis, Ph.D., University of Maryland

(PS4-54) Framing Race and Responsibility: A Critical Discourse Analysis of ABCT's Anti-Racism Statements Since 2020

Janee Steele, Ph.D., L.P.C.¹, Mudita A. Bahadur, Ph.D.², Lisa Bolden, Psy.D.³, Hollie Granato, Ph.D., ABPP⁴, Lizbeth Gaona, Ph.D., L.C.S.W.⁵, Janice Jones, Ph.D.⁶, Michael Likier, Ph.D.⁷, Carmella R. Tress, Psy.D.⁸, 1. Walden University, 2. Private Practice, 3. Emma Psychology Center, 4. University of Texas at Austin, 5. California Baptist University, 6. University of California, Los Angeles, 7. Academy of Cognitive and Behavioral Therapies, 8. Central Texas Veterans Affairs Healthcare System

(PS4-55) Healthier Futures for Immigrant Families: The Development of a Mental Health Program

Stefania Pinto, Ph.D., Vanessa Fuentes, Ph.D., Children's National Health System

(PS4-56) Immigrant Co-Researcher Experiences within Community-Engaged Research and Co-researcher Generated Recommendations

Jamie D. Hardy-Besaw, M.A., Farrah Jacquez, Ph.D., Sabrina Bothwell, M.A., University of Cincinnati

(PS4-57) Implications of Culturally Responsive Cognitive Behavioral Therapy for Ethnic and Racial Minorities: A Single-Case Study

Helena Fischer, B.S., M.S., Berliner Fortbildungs Akademie

(PS4-58) Intercultural Competence as a Protective Factor Against Psychological Distress and Acculturative Stress Among U.S. Latinxs

Julianna M. Schuch, Mark W. Driscoll, Ph.D., Northwestern University

(PS4-59) Mental Health Help-Seeking Behaviors and Service Utilization of Black College Students

Troy J. Keys, M.S.¹, Rosalie Corona, Ph.D.¹, Jack Watson, M.S., Ph.D.², Chloe M. Sobolewski, B.A.¹, Alisandra Macias, M.A.¹, 1. Virginia Commonwealth University, 2. U.S. Department of Veterans Affairs, Salt Lake City

(PS4-61) Promoting Inclusive Therapies for Asian American Youth: Clinicians' Approaches to Cultural Tailoring of Trauma-focused Treatments

Nicole Lui, M.A., Laura Godfrey, M.A., Amy Hyoeun Lee, Ph.D., Hofstra University

(PS4-62) Psychopathology and Impairment in Black and White Americans

Kassidie S. Harmon, M.S., Ally M. Heiland, M.S., Jennifer S. Cheavens, Ph.D., The Ohio State University

(PS4-63) Psychopathology and Treatment among Black and White Americans

Kassidie S. Harmon, M.S., Ally M. Heiland, M.S., Jennifer S. Cheavens, Ph.D., The Ohio State University

(PS4-64) Racial-Ethnic Identity as a Moderator of the Association between Online Racial Discrimination and Anxiety Symptoms among Black College Students

Lauryn R. Hoard, B.A.¹, Sharon F. Lambert, Ph.D.¹, Henry A. Willis, Ph.D.², 1. The George Washington University, 2. University of Maryland

(PS4-65) Self-Compassion as a Protective Factor Against Discrimination-Related Distress

Hana Young, B.S., Jennifer H. Martinez, Ph.D., Suffolk University

(PS4-66) Shyness Mindset, Asian Identity Statuses, and Experiential Avoidance: Fixed Mindset Makes Stereotypes More Threatening

Alexis N. Jankowski, M.A., David P. Valentiner, Ph.D., Dominoe Jones, B.A., Northern Illinois University

(PS4-67) Skin Color Satisfaction and the Potential Harmful Effects of Colorism on Suicidality Among Latinx/E Communities

Emily A. Cordova, M.A., Freddie Pastrana Rivera, Ph.D., Akila Gopalkrishnan, M.A., Josselyn Y. Telule, B.A., Abigail A. Wilkinson, B.A., University of Southern Mississippi

- (PS4-68) Social Media Usage and Self-Esteem among Black Young Adults: Exploring the Mediating Influence of Online Racial Discrimination and the Moderating Influence of Racial Identity Beliefs**
 Timothy Simmons, B.A., Lena-Sementa Weldemicael, B.S., Kamryn McKenzie, B.S., Antoinette Dorzon, B.S., Henry A. Willis, Ph.D., University of Maryland
- (PS4-69) The Impact of Language on Psychological Assessment in Japanese-English Bilinguals**
 Emily Sakai¹, Nadia van den Berg², Viorica Marian, Ph.D.², Aya Williams, Ph.D.³, Sirada Rochanavibhata, Ph.D.⁴, 1. University of California, Los Angeles, 2. Northwestern University, 3. Santa Clara University, 4. San Francisco State University
- (PS4-70) The Impact of Media Exposure on Hispanic Mental Health: The Mediating Role of Probability Estimates and the Moderating Role of Resilience**
 Mayra A. Mireles, B.A.¹, Michiyo Hirai, Ph.D.², 1. The Groves Assessments and Psychotherapy, 2. The University of Texas Rio Grande Valley
- (PS4-71) The Protective Influence of Cultural Values on the Association Between Post-Traumatic Stress and Alcohol Use in Migrant Adults**
 Andrea Rodriguez Crespo, M.A., Daniella Olivares, B.A., Geovani Muñoz, M.S., Rosalie Corona, Ph.D., Oswaldo Moreno, Ph.D., Virginia Commonwealth University
- (PS4-72) The Relationship Between Attitudes on Psychedelics and Microaggressions in Hispanic College Students**
 Julian A. Ochoa, Austin Vernon, B.S., Kevin Sandoval Medina, B.A., Ariana Cervantes, M.A., Nathan Gallinar, Theodore V. Cooper, Ph.D., University of Texas at El Paso
- (PS4-73) Understanding Racial Differences in the Role of Emotional Awareness in Academic Achievement of Trauma-Exposed Individuals**
 Nicole Feranil, B.S.¹, Linda Oshin, Ph.D.¹, Scott N. Compton, Ph.D.², Jacqueline Pistorello, Ph.D.³, Shireen Rizvi, Ph.D., A.B.B.P.⁴, John R. Seeley, Ph.D.⁵, 1. Rutgers University, 2. Lurie Children's Hospital of Chicago, 3. University of Nevada, Reno Counseling Services, 4. Montefiore Medical Center, 5. University of Oregon
- (PS4-74) Helping the Helpers: Coordinating Disaster Response following the Maui Wildfires**
 Marina M. Matsui, M.A.¹, Alana Egan, M.A.², Diane Logan, Ph.D.³, Raymond Folen, Ph.D., A.B.B.P.⁴, 1. University of Hawai'i at Manoa, 2. University of Rhode Island, 3. University of Hawai'i at Hilo, 4. Hawaii Psychological Association
- (PS4-75) Methods, Moderators, And Innovations to Improve Clinical Engagement and Outcomes**
 Yikai Xu, B.A., M.A., William Tsai, Ph.D., New York University
- (PS4-76) Testing the Efficacy of CLEVER, a Positive Body Image-based Intervention Enhanced by Virtual Reality to Improve Pain Intensity, Pain Interference and Emotional Distress. A Nf1 Design Study**
 Victor Navarro Moreno, M.S., Ángel Zamora Martínez, M.S., Lorena Desdentado, Ph.D., Marta Miragall, Ph.D., Rocío Herrero, Ph.D., Rosa M. Baños, Ph.D., University of Valencia

(PS4-77) Community-driven Innovations in the Development of a Self-advocacy Tool for Youth with Variations in Sex Characteristics

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(PS4-78) Family Cohesion as a Predictive Factor Against Psychological and Social Problems in Pediatric Cancer Patients Study: Pilot Study

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(PS4-79) Participant Perceptions of a Problem-Solving Skills Intervention for Parents and Children Undergoing Stem Cell Transplant

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(PS4-80) Preliminary Feasibility of a Supportive Skills-Building Intervention for Parents in Pediatric Palliative Care

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(PS4-81) Addressing Chronic Pelvic Pain in Women Veterans with Acceptance and Commitment Therapy

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(PS4-82) Can Psychoeducation on Veterans' Self-stigma and Moral Injury Benefit Attitudes Towards Seeking Mental Health Treatment?

Elizabeth B. Finer, M.A., Mitchell L. Schare, Ph.D., A.B.B.P., Hofstra University

(PS4-83) Characteristics of Veterans Engaging in Tele-mental Health Services

Parker A. Liaw, B.A., Ranjana Srinivasan, Ph.D., Irene Fuego-Gomez, B.A., Olivia A. Osseiran, B.A., Caitlin Moore, M.A., Emily Villeneuve, M.A., Shawn Sorge, Ph.D., Cory K. Chen, Ph.D., U.S. Department of Veterans Affairs

(PS4-84) Cognitive Risk Factors for PTSD: Attentional Control Abilities Influence Fear Conditioning Amongst Trauma-exposed Veterans

Alexandra M. Adams, M.S., Bunmi O. Olatunji, Ph.D., Vanderbilt University

(PS4-85) Correlations of Tinnitus and PTSD in Veterans and Service Members: An Auditory and Neuroimaging Study

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(PS4-86) Evaluating an Adaption of the Warrior Identity Scale for Active-Duty Service Members

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(PS4-87) Evaluating the Effectiveness of Cognitive Processing Therapy (CPT) with the Stellate Ganglion Block (SGB): Findings from an Open-Label Randomized Wait-List Clinical Trial

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(PS4-88) Examining Trends Among Military Personnel with Sexual and Gender Minoritized Identities Receiving Augmented PTSD treatment with Stellate Ganglion Block

Kathryn A. Fassih, B.S., Christina Rose Bauder, M.P.H., Ph.D., L.P.C., Jarrod M. Hay, B.S., The Ohio State University

(PS4-89) Honor Ideology and Private Firearm Ownership in U.S. Active-duty Soldiers

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(PS4-90) Lessons Learned from Four MDMA-Assisted Therapy Trials in the Veterans Affairs Healthcare System

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- (PS491) Military Culture and the Student Veteran: A Mixed Methods Study of Service Members Transition into Higher Education**
Joanna Fagan, M.S.¹, Adam P. McGuire, Ph.D.², 1. University of Texas at Tyler, 2. U.S. Department of Veterans' Affairs
- (PS492) PTSD Symptoms and Veterans' Risk for Firearm Suicide**
Aileen Mannion¹, Michael L.M. Farrow, M.A.¹, Joseph W. Boffa, Ph.D.², Amanda M. Raines, Ph.D.¹, Claire Houtsma, Ph.D.¹, 1. Southeast Louisiana Veterans' Health Care System, 2. U.S. Department of Veterans' Affairs
- (PS493) PTSD Treatment Outcomes of Three Evidence Based Practices for Military-Affiliated Clients in a Community Mental Health Network**
Steven L. Lancaster, Ph.D., Stephanie Renno, L.C.S.W., David J. Linkh, Ph.D., L.C.S.W., Cohen Veterans Network
- (PS494) Suicide-Related Syllogistic Reasoning Predicts Depression and Anxiety Sensitivity Among Adult National Guard Members**
Abigail J. Pleiman, M.P.H.¹, Morgan Buerke, M.A.¹, Brian Bauer, Ph.D.², Michael D. Anestis, Ph.D.³, Daniel Capron, Ph.D.¹, 1. Louisiana State University, 2. University of Georgia, 3. New Jersey Gun Violence Research Center, Rutgers School of Public Health
- (PS495) The Intersection of Food Insecurity and Mental Health Among Military Families**
Taylor Loera, B.S.¹, Grace Opiela², Michelle Okyere, B.S.¹, Jessica Salinas, B.S.¹, Salome Wilfred, Ph.D.¹, Lisa S. Kilpela, Ph.D.¹, 1. University of Texas Health Science Center at San Antonio, 2. Texas A&M University San Antonio
- (PS496) The Relationship between Cannabis Use and PTSD Symptom Severity in Veterans and Active-Duty Service Members: Before and After Treatment in an Intensive Outpatient Program**
Veronica McIntyre, B.A., Rebecca Zakarian, Ph.D., Rene' M. Lento, Ph.D., Laura K. Harward, L.I.C.S.W., Massachusetts General Hospital
- (PS497) To Honor and Defend: State and Individual-Level Analyses of the Relationship Between the U.S. Culture of Honor and Military Service**
Emma J. O'Brien, B.A.¹, Jarrod E. Bock, Ph.D.², Ryan P. Brown, Ph.D.³, Raymond P. Tucker, Ph.D.¹, Stephen D. Foster, Ph.D.⁴, 1. Louisiana State University, 2. University of Wyoming, 3. Rice University, 4. The Pennsylvania State University
- (PS498) Trauma Related Cognitions and Emotion Regulation as Mediators of PTSD Change During Online Written Exposure Therapy**
Devin Tse, B.A., Carmen McLean, Ph.D., Sheila M. Thompson, M.S., Eve A. Rosenfeld, Ph.D., National Center for PTSD
- (PS499) Veteran Responses on the Suicide Status Form: A Cohort-Comparison Study**
Evan Albury, M.A., David A. Jobes, Ph.D., A.B.B.P., The Catholic University of America
- (PS4-100) Strength-Based Intersectional Considerations for Interventions with Asian Sexual and Gender Minority Individuals**
Jenny Lee, B.A.¹, Shao Yuan Chong, B.A.¹, Dominique Harlan, B.A.¹, Adarsh Javvaji, B.A.², 1. University of Denver, 2. The University of Texas at Austin

10:00 AM – 11:00 AM

Elite Hall A, Level 1

Poster Session 5 (PS5)

Categories: *Dissemination & Implementation Science, Eating Disorders, Global Mental Health, Healing / Resilience, Health Care System / Public Policy, Joy & Wellbeing, Mass Violence / Gun Violence, Men's Health*

Key Words: *Underserved Populations, Education and Training, Implementation*

(PS5-1) Understanding Clinician Decision-making about Suicide Risk

Chloe Roske, B.A., Matthew K. Nock, Ph.D., Harvard University

(PS5-2) Advancing Our Understanding of Youth Community Mental Healthcare: A Factor Analysis of Therapist-identified Treatment Targets in a System of Care

Jinke Sun, M.A., Emily M. Nishimura, B.A., Brad Nakamura, Ph.D., University of Hawai'i at Manoa

(PS5-3) Assessing Readiness for Measurement-based Care Implementation: A Comparison Between Non-specialist and Specialist Providers

Olivia Michael, B.S.¹, Susan Douglas, Ph.D.², Amanda Jensen-Doss, Ph.D.¹, 1. University of Miami, 2. Vanderbilt University

(PS5-4) Barriers and Facilitators to Adjunctive DBT Skills Groups in Veterans Health Administration for Veterans at High-risk for Suicide Attempt: Mixed-methods Progress-focused Formative Evaluation

Suzanne E. Decker, Ph.D.¹, Aimee Kroll-Desrosiers, Ph.D.², Kristin Mattocks, M.P.H., Ph.D.², Scarlett Baird, Ph.D.³, Neal Doran, Ph.D.³, Jennifer K. Rielage, Ph.D.⁴, Josephine Ridley, Ph.D.⁵, Jenny Bannister, Ph.D.⁶, Thorayya Giovannelli, Psy.D.⁶, Frances M. Aunon, Ph.D.¹, Sara J. Landes, Ph.D.⁸, Marianne Goodman, M.D.⁹, Elizabeth Galliford, M.P.H.¹⁰, Lorrie Walker, M.P.H.¹¹, Eric C. DeRycke, M.P.H.¹², Chris L. Shriver, M.A.¹³, Lyanette Martinez, M.S.¹⁴, Hannah Brown, B.A.¹⁵, Elena Shest, B.A.⁶, Steve Martino, Ph.D.¹, 1. VA Connecticut Healthcare System/Yale School of Medicine, 2. VA Central Western Massachusetts Healthcare System/University of Massachusetts Chan Medical School/University of Massachusetts Amherst 3. VA San Diego Healthcare System; University of California San Diego School of Medicine, 4. VA New Mexico Healthcare System; University of New Mexico School of Medicine, 5. VA Northeast Ohio Healthcare System; Case Western Reserve University, 6. James A. Haley Veterans Hospital, 8. Behavioral Health Quality Enhancement Research Initiative (QUERI), Central Arkansas Veterans Healthcare System, University of Arkansas for Medical Sciences, 9. Mental Illness Research Education and Clinical Center (MIRECC), Veterans Integrated Service Network (VISN) 2, James J. Peters Department of Veterans Affairs Medical Center; Icahn School of Medicine at Mount Sinai, 10. VA Connecticut Healthcare System, 11. VA Central Western Massachusetts Healthcare System, 12. VA Connecticut Healthcare System, 13. VA San Diego Healthcare System, 14. VA New Mexico Healthcare System, 15. VA Northeast Ohio Healthcare System

(PS5-5) Barriers and Facilitators to Engagement in a Brief, Virtual Behavioral Parenting Group for Historically Underserved Families

Jessica Holmes, Ph.D.¹, Shannon Savell, Ph.D.², Eddy Panklang, B.S.¹, Gabriela Peralta Reyes, B.A.¹, Shaelyn S. Solenske, B.S.¹, Anthony Arredondo³, Jacob Holzman, Ph.D.¹, Valerie Rebeles¹, 1. University of Colorado Anschutz Medical Campus, 2. Children's Hospital Colorado, 3. University of Colorado Denver

(PS5-6) Barriers to and Facilitators of Implementing Suicide Prevention in Juvenile Detention Settings

Clarisa Wijaya, M.A., Sarah Siddiqui, Nicole L. Cohen, Ph.D., Brittany Rudd, Ph.D., University of Illinois at Chicago

(PS5-7) Beyond the Label: Examining the Relationship Between Treatment Targets and Diagnoses in a Youth Mental Health System of Care

May Mon Thein, Emily M. Nishimura, B.A., Dorian Higashi, B.S., David S. Jackson, Ph.D., Max Sender, B.S., Brad Nakamura, Ph.D., University of Hawai'i at Manoa

(PS5-8) Building Expertise: FOCUS Education Model for Clinicians Treating Selective Mutism

Sarah A. Scott, M.S., M.F.T.¹, Gina A. McDowell, M.A.², Jennifer B. Reese, Psy.D.³, 1. Nationwide Children's Hospital, 2. The Ohio State University, 3. Nationwide Children's Hospital; The Ohio State University

(PS5-9) Case-level Characteristics and Therapist Adherence to MST on Family Engagement

Brianna Boggs, B.A., M.A., Michael A. Southam-Gerow, Ph.D., Olivia Linkous, B.S., Juliet C. Wu, M.P.H., M.S., Virginia Commonwealth University

(PS5-10) Clinician Attitudes Toward Collaborative Decision-making and Recovery-oriented Practices in Mental Health Care

Sirina Tiwari, B.A.¹, Isabelle Li, B.A.², Maria Sophia Abueg, B.S., M.A.³, Nathan Putris, B.S.², Will Hagans¹, Emily Treichler, Ph.D.³, Adrina Deatrice¹, 1. VA San Diego Healthcare System, 2. University of California, San Diego, 3. VA San Diego Healthcare System/University of California, San Diego

(PS5-12) Developing Scalable Knowledge Resources for Effective Implementation of Evidence-based Tools

Eliza Swindell, B.A., University of California, Los Angeles

(PS5-13) Effectiveness of the Audit and Feedback Implementation Strategy to Support the Reach And Fidelity of Measurement-based Care Implementation in Community Mental Health Settings

Grace S. Woodard, M.S.¹, Nevaeh Kehn¹, Susan Douglas, Ph.D.², Amanda Jensen-Doss, Ph.D.¹, 1. University of Miami, 2. Vanderbilt University

(PS5-14) Enhancing Measurement-Based Care Implementation in Opioid Treatment: Impact of Workshop Training and Ongoing Consultation

Ani Lessley, B.A., Kelli Scott, Ph.D., Deepinder Nagra, M.P.H., Julia McGinn, Zabin Patel, M.P.H., Ph.D., Elizabeth Casline, Ph.D., Sara Becker, Ph.D., Northwestern University Feinberg School of Medicine

(PS5-15) Exploring Factors Related to Parent-child Relational Stress and Response to Brief, Virtual Behavioral Parent Training

Valerie Rebeles¹, Anthony Arredondo², Eddy Panklang, B.S.¹, Gabriela Peralta Reyes, B.A.¹, Shaelyn S. Solenske, B.S.¹, Jessica Holmes, Ph.D.¹, Shannon Savell, Ph.D.³, Jacob Holzman, Ph.D.¹, 1. University of Colorado Anschutz Medical Campus, 2. University of Colorado Denver, 3. Children's Hospital Colorado

(PS5-16) Exploring the Training Needs of Teen Peer Helpers at a Mental Health Helpline for Adolescents

Lakshmi Chennapragada, M.A.¹, Victoria Walters, B.A.¹, Tae H. Son, B.A.², Carolina Lechuga, B.A.³, Cari McCarty, Ph.D.⁴, Anna S. Lau, Ph.D.², Sylvanna M. Vargas, M.P.H., Ph.D.¹, 1. San Diego State University, 2. University of California, Los Angeles, 3. University of California, Santa Barbara, 4. University of Washington, Seattle

(PS5-17) Focus on Externalizing Over Internalizing Difficulties for Youth With Comorbidity in School-based Behavioral Health Settings

Emily M. Nishimura, B.A.¹, Dorian Higashi, B.S.¹, Daniel P. Wilkie, Ph.D.¹, Kimberly L. McDonald, Psy.D.², Brad Nakamura, Ph.D.¹, 1. University of Hawai'i at Manoa, 2. Hawaii Department of Education

(PS5-18) Graduate Student-Led Community-Academic Partnership to Bridge the Treatment Gap: Application of the CBPR Conceptual Model

Lillian Alford, M.S., Amy Hyeon Lee, Ph.D., Hofstra University

(PS5-19) How do Contextual Factors Influence Implementation Quality and Youth Outcomes; Data from a Statewide Evaluation of Functional Family Therapy

Olivia Linkous, B.S., Brianna Boggs, B.A., M.A., Michael A. Southam-Gerow, Ph.D., Virginia Commonwealth University

(PS5-20) Implementation Leadership, but not Implementation Climate or Clinician Intentions, Predicts Clinician Referral to Evidence-based Suicide Prevention Services

Samantha E. Weiss, B.A.¹, Michael B. Steinberg, M.A.², Gregory K. Brown, Ph.D.², Maria A. Oquendo, M.D., Ph.D.², Shari Jager-Hyman, Ph.D.², Kelly L. Green, Ph.D.², Megan E. Reilly, M.P.H.², Danielle Eisenman, B.A.², Courtney Wolk, Ph.D.², 1. University of Chicago Medicine, 2. Perelman School of Medicine at the University of Pennsylvania

(PS5-21) Implementation of the Unified Protocol for Transdiagnostic Treatment of Emotional Disorders in Japanese Clinical Settings: Examining the Role of Implementation Leadership

Kyosuke Kaneko, M.A.¹, Motohiro Nishiuchi, M.A.¹, Risa Enomoto, M.A.¹, Taichi Shimazu, M.D., Ph.D.², Hironori Kuga, M.P.H., M.D., Ph.D.¹, Masaya Ito, Ph.D.¹, Todd J. Farchione, Ph.D.³, 1. National Center for Cognitive Behavior Therapy and Research, National Center of Neurology and Psychiatry, 2. National Cancer Center, 3. Boston University

(PS5-22) Implementing a Dialectical Behavior Therapy Skills Group in a Transgender Community Organization: Stakeholder Perspectives on Contextual Needs, Barriers, and Facilitators

Madeleine Miller, M.A., Shonette Walker, B.A., Danielle S. Berke, Ph.D., Hunter College, City University of New York

(PS5-23) Implementing Lunch Buddy Mentoring in a Community Agency

Jessica M. Rice, B.A., Isabel K. Taylor, Tim A. Cavell, Ph.D., University of Arkansas

(PS5-24) Implementing Measurement-Based Care in a Group Private Practice Setting

Rebecca K. Browne, Ph.D.¹, Katrina M. Daigle, Ph.D.¹, Elyse Stewart, Ph.D.¹, Jason W. Krompinger, Ph.D., A.B.B.P.¹, Lisa W. Coyne, Ph.D.², 1. New England Center for OCD and Anxiety, 2. Harvard Medical School

(PS5-26) Multi-method Exploration of Participant Satisfaction in Brief, Virtual Behavioral Parent Training Group

Anthony Arredondo¹, Valerie Rebeles¹, Eddy Panklang, B.S.¹, Gabriela Peralta Reyes, B.A.¹, Shaelyn S. Solenske, B.S.¹, Jessica Holmes, Ph.D.¹, Shannon Savell, Ph.D.², Jacob Holzman, Ph.D.¹, 1. University of Colorado Anschutz Medical Campus, 2. Children's Hospital Colorado

(PS5-27) Novel Application of the Theory of Planned Behavior for Predicting Youth Mental Health Therapists' Practice Behaviors

Mason V. Fraser, B.S., Brad Nakamura, Ph.D., University of Hawai'i at Manoa

(PS5-28) Personal Anxiety and Depression Stigma as Mediators in the Relationship Between Perceived Barriers to Treatment and Lifetime Mental Health Outpatient Service and Mediation Use

Emily Kondo, B.A., Alyssa M. Herman, M.S., Alayna L. Park, Ph.D., University of Oregon

(PS5-29) Preliminary Support for the Feasibility, Acceptability, and Credibility of Two Life Hacks Workshops for College Students

Andrew Tyler, B.S., Cristina J. Fuentes, B.S., Maryah Hampton-Best, B.S., Maria Kaissi, B.S., Sydney Tucker, B.S., Emillie Mireles, B.S., Carolyn B. Becker, Ph.D., Trinity University

- (PS5-30) **Protecting Mental Health Providers from Burnout: The Roles of Trauma-Informed Organizational Climate and Leadership Characteristics**
Catherine Waye, B.A.¹, Rochelle F. Hanson, Ph.D.², Amanda Jensen-Doss, Ph.D.¹, 1. University of Miami, 2. Medical University of South Carolina
- (PS5-31) **Rubber Meets the Roadblock: A Mixed Methods Review of a Quality Improvement Project Using Wearable Devices for Inpatient Measurement**
Brien Culhane, B.S.¹, Robert Patterson, M.D.², Habiballah Rahimi-Eichi, Ph.D.², Agustin Yip, M.D., Ph.D.², Kerry Ressler, M.D., Ph.D.², Justin Baker, M.D., Ph.D.², 1. McLean Hospital, 2. McLean Hospital, Harvard Medical School
- (PS5-32) **STAIR-Well: Expanding Trauma Therapy Access for College Students—Setting and Population Specific Design**
Kelly Valentin, B.A.¹, Rebecca M. Rivera, B.A.², Sean Whalen, M.S.¹, Christie Jackson, Ph.D.³, Marylene Cloitre, Ph.D.⁴, Tiffany Artime, Ph.D.¹, Katherine R. Buchholz, Ph.D.⁵, 1. Pacific Lutheran University, 2. Wellesley College, 3. Evolution Trauma and Wellness, 4. New York University Silver School of Social Work, 5. Wellesley Centers for Women
- (PS5-33) **The Impact of Parental Treatment Motivation in Youth Mental Health: A National Psychometric Evaluation of the Parent Motivation Inventory(PMI)**
Jinke Sun, M.A., Shan Gao, M.A., Min Liu, M.A., Ph.D., Brad Nakamura, Ph.D., University of Hawai'i at Manoa
- (PS5-34) **The Role of Interpersonal Trust in Shaping Loneliness Trajectories for Mentored Youth in Foster Care**
Savannah B. Simpson, M.S.¹, Ariana Davis, M.A.², Elizabeth B. Raposa, Ph.D.², 1. University of South Carolina, 2. Fordham University
- (PS5-35) **Therapists' Pre-Service Training Effects on Behavioral Intentions for Treating Anxiety and Disruptive Behavior Youth Problems**
Mason V. Fraser, B.S., Tristan J. Maesaka, M.A., Brad Nakamura, Ph.D., University of Hawai'i at Manoa
- (PS5-36) **Timing, Dosage, and Types of Youth Mental Health Evidence-Based Practices for Anxiety in Public School Mental Health Settings**
Dorian Higashi, B.S., Emily M. Nishimura, B.A., Courtney Wong, B.A., May Mon Thein, Ayada Bonilla, M.Ed., Brad Nakamura, Ph.D., 1. University of Hawai'i at Manoa
- (PS5-37) **Treatment Approaches for Youth Aggression in Public School Mental Health Settings: Converging and Diverging Strategies with Evidence-Based Practice Recommendations**
Mason V. Fraser, B.S.¹, Daniel P. Wilkie, Ph.D.¹, Kimberly L. McDonald, Psy.D.², Brad Nakamura, Ph.D.¹, 1. University of Hawai'i at Manoa, 2. Hawaii Department of Education
- (PS5-38) **Validation of the Implementation Climate Scale (ICS) in a Community-Based Learning Collaborative**
Elizabeth C. Lane, B.A., M.S., Grace Woodard, M.S., Amanda Jensen-Doss, Ph.D., University of Miami

(PS5-39) Waiting for Care: The Impact of Delayed Access to Therapy on Client**Engagement**

Nimrat Brar, B.A., Rddhi Moodliar, B.A., M.A., Richard T. LeBeau, Ph.D., University of California, Los Angeles

(PS5-40) Website features associated with the perceived usefulness of mental health resources

Alyssa M. Herman, M.S.¹, Fiona Ben-Or, B.S.², Alekhyia Bhupalam¹, Leo G. Bordeaux, B.S.¹, Emily Kondo, B.A.¹, Charlie Maher¹, Tori Walters, B.S.³, Alayna L. Park, Ph.D.¹, 1. University of Oregon, 2. Cascade Behavioral Intervention, 3. San Diego State University

(PS5-41) Who is Most Vulnerable? Investigating Youth-level Factors Related to the Occurrence of Emergent Life Events

Andrea Ng, M.A., Holly R. Turner, M.A., C. Françoise Acra, Ph.D., Ayada Bonilla, M.Ed., Brad Nakamura, Ph.D., University of Hawai'i at Manoa

(PS5-42) A Network Analysis of Internalized Weight Bias, Core Eating Disorders Symptoms, and Shared Vulnerabilities

Zoe Hynes, B.A., Cheri A. Levinson, Ph.D., University of Louisville

(PS5-43) An Examination of Different Motivations for Dietary Restraint Among Individuals with Bulimia Nervosa

Julia R. Pines, B.A., Michael R. Lowe, Ph.D., Drexel University

(PS5-44) Body-focused Context Exposure and Social Media Use on Body Image Disturbance

Cole A. Lympus, M.S.¹, Patrick V. Barnwell, Ph.D.², Richard J. Contrada, Ph.D.¹, 1. Rutgers University, 2. Rutgers Institute for Nicotine & Tobacco Studies

(PS5-45) Brief Strategic Therapy for the Treatment of Bulimia Nervosa: Effectiveness of Problem-solving and Action-oriented Strategies

Garrett Temple¹, Jeffrey B. Jackson, Ph.D.¹, Giada Pietrabissa, Ph.D.², Gianluca Castelnuovo, Ph.D.², Padraic Gibson, Psy.D.³, Adriane Q. Cavallini, Ph.D.¹, 1. Brigham Young University, 2. Catholic University of the Sacred Heart, 3. The Bateson Clinic

(PS5-46) Chronotype and Eating Disorder Symptomatology: A Systematic Review

Rosha FeiziLighwan, B.A., Jaelin Isquith, B.A., Kara Christensen Pacella, Ph.D., University of Nevada, Las Vegas

(PS5-47) Clinician Practices Determining Expected Body Weights Across Eating Disorders: A Convergent Mixed Methods Study

Agatha Laboe, M.S.¹, Ava Heyrman, B.S.¹, Siena Vendlinski, B.S.², Molly Fennig, M.A.³, Sophia Kreckler⁴, Katherine Schaumberg, Ph.D.⁵, 1. University of Wisconsin-Madison, 2. University of South Florida, 3. Washington University in St. Louis, 4. University of Wisconsin, 5. University of Texas at Austin

(PS5-48) Comparing Eating Pathology Among Patients with and Without Previous Anonymous Group Attendance

Taylor E. Penwell, B.A., Caitlin A. Martin-Wagar, Ph.D., University of Montana

- (PS5-49) **Dismantling Loss of Control Eating Episodes: Impacts of Perceived and Actual Episode Size on Eating Disorder Severity and Treatment Outcomes in Anorexia Nervosa and Bulimia Nervosa**
Riley C. Macks, B.A.¹, Saren H. Seeley, Ph.D.¹, Alexa Krugel, B.A.¹, Michael R. Lowe, Ph.D.², Laura A. Berner, Ph.D.¹, 1. Icahn School of Medicine at Mount Sinai, 2. Drexel University
- (PS5-50) **Eating Disorder Symptoms, Avoidant/Restrictive Food Intake Disorder Symptoms, and Emotion Dysregulation among Adolescents: Multi-Time-Point Network Analysis**
Reza Nahid Sahlan, M.S.¹, Ziyue Wang, M.S.², Hana F. Zickgraf, Ph.D.³, Margaret Sala, Ph.D.⁴, Jinbo He, Ph.D.², 1. The State University of New York at Buffalo, 2. Chinese University of Hong Kong, Shenzhen, 3. Rogers Behavioral Health, 4. Ferkauf Graduate School of Psychology
- (PS5-51) **Effects of a Values Alignment Intervention on the Improvement of Eating Habits and Attitudes in Adolescents: A Randomized Controlled Trial**
Esther Calvete, Ph.D., Nerea Cortazar, Ph.D., Naiara Gorostiaga-Marcos, Psy.M., Izaskun Orue, Ph.D., Ainara Echezamaga, Ph.D., Liria Fernández-González, Ph.D., University of Deusto
- (PS5-52) **Examining Differences in Momentary Assessment of Interoceptive Sensibility Across Diagnosis and Remission Status in Anorexia Nervosa Spectrum Disorder**
Rylee Lusich, B.A.¹, Lauren Harris, Ph.D.¹, Cheri A. Levinson, Ph.D.², Elizabeth Cash, Ph.D.², April Smith, Ph.D.¹, 1. Auburn University, 2. University of Louisville
- (PS5-53) **Examining Racial Identity Invalidation, Curvy Ideal Internalization, and Maladaptive Orthorexia Symptoms in Black-White Multiracial Women**
Sophie Pringle, B.A., Jennifer B. Webb, Ph.D., Mariah J. Roseboro, B.S., University of North Carolina at Charlotte
- (PS5-55) **Examining the Relationships Between OCD Symptoms and Changes in Disordered Eating and Exercise Urges During an Exercise-Based Task**
Ava Heyrman, B.S.¹, Agatha Laboe, M.S.¹, Mahathi Gavuji, B.S.¹, Katherine Schaumburg, Ph.D.², 1. University of Wisconsin-Madison, 2. University of Texas at Austin
- (PS5-56) **Hope as a Cross-Cultural Protective Factor Against Social Anxiety**
Zachary S. Ayers, M.A., Matthew W. Gallagher, Ph.D., University of Houston
- (PS5-57) **Exploring Predictors of Willingness to Discuss Expected Body Weights in Eating Disorder Treatment**
Mahathi Gavuji, B.S.¹, Ava Heyrman, B.S.¹, Agatha Laboe, M.S.¹, Katherine Schaumburg, Ph.D.³, 1. University of Wisconsin-Madison, 3. University of Texas at Austin
- (PS5-58) **Financial Difficulty as a Predictor of Eating Behaviors During Pregnancy**
Tori A. Elliott, B.S.¹, Shelby Holmes, M.A.¹, Cassidy M. Sandoval, Ph.D.¹, Kristin E. Heron, Ph.D.², 1. Appalachian State University, 2. Old Dominion University
- (PS5-59) **How Do We Cope? The Moderating Role of Avoidance in the Prospective Relationship between Compulsive Exercise and Binge Eating**
Kyra Citron, B.A., Mun Yee Kwan, Ph.D., Tanvi Pawar, M.A., Hofstra University

(PS5-60) Intersectional Discrimination Experiences and Disordered Eating Behaviors and Cognitions in Latine Young Adults

Tatyana Bidopia, M.A.¹, Yvette G. Karvay, M.A.¹, Julia Yermash, M.A.¹, Serena Hu, B.S.¹, Narise Ramlal, B.A.¹, James Demetrius¹, Shane W. Kraus, Ph.D.², Natasha L. Burke, Ph.D.¹, 1. Fordham University, 2. University of Nevada, Las Vegas

(PS5-61) Latent Profile Analysis of Excessive and Compulsive Exercise Behavior in Undergraduate Students

Siena Vendlinski, B.S., Kendall N. Poovey, M.A., Allison Cunning, M.A., Diana Rancourt, Ph.D., University of South Florida

(PS5-62) Linking Exteroceptive Sensitivity and Eating Disorder Symptoms in Children: The Moderating Role of Interoceptive Sensitivity

Amy K. Jordan, Ph.D., Aubrey L. Hoffer, Ph.D., Shruti Purohit, M.A., Loie M. Faulkner, M.S., Cheri A. Levinson, Ph.D., Sara J. Bufferd, Ph.D., University of Louisville

(PS5-63) Local or Global? The Examination of How Country of Origin Relates to Eating Disorder Risk

Caitlin McKenna¹, Isabella Eckert¹, Allison F. Wagner, Ph.D.², Rachel D. Marshall, Ph.D.³, Janet D. Latner, Ph.D.⁴, Brooke L. Bennett, Ph.D.¹, 1. Clemson University, 2. University of California, San Diego, 3. Yale University School of Medicine, 4. University of Hawai'i at Manoa

(PS5-64) Minority Stress and Binge Eating: Testing the Role of Emotion Regulation Among Sexual and Gender Minority Individuals

Lindsay M. Gillikin, M.S., Kyle P. De Young, Ph.D., University of Wyoming

(PS5-65) Overcoming Dysfunctional Perceptive-Reactive Systems: The Effectiveness of Brief Strategic Therapy for Binge Eating Disorder

Xenia R. Sepos¹, Kelli Robertson¹, Jeffrey B. Jackson, Ph.D.¹, Giada Pietrabissa, Ph.D.², Gianluca Castelnuevo, Ph.D.², Padraic Gibson, Psy.D.³, Adriane Q. Cavallini, Ph.D.¹, 1. Brigham Young University, 2. Catholic University of the Sacred Heart, 3. The Bateson Clinic

(PS5-66) Pica in Childhood: Concurrent and Sequential Psychiatric Comorbidity

Laura G. Rubino, B.A.¹, Cynthia M. Bulik, Ph.D.², Samuel Chawner, Ph.D.³, Nadia Micali, M.D., Ph.D.⁴, 1. Drexel University, 2. University of North Carolina at Chapel Hill 3. Cardiff University, 4. University College London

(PS5-67) Prospective Effects of Mobile Weight-loss And Lifestyle Interventions on Binge Eating

Samara Bernstein, M.A., Jessica Bibeau, M.A., Robyn Sysko, Ph.D., Tom B. Hildebrandt, Psy.D., Icahn School of Medicine at Mount Sinai

(PS5-68) Racial Trauma as a Predictor for Eating Disorder Psychopathology

Melanie Garcia, B.A., Maegan Nation, B.S., Kara Christensen Pacella, Ph.D., University of Nevada, Las Vegas

(PS5-69) Relations Among Food Insecurity, Self-compassion, and Eating Disorder Symptoms in College Students

Jacqueline A. Kosmas, M.A., A. Gabrielle G. Patarinski, M.S., Dayna G. Winograd, B.S., Heather A. Davis, Ph.D., Virginia Polytechnic Institute and State University

(PS5-70) The Co-occurrence of Body-focused Repetitive Behaviors and Eating

Disorders: Insights from a Residential Treatment Sample

Kathryn E. Barber, M.S.¹, Mercedes Woolley, M.S.², Francesca M. Knudsen, B.S.², Michael P. Twohig, Ph.D.², Tera Lensegrav-Benson, Ph.D.³, Benita Quakenbush, Ph.D.³,
1. Marquette University, 2. Utah State University, 3. Avalon Hills Eating Disorder Specialists

(PS5-71) The Indirect Effects of Emotional Craving in the Relationship Between

Positive Urgency and Binge Eating

Rachel R. Henderson, M.S., Rylee Lusich, B.A., Urvashi Dixit, M.A., Amy Huff, M.Ed.,
Jorin Larsen, M.S., Erica Ahlich, Ph.D., University of South Alabama

(PS5-72) The Mediating Effect of Emotional Dysfunction on the Relationship

Between Autism Spectrum Disorder and Anorexia Nervosa

Nora May McSorley, B.A., Arabella Peters, B.A., Suleina Houston, Erin Kang, Ph.D.,
Montclair State University

(PS5-73) The Mediating Role of Emotion Dysregulation in ACEs and Food Addiction Among Adults with Type 2 Diabetes

Negin Ghaffari, M.A., Gabrielle Armstrong, B.A., Rhea Mundle, B.S., Aaron Lee, Ph.D.,
University of Mississippi

(PS5-74) The Role of Body-focused Content Exposure and Appearance-related

Consciousness on Social Media on Eating Disorder Symptomatology

Cole A. Lympus, M.S.¹, Patrick V. Barnwell, Ph.D.², Richard J. Contrada, Ph.D.¹, 1.
Rutgers University, 2. Rutgers Institute for Nicotine & Tobacco Studies

(PS5-76) TikTok Use Moderates the Relation Between Appearance Comparison, Body Dissatisfaction, And Eating Pathology Among Young Adults

McCall A. Schnuff, M.A., John Young, Ph.D., Anna Papillion, B.A., Madeline Pruett, M.A.,
University of Mississippi

(PS5-77) Toward a Biopsychosocial Theory of Food Insecurity and Eating Disorder Psychopathology: Exploring the Roles of Circadian-disrupted Eating and Shame

Samantha P. Bedard, M.S., Kyle P. De Young, Ph.D., University of Wyoming

(PS5-78) Transdiagnostic Effects of a Single-session Acceptance-based Workshop

Targeting Loss of Control Eating in Pregnancy: Impact on Restrictive Eating

Emily Woodworth, B.A.¹, C. Alix Alix. Timko, Ph.D.², Julia M. Hormes, Ph.D.¹, 1.
University at Albany, State University of New York, 2. Children's Hospital of Philadelphia

(PS5-79) Understanding Experiences With Feared Food Exposures: A Qualitative Study of Adults With Eating Disorders

Jenessa L. Shaw, M.A., Allison C. Kelly, Ph.D., University of Waterloo

(PS5-80) Using Item Response Theory to Develop a Shortened Version of the Obsessive-Compulsive Inventory-Revised for Eating Disorders

Madison Hooper, M.A., M.Ed., Cheri A. Levinson, Ph.D., University of Louisville

(PS5-81) Weight Bias Internalization and Eating Disorder Pathology in Adolescents with Higher Weights: Examining the Role of Emotion Regulation

Caroline G. Martin, M.S., Stephanie M. Manasse, Ph.D., Drexel University

- (PS5-82) Weight Stigma in Rural and Non-rural Contexts: Gendered Experiences and Associations with Disordered Eating**
Shelby Holmes, M.A., Lisa Curtin, Ph.D., Denise M. Martz, Ph.D., Doris G. Bazzini, Ph.D., Kathryn C. Reagan, B.A., Appalachian State University
- (PS5-83) You Can't Win, So Win: How Athletes and Non-athletes Respond to Images of Professional Athletes**
Taryn A. Myers, Ph.D., Kadie F. Kennedy, Nathan C. Prince, Gianna Delevan, Virginia Wesleyan University
- (PS5-84) Beliefs About Therapy and Medications for Depression in the Arab World**
Natalie Totah, B.S.¹, Mona Midani, B.S.¹, Sariah Daouk, Ph.D.², Yan Leykin, Ph.D.¹, 1. Palo Alto University, 2. Ardens Medical Center
- (PS5-85) Breaking Silence, Rebuilding Lives: Trauma-informed Psychosocial Support for Women Survivors in Conflict Zones**
Phyu Pannu Khin, Ph.D., Massachusetts General Hospital
- (PS5-86) Pathways to Suicidal Ideation: PTSD, Depression, and Their Interplay in Cambodian Women**
Kathryn Fleddermann, B.A.¹, Nil Ean, Ph.D.², Julie A. Mannarino³, Adam Carrico, Ph.D.⁴, Robert H. Paul, Ph.D.⁵, Steven E. Bruce, Ph.D.¹, 1. University of Missouri - St. Louis, 2. The Center for Trauma Care and Research Organization, 3. University of Missouri, 4. Florida International University, 5. Missouri Institute of Mental Health
- (PS5-87) What Will People Think? Subjective Social Status and Beliefs About Treatments Among Arabs in the Middle East**
Mona Midani, B.S.¹, Natalie Totah, B.S.¹, Sariah Daouk, Ph.D.², Yan Leykin, Ph.D.¹, 1. Palo Alto University, 2. Ardens Medical Center
- (PS5-88) Exploring the Relationship Between Recovery, Perceived Stigmatization, and the Biological Perception of Illness**
Calvary R. Fielden, B.S.¹, Matthew Stratton, B.A.¹, Kyra Schrock, None¹, Adele E. Huie¹, J. Hunter Howie, M.A.¹, Molly Harris, Ph.D., Melisa V. Rempfer, Ph.D.¹, 1. University of Kansas
- (PS5-89) Mechanisms of Resilience: Examining Mediators of the Impact of Benevolent Childhood Experiences on Young Adult Outcomes in Longitudinal, Nationally Representative Data**
Lauren Brumley, Ph.D., Benjamin P. Brumley, Ph.D., Patricia Dixon, M.S., West Chester University of Pennsylvania
- (PS5-90) Mental Health Profiles of Young Adults: The Role of Climate Change-related Distress, Emotion Regulation, Mindfulness, and Self-compassion**
Anna Wnuk, Ph.D., Tomasz Oleksy, Ph.D., Małgorzata Gambin, Ph.D., University of Warsaw

(PS5-91) Relevance of Resiliency: Highlighting Protective Factors that Predict Adult Quality of Life Among Men who have Sex with Men with Histories of Childhood Sexual Abuse

Elizabeth A. Powers, B.S., B.A.¹, Katherine E. Kabel, M.A.², Samantha M. Marquez McKetchnie, M.S.W.¹, Steven A. Safren, Ph.D., A.B.B.P.³, Gail Ironson, M.D., Ph.D.³, Abigail W. Batchelder, M.P.H., Ph.D.², Michael S. Boroughs, Ph.D.⁴, Brett M. Goshe, Ph.D.¹, Amelia M. Stanton, Ph.D.², Conall M. O'Cleirigh, Ph.D.¹, 1. Massachusetts General Hospital, 2. Boston University, 3. University of Miami, 4. University of Windsor

(PS5-92) The Influence of Psycho-Social-Spiritual Coping on Help-Seeking and Depressive Symptoms Among Black Women

Kennedy A. M. Pope, B.A.¹, Olufunke M. Benson, M.S.¹, Déjà Clement, M.P.H., Ph.D.², LaRicka R. Wingate, Ph.D.¹, 1. Oklahoma State University, 2. Massachusetts General Hospital

(PS5-93) Expanding Access to Dialectical Behavior Therapy (DBT) for High Acuity Youth in Washington State Through a State-Provider-University Partnership

Kyrill Gurtovenko, Ph.D.¹, Winslow Lewis, B.A.¹, Robyn Metcalfe, Ph.D.¹, Carlos E. Yeguez, Ph.D.², 1. University of Washington, 2. Seattle Children's Research Institute

(PS5-94) Going, Going, Gone: Provider Turnover in Hawai'i's Youth Public Mental Health System

Victoria L. Trevino, Charmaine Higa-McMillan, Ph.D., University of Hawai'i at Hilo

(PS5-95) Healthy on Arrival: Utilization of Mental Health Services and the Role of the Primary Healthcare System Among Adult Refugees in Germany

Lisa Heller, M.S., Karim Zagha, M.S., Silvia Schneider, Psy.D., Ruhr University Bochum

(PS5-96) Mental Health Service Use in a National Sample of Children Ages 5-12

Claire S. Tomlinson, Ph.D., David J. Kolko, Ph.D., Rachel A. Vaughn-Coaxum, Ph.D., Paul Pilkonis, Ph.D., Oliver Lindhiem, Ph.D., University of Pittsburgh

(PS5-97) Associations Between Idiographic Network Density and Self-reported Wellbeing

Olivia M. Losiewicz, M.A.¹, Samir Akre, Ph.D.¹, Zachary Cohen, Ph.D.², Alex Bui, Ph.D.¹, Tomislav Zbozinek, Ph.D.¹, Michelle G. Craske, Ph.D.¹, 1. University of California, Los Angeles, 2. University of Arizona

(PS5-98) Optimizing Recovery in Firearm Injury Survivors: An Integrated Model for Addressing Mental Health and Social Needs

Theresa Skojec, Ph.D., Beverly A. Crittendon, Ph.D., Christa Green, Ashley B. Hink, M.P.H., M.D., Tatiana M. Davidson, PhD, Ph.D., Medical University of South Carolina

(PS5-99) Sexual-romantic Loneliness, Precarious Masculinity/Femininity, and Mental Health: A Three-wave Longitudinal Study

Tomasz Oleksy, Ph.D., Wojciech Podsiadlowski, M.A., Anna Wnuk, Ph.D., University of Warsaw

(PS5-100) U.S. Beliefs about the Warning Signs of Adolescent Male Suicide

Amber Winters, M.S., Emily Krmpotich, M.A., Silvia Canetto, Ph.D., Colorado State University

Poster Session 6 (PS6)

Categories: LGBTQ+, Mental Health Disparities, Multicultural Psychology, Neuroscience, Primary Care / Integrated Care, Professional / Interprofessional Issues, Program Treatment Design, Racial Trauma

Key Words: Alcohol, LGBTQ+, Longitudinal

(PS6-1) A Longitudinal Investigation of Minority Stress, Community Connectedness, and Alcohol Use and Problems Among Sexual and Gender Minority People
Karen Alvarez, M.A.¹, Lauren Grocott, M.S.¹, Atulya A. Kharbanda, M.A.¹, Natalie Nassar, B.A.¹, Leslie Brick, Ph.D.², Greg L. Stuart, Ph.D.³, Ryan C. Shorey, Ph.D.¹, 1. University of Wisconsin - Milwaukee, 2. Brown University, 3. University of Tennessee, Knoxville

(PS6-2) A Qualitative Study of Behavioral Health Experiences Reported by Transgender and Gender Diverse People During Inpatient Treatment
Sonata I. Black, B.A.¹, Jessica Stubbing, Ph.D.², Sarah Collett, B.A.³, Laura Saunders, Psy.D., A.B.B.P.⁴, David F. Tolin, Ph.D., A.B.B.P.¹, Chloe M. Hord, B.A.¹, Gretchen J. Diefenbach, Ph.D.¹, 1. Anxiety Disorders Center, The Institute of Living, 2. Cambridge Health Alliance, 3. University of Idaho, 4. Institute of Living

(PS6-3) How Strongly Do You Identify Yourself as a Member of The LGBTQIA+ Community? A Mixed Methods Investigation of Community Connectedness Among Attendees of LGBTQIA+ Pride Events
Kate Conroy, M.S., Leah Peters, Lyle Hendrix, Mary E. Larimer, Ph.D., University of Washington School of Medicine

(PS6-4) It Made Me Feel More Empowered: Sex and Relationship Education in Therapy with Trans and Gender Diverse Adolescents
Hannah M. Coffey, M.A., Niko Vehabovic, M.A., Debra A. Hope, Ph.D., David J. Hansen, Ph.D., University of Nebraska - Lincoln

(PS6-5) Adverse Childhood Experiences and Suicidality Among SOGD Youth: Findings from the 2023 YRBS
Natasha Chait, M.Ed., Caitlyn R. Owens, Ph.D., Alyssa Decker, M.S., James Madison University

(PS6-6) AI Therapy, a Truly Impartial Companion?
Teancum C. Whiting, Alyssa Ford, Alyssa Brown, B.S., Scott Braithwaite, Ph.D., Brigham Young University

(PS6-7) Anxiety and Stress Outcomes of Sexual and Gender Minority Patients in a DBT Partial Hospital Program
Daniella H. Levy, B.A.¹, Belinda Hernandez, M.Ed.², Allison P. Falls, B.S.¹, Peggy Worden, Psy.M.², Kristen L. Batejan, Ph.D.³, 1. Massachusetts General Hospital, 2. Harvard Medical School, 3. McLean Hospital/Harvard Medical School

(PS6-8) Associations Between Racial/Ethnic Discrimination and Internalizing

Symptomatology: The Moderating Role of Alexithymia

Heeya D. Ajwani, B.S.¹, Dominic M. Denning, M.S.¹, Tiffany A. Brown, Ph.D.², 1. University of Massachusetts Amherst, 2. Auburn University

(PS6-9) Bridging Generations: Exploring Integrational Connection and Wellbeing Among GSM Older Adults

Saylor M. Jordan, B.S., Harris E. Bajwa, B.A., Bennett Ilac, B.S., Hillary Powell, Ph.D., University of Montana

(PS6-10) Bridging the Gap: The Effects of Intergroup Contact on Emotions and LGBTQ+ History Knowledge Among Cisgender Heterosexual Individuals

Lauren N. Schulte, Benny Ilac, B.S., Harris E. Bajwa, B.A., Mallarie Apodaca, Bryan N. Cochran, Ph.D., University of Montana

(PS6-11) Chemsex and Compulsive Sexual Behavior Among Sexual Minority Men

Frankie Nieblas, M.A.¹, Todd L. Jennings, M.A.¹, Neil Gleason, Ph.D.², Nicholas Borgogna, Ph.D.³, Shane W. Kraus, Ph.D.¹, 1. University of Nevada, Las Vegas, 2. University of Southern California, 3. University of Alabama at Birmingham

(PS6-12) Clinical Considerations for Identity-affirming Care: How Age and State Policies Shape the Timing of Coming Out

Chase F. Isaacs, B.A.¹, Paddy Loftus, B.A.¹, Saskia L. Jorgensen, B.A.¹, Matthew Nielsen Dick, B.A.², Fallon Goodman, Ph.D.¹, 1. The George Washington University 2. Johns Hopkins University School of Public Health

(PS6-13) Confirmatory Factor Analysis of the Sexual Orientation Concealment Scale Among Nonbinary LGBTQ+ Adults

Peter Goldie, M.A., M.Ed.¹, Suzanne McLaren, Ph.D.², Michael T. Bixter, Ph.D.¹, 1. Montclair State University, 2. Charles Sturt University

(PS6-15) Differences in Reproductive Healthcare Utilization Between Heterosexual and Lesbian, Gay, and Bisexual+ Women Veterans

Anna C. Barbano, Ph.D.¹, Jordan Thomas, Ph.D.², Alexandria Miller, Ph.D.³, Tara Galovski, Ph.D.¹, Samantha Stucchi, B.A.⁴, Yael Nillni, Ph.D.¹, 1. National Center for PTSD, 2. Boston University School of Medicine & National Center for PTSD, 3. Boston University School of Medicine, 4. Boston Medical Center

(PS6-16) Disentangling the Heterogeneity in Minority Stress: A Data Mining Approach

Kiyan Irani, M.A., Qimin Liu, Ph.D., Boston University

(PS6-17) Distress Intolerance and Identity Concealment in LGBTQ+ Ethnic Minorities

Shirin Podury, B.S.¹, Jingyi Zhu, M.A.¹, Ruba Rum, M.S.², Paddy Loftus, B.A.¹, Fallon Goodman, Ph.D.¹, 1. The George Washington University, 2. University of South Florida

(PS6-18) Emotion Dysregulation in SGM Individuals: Evidence for the Efficacy of DBT

Danielle Esses, Psy.D.¹, Chloe Sherrill, Ph.D.¹, Phoebe Shorter, M.A.¹, Robert M. Montgomery, M.A.², Alexandra M. King, Ph.D.¹, Brittany Drake, Ph.D.¹, Lynn McFarr, Ph.D.¹, 1. CBT California, 2. Lindus Health

- (PS6-19) Emotion Dysregulation Mediates the Relationship between Sexual and/or Gender Minority Stress and Psychopathology: A Meta-Analytic Structural Equation Modeling Approach**
 Stanley Seah, Ph.D.¹, Lily Jensen, B.S.², Kristen Eckstrand, M.D., Ph.D.¹, Erika Forbes, Ph.D.¹, 1. University of Pittsburgh, 2. Harvard University
- (PS6-20) Enhancing Competency in Gender-Affirming Mental Health Approaches for Youth: Evaluating the Impact of Intensive Training for Behavioral Health Providers**
 Kathleen I. Diaz, Ph.D.¹, Mary Kay E. Meintzer, L.P.C.², Marissa Nunes-Moreno, Ph.D.², Jessica Hawks, Ph.D.², 1. Integrated Behavioral Health, 2. Children's Hospital Colorado, University of Colorado
- (PS6-21) Evaluating Differences in Course of Illness Between Cisgender and Transgender/Gender Diverse Individuals with Treatment Resistant Depression**
 Catherine Schuessler, B.S., Michael D. Kritzer, M.D., Ph.D., Lauren Fisher, Ph.D., Cristina Cusin, M.D., Paola Pedrelli, Ph.D., Massachusetts General Hospital
- (PS6-22) Expectations of Discrimination Mediate the Association Between Thwarted Interpersonal Needs and Suicidality in Sexual Minorities**
 April H. Fraser, B.S., Rachael E. Dumas, M.S., Daniela A. Branson, M.S., Andrew K. Luedke, M.A., Carolyn M. Pepper, Ph.D., University of Wyoming
- (PS6-23) Digitally-delivered Exercise Intervention for Anxiety and Depression Using Smartphone and Wearable Devices: A Feasibility Trial Protocol**
 Angela V. White, B.S., Nathaniel R. Choukas, B.S., Torsa Chattoraj, M.S., Shravan Aras, Ph.D., Julia S. Yarrington, Ph.D., Jolene Jacquart, Ph.D., Nirav Merchant, Ph.D., John J.B. Allen, Ph.D., Zachary Cohen, Ph.D., University of Arizona
- (PS6-25) Family-Based Interventions Targeting Caregiver Support of Sexual and Gender Minority Youth: A Scoping Review**
 Iris Chiou, B.A., Laura K. Jans, M.A., Madeline E. Poupard, B.A., Nicole Teow, B.S., Briana Last, Ph.D., Stony Brook University
- (PS6-26) Feasibility and Acceptability of a Brief App-based Mindfulness Intervention for Sexual and Gender Minority Individuals**
 Lindsey Ostermiller, B.S., M.S.¹, Malwika Narayan, M.A.², Lillian Hammer, B.A., M.S.³, Austen Anderson, Ph.D.¹, 1. University of Mississippi, 2. Texas Tech University, 3. University of Southern Mississippi
- (PS6-27) Health and Wellbeing of Sexual and Gender Minority Graduate Students**
 Benny Ilac, B.S., Bryan N. Cochran, Ph.D., Harris E. Bajwa, B.A., University of Montana
- (PS6-28) Internalized Stigma and IPV Perpetration in Sexual and Gender Minoritized Couples: A Dyadic Analysis**
 Prashansa Dickson, M.S.¹, Konrad Bresin, Ph.D.², Dominic J. Parrott, Ph.D.¹, Amy Hequembourg, Ph.D.³, Cynthia A. Stappenbeck, Ph.D.¹, Katherine Maysn, Ph.D.¹, 1. Georgia State University, 2. University of Louisville, 3. University at Buffalo
- (PS6-29) Intersectional Differences in Intimate Partner Violence Among Sexual Minority Individuals: A Three-way Interaction of Self-acceptance, Gender, and Sexual Orientation**
 Chris Palmer, M.A., Valerie Simon, Ph.D., Wayne State University

(PS6-30) Law and Disorder: How Does Awareness of Anti-LGBT Legislation Influence Mental Health?

Hannah E. Benemann, M.A.¹, Hadley McCartin, M.A.², Kaden Bollinger, M.S.², Jordan Jaeger, Ph.D.², Jared Ruchensky, Ph.D.¹, Daniella Cash, Ph.D.¹, Alan King, Ph.D.², Tiffany Russell, Ph.D.², 1. Sam Houston State University, 2. University of North Dakota

(PS6-31) Longitudinal Influence of Gender Congruence on Depression Through Coping: A Path Analysis

Richard J. Norton, M.A., Kelly J. Rohan, Ph.D., Keith Burt, Ph.D., Laura Bloomfield, Ph.D., Chris Danforth, Ph.D., Matthew Price, Ph.D., University of Vermont

(PS6-32) Mental Health Mediates the Relationship between Transgender Youth Affirmation at School and Academic Outcomes

Andy Hindenach, B.A.¹, Anna I.R. van der Miesen, M.D., Ph.D.², John F. Strang, Psy.D.¹, Christopher S. Parkin, B.S.¹, Sanam A. Parwani, B.A.¹, Alejandro Todd, B.S.¹, Jiaqi Feng, B.A.¹, Isa M. van Wieringen, B.S.², Annika S. Kooke, B.S.², Aisa Burgwal, M.A.², 1. Children's National Hospital, 2. Amsterdam University Medical Center

(PS6-33) Minority Stress and Protective Factors in a Gender Minority Network Analysis

Chantal Kasch, M.S., Stefan Hofmann, Ph.D., Philipps-University Marburg

(PS6-34) Motivational and Contextual Factors Associated with Planned Versus Unplanned Alcohol and Cannabis Use Among Sexual and Gender Minorities

Julia Curtis, B.S., Christina Dyar, Ph.D., The Ohio State University

(PS6-35) Navigating Contradiction and Change: Taoist Dialectical Coping and Psychological Resilience in a Sample of Transgender and Nonbinary Adults

Madalyn M. Liautaud, M.A.¹, Yikai Xu, B.A., M.A.², 1. Hunter College, City University of New York, 2. New York University

(PS6-36) Opioid Overdose Vulnerability Among Sexual and Gender Minorities: A Syndemics Approach

Erin McConocha, Patrick Grzanka, Ph.D., University of Tennessee, Knoxville

(PS6-37) Personality Functioning and Identity: The Relationship between Acceptance, Community, and BPD Traits

Hadley McCartin, M.A.¹, Hannah E. Benemann, M.A.², Kaden Bollinger, M.S.¹, Jordan Jaeger, Ph.D.¹, Jared Ruchensky, Ph.D.², Daniella Cash, Ph.D.², Alan King, Ph.D.¹, Tiffany Russell, Ph.D.¹, 1. University of North Dakota, 2. Sam Houston State University

(PS6-38) Personality Functioning Gender Identity: The Relationship between Acceptance, Community, and BPD Traits

Hadley McCartin, M.A.¹, Hannah E. Benemann, M.A.², Kaden Bollinger, M.S.¹, Jordan Jaeger, Ph.D.¹, Jared Ruchensky, Ph.D.², Daniella Cash, Ph.D.², Alan King, Ph.D.¹, Tiffany Russell, Ph.D.¹, 1. University of North Dakota, 2. Sam Houston State University

(PS6-39) Prevalence and Frequency of Hate Violence Against Transgender and Non-Binary Adults in the United States

Emma J. Poole, B.S.¹, Evan J. Basting, M.A.¹, Michael Munson, B.A.², Emil Rudicell, B.A.², Caleb Weinhardt, B.A.², Stella W.J. Son, B.A.¹, Alyssa M. Medenblik, M.A.¹, Mary C. Jensen, M.A.¹, Ryan C. Shorey, Ph.D.³, Greg L. Stuart, Ph.D.¹, 1. University of Tennessee, Knoxville, 2. FORGE - Milwaukee, Wisconsin, 3. University of Wisconsin - Milwaukee

(PS6-40) Psychometric Properties of Common Self-report Measures for Obsessive-Compulsive Disorder in Sexual and Gender Minorities

Ace A. Castillo, B.A.¹, Juliana Avery, B.A.¹, Brian Feinstein, Ph.D.², Lauren P. Wadsworth, Ph.D., A.B.B.P.³, Jonathan S. Abramowitz, Ph.D.⁴, Bradley Riemann, Ph.D.⁵, Wayne K. Goodman, M.D.¹, Eric A. Storch, Ph.D.¹, Caitlin M. Pinciotti, Ph.D.¹, 1. Baylor College of Medicine, 2. Rosalind Franklin University, 3. Genesee Valley Psychology, PLLC, 4. University of North Carolina at Chapel Hill, 5. Rogers Behavioral Health

(PS6-41) Rejection Sensitivity and Daily Associations with Negative and Positive Affect in a Clinical Sample of Sexual Minority Adolescents

Devika Goel, B.A.¹, Elizabeth Edershile, Ph.D.², Ethan M. Weires, B.S.¹, Ellen V. Modlin³, Taylor A. Burke, Ph.D.⁴, Richard T. Liu, Ph.D.⁴, 1. Massachusetts General Hospital, 2. Rutgers University, 3. Northeastern University, 4. Harvard Medical School

(PS6-42) Resilience to Social Stigma, Perceived Social Support, and Depressive Symptoms in LGBTQ+ Emerging Adults: A Preliminary Study of Indirect Associations Using Cross-sectional Mediation Analysis

Chloe M. Sobolewski, B.A.¹, Angela Matijczak, Ph.D.², Tatiyanna McDuffy-Clay¹, Haley Hyatt, B.A.¹, Meghan Scaggs³, Amelia Malone, M.S.W.³, Shelby E. McDonald, Ph.D.³, Rosalie Corona, Ph.D.¹, 1. Virginia Commonwealth University, 2. University of Wisconsin - Milwaukee, 3. Colorado State University

(PS6-43) Self-Acceptance of Sexuality as a Factor in Mental Health Outcomes

Hannah E. Benemann, M.A.¹, Hadley McCartin, M.A.², Kaden Bollinger, M.S.², Jordan Jaeger, Ph.D.², Jared Ruchensky, Ph.D.¹, Daniella Cash, Ph.D.¹, Alan King, Ph.D.², Tiffany Russell, Ph.D.², 1. Sam Houston State University, 2. University of North Dakota

(PS6-44) Sexual Orientation, Minority Stress, Attentional Bias to Threat, and Internalizing Psychopathology: A Dot-Probe and Eye-Tracking Study

Michael J. Pellicane, M.A., Jeffrey A. Ciesla, Ph.D., Christopher A. Was, Ph.D., Kent State University

(PS6-45) Social Motives and Contexts of Cannabis Use as Predictors of Cannabis and Tobacco Co-use At the Daily Level Among Sexual and Gender Minorities

Elise N. Green, B.A., Christina Dyar, Ph.D., The Ohio State University

(PS6-46) Social Support and Resilience Contribute to Explaining the Beneficial Role of Self-Compassion in Psychological Symptoms among Transgender and Non-Binary Spanish-Speaking Youth

Esther Calvete, Ph.D.¹, Aitor Jimenez-Granado, Ph.D.², Izaskun Orue, Ph.D.¹, 1. University of Deusto, 2. Fundación Anesvad

(PS6-47) SOGIE SAFE: A Community-Partnered Initiative to Support LGBTQ+

Youth at Risk for Suicide

Cordray McCann, B.A.¹, Lucas Zullo, Ph.D.¹, Sydney K. Velotta, B.S.², Alexander Lopez³, Ren Sahlman¹, Joseph Torre, M.Ed., L.P.C.⁴, 1. Thomas Jefferson University, 2. Duke University, 3. Philadelphia FIGHT, 4. Temple University

(PS6-48) Straight Outta Repression: How Internalized Homophobia and Masculinity Produce Predators

Shonette Walker, B.A., Ash M. Smith, M.A., Danielle S. Berke, Ph.D., Hunter College, City University of New York

(PS6-49) The 2024 Presidential Election and Mental Health: Impact on LGBTQ+ Americans

Jeffrey A. Ciesla, Ph.D., Levi Fleege, M.S.W., Michael J. Pellicane, M.A., Kimberly M. Davis, B.S., Madison E. Quinn, M.A., Urja Bhatia, M.A., Kent State University

(PS6-50) The Impact of Identity Certainty on Homonegativity and Depression Across Sexual Orientations and Behaviors

Jessica B. Minieri, B.A., David T. Solomon, Ph.D., Western Carolina University

(PS6-51) The Impact of Identity-related Intimate Partner Violence Among LGBTQ+ Individuals: Associations with Symptoms of PTSD And Depression

Breanna L. Free, M.S.¹, Rimsha Majeed, M.S.¹, Gayle Beck, Ph.D.², 1. University of Memphis, 2. University of Memphis and University of Michigan

(PS6-52) The Intersection of Queer, Religious, And Spiritual Identities: A Qualitative Analysis of Community, Relational, And Mental Health Experiences

Triston Li, B.A., Alyssa Miville, B.A., M.S., Richard E. Mattson, Ph.D., Binghamton University

(PS6-53) The LGB+ Aging Knowledge Questionnaire: Preliminary Reliability and Validity

Julia A. Fitzpatrick, B.S., Ann M. Steffen, Ph.D., A.B.B.P., University of Missouri-St. Louis

(PS6-54) The Protective Role of Social Support in Mitigating the Association Between Internalized Homonegativity and Alcohol Use among Sexual Minority Women: A Moderation Analysis

Hyo Jin (Jenny) Shin, M.P.H.¹, Déjà Clement, M.P.H., Ph.D.², Christopher Chiu, Ph.D.³, Amelia M. Stanton, Ph.D.¹, Abigail W. Batchelder, M.P.H., Ph.D.¹, 1. Boston University, 2. Massachusetts General Hospital, 3. Boston Medical Center

(PS6-55) Transgender and Gender Non-Conforming Youth and Caregiver Perceptions of Peer and Family Relationships within Psychiatric Partial Hospitalization

Lauren K. Penrose, B.A.¹, Kelsey Sutton, M.A.¹, Margaret Azar, Psy.D.¹, Mandy Witkin, M.Ed., L.I.C.S.W.¹, Justin Parent, Ph.D.², 1. Bradley Hospital/Brown Medical School, 2. University of Rhode Island/Bradley Hospital

(PS6-56) Understanding Barriers to LGBTQ+ Demographic Data Collection in Pennsylvania's 988 Call Centers and Implications for Affirming Care

Jas K. Sarna, B.A., Cordray McCann, B.A., Michael F. Sandella, B.S., Matthew Wintersteen, Ph.D., Lucas Zullo, Ph.D., Thomas Jefferson University

(PS6-57) Unpacking the U-Haul: Exploring Relationship Tempo in Sexual Minority Women's Partnerships

Abigail L. Fischbach, B.A., Nia Clark, Sarah W. Whitton, Ph.D., University of Cincinnati

(PS6-58) Validation of the PrEP Use Self-Efficacy (PrEP-USE) Scale among Sexual Minority Men in the United States

Juan A. Esquivel Mendoza, M.S.¹, Elliott R. Weinstein, M.P.H., Ph.D.², Bharat Bharat, M.A.¹, Nicolas Cardenas, B.S.³, Marc Puccinelli, Ph.D., A.B.B.P.¹, Matthew J. Mimiaga, Ph.D.⁴, Christina Psaros, Ph.D.⁵, Susanne Doblecki-Lewis, M.D.¹, Douglas Krakower, M.D.⁶, Kenneth H. Mayer, M.D.⁷, Steven A. Safren, Ph.D., A.B.B.P.¹, 1. University of Miami, 2. Massachusetts General Hospital, 3. Syracuse University, 4. University of California, Los Angeles, 5. Harvard Medical School, 6. Beth Israel Deaconess Medical Center, 7. The Fenway Institute

(PS6-59) My diagnosis is Not Who I Am ... Even Though I May Identify as a Person with a Disability: A Qualitative Exploration of Disability Identity in College Students.

Elodie Carel, B.S., Alexandra Lauterbach, Ph.D., Ashley Woodman, Ph.D., University of Massachusetts Amherst

(PS6-60) Beyond Resilience: Guidelines and Recommendations for Sex Worker-affirming Therapy and Stigma Resistance

Tess Zagorski, B.A., Wright State University School of Professional Psychology

(PS6-61) Breaking the Silence: Investigating the Impact of Stigma on Help-seeking Behaviors Among Adults with a History of Adverse Childhood Experiences in Ghana

Deborah Amoako-Atta, M.S., Lauren Brumley, Ph.D., West Chester University of Pennsylvania

(PS6-62) Bridging the Divide in Access and Attitudes Towards Mental Healthcare in Different Racial and Ethnic Immigrant Communities

Daisha A. Mathew, M.A., Linda Oshin, Ph.D., Rutgers University

(PS6-63) Designing a Community-Engaged, Mixed Methods Dissertation: A Pathway to Accessible Services

Neema Prakash, M.S., Elena L. Pokowitz, M.S., M.Ed., Jamie Mitchell, Ph.D., M.S.W., University of Michigan

(PS6-64) Community Perceptions of Long COVID, Medical Mistrust, and Mental Health

Michelle Okyere, B.S., Diamond Hercules, B.S., Salome Wilfred, Ph.D., Jessica Salinas, B.S., Taylur Loera, B.S., Lisa S. Kilpela, Ph.D., University of Texas Health Science Center at San Antonio

(PS6-65) Disparities in Mental Health Service Utilization: Examining the Roles of Race, LGBT Identity, and Socioeconomic Factors

Chandra Bautista, Ph.D., Katelynn Bourassa, Ph.D., Namrata Nanavaty Vasquez, Ph.D., Nathan Barclay, Ph.D., Weill Cornell Medical College

- (PS6-66) Emotion Dysregulation as a Potential Mediator Between Parental Psychological Control and Interparental Conflict with College Students' Depressive Symptoms**
Naira Harutyunyan, B.A., Moin Singh, William Segal, Bidkar J. Salazar, B.A., Scott W. Plunkett, Ph.D., California State University Northridge
- (PS6-67) Evaluating the Intersection of Immigration Status and Sexual Orientation on Barriers to In-person Mental Health Services Among a Hispanic Sample**
S. K., M.A., Page L. Anderson, Ph.D., A.B.B.P., Georgia State University
- (PS6-68) Examining the Association Between Barriers to Mental Healthcare and Help-Seeking Intentions and Recommendations for Posttraumatic Stress Symptoms**
Josselyn Y. Telule, B.A., Akila Gopalkrishnan, M.A., Abigail A. Wilkinson, B.A., Freddie Pastrana Rivera, Ph.D., University of Southern Mississippi
- (PS6-69) Exploring Resource-Oriented Mental Health Literacy by History of Trauma Exposure and Mental Health Service Utilization**
Abigail A. Wilkinson, B.A., Josselyn Y. Telule, B.A., Akila Gopalkrishnan, M.A., Emily A. Cordova, M.A., Freddie Pastrana Rivera, Ph.D., University of Southern Mississippi
- (PS6-70) Intersectional Health Narratives: BIPOC Experiences with Perinatal Mental Health and Polycystic Ovarian Syndrome**
Vinaya A. Thomas, M.S., Brittany Guidry, M.S., Madison Simounet, B.S., Zachary Tre Kennison, B.A., Diana Morelen, Ph.D., East Tennessee State University
- (PS6-71) Perfectionistic Types: First-Generation Professionals, Latent Profile Analysis, and Mental Health Outcomes**
Melissa-Ann M. Lagunas, M.S.¹, Joel Jin, Ph.D.², Munyi Shea, Ph.D.¹, 1. Seattle Pacific University, 2. University of Washington Department of Family Medicine
- (PS6-72) Self-Blame Mediates the Relationship Between Trauma Exposure and Depressive Symptoms Among Recently Arrived Asylum-Seeking Latinx Immigrants'**
Maria Cuervo, B.A., Amanda Venta, Ph.D., University of Houston
- (PS6-73) Sociocultural Predictors of Mental Health Accessibility: Perspectives from Psychotherapy Providers and Community Members**
Yazleen Reyes, M.S.¹, Andrew Lopez, B.A.¹, Daniel Saravia, M.A.², Iony D. Ezawa, Ph.D.¹, 1. University of Southern California, 2. University of California, Los Angeles
- (PS6-74) Client Race/Ethnicity as a Moderator of the Association Between Therapist Facilitative Interpersonal Skills and Client Outcome**
Crystal J. Liu, B.A.¹, Griffin L. Kerstetter, B.A.¹, Maria Abapolnikova, M.A.¹, Arianna L. Cifone, B.A.¹, Bethany A.H. Crawford, M.A.², Lillian R. Glushka, B.A.¹, Leila Graham, B.A.¹, Michael J. Constantino, Ph.D.³, James F. Boswell, Ph.D.², Mark Lukowitsky, Ph.D.⁴, Alice E. Coyne, Ph.D.¹, 1. American University, 2. University at Albany, State University of New York, 3. University of Massachusetts Amherst, 4. Albany Medical College
- (PS6-75) Clinician Awareness, Judgement, and Decision-making of Cultural Mismatch Within the Family Therapy Context**
Mike Van Wie, Ph.D., Kimberly L. Briseno, B.A., M.A., M.S., Fredi Rodriguez, M.A., Srilekha Mahi Vangala, M.A., Galilea Nunez, B.A., University of Houston - Clear Lake

(PS6-76) Cognitive Modification En Español: Best Practices for Effective Cognitive Modifications for Spanish Speaking Monolingual Clients

Lizbeth Gaona, Ph.D., L.C.S.W.¹, Janee Steele, Ph.D., L.P.C.², Carmella R. Tress, Psy.D.³, Lisa Bolden, Psy.D.⁴, Michael Likier, Ph.D.⁵, Hollie Granato, Ph.D., A.B.B.P.⁶, Janice Jones, Ph.D.⁷, Urmi Patel, Psy.D., M.F.T.⁸, 1. California Baptist University, 2. Walden University, 3. Central Texas Veterans Affairs Healthcare System, 4. Emmada Psychology Center, 5. Academy of Cognitive and Behavioral Therapies, 6. drholliegranato.com, 7. University of California, Los Angeles, 8. Association of Cognitive and Behavioral Therapies

(PS6-77) Cultural Influences on the Therapeutic Alliance Between Asian American College Students and Mental Health Clinicians

Julia Kennedy, B.A.¹, Aimee Chan, B.A.², Esteban Cardemil, Ph.D.², 1. The Baker Center for Children and Families, 2. Clark University

(PS6-78) Expanding the Mental Health WorkForce: a Mental Health Training Needs Assessment for Promotores de Salud

Juliana Ison, M.A.¹, Fátima Aguilar, B.A.², Natalia Rodriguez Martinez¹, Elvira Jimenez, B.A.¹, Alex Reed Aparicio, B.S.³, Miya Barnett, Ph.D.¹, Diego González Hernández, M.S.¹, Damaris Garcia Valerio, M.A.¹, 1. University of California, Santa Barbara, 2. Children's Hospital Los Angeles, 3. Access Ingenuity

(PS6-79) Finding Home in Two Worlds: The Protective Effects of Bicultural Acceptance on Peer Victimization and Depression in Multicultural Adolescents in South Korea

Stella W.J. Son, B.A.¹, Alyssa M. Medenblik, M.A.¹, Evan J. Basting, M.A.¹, Emma J. Poole, B.S.¹, Mary C. Jensen, M.A.¹, Jae Eun Kwak, M.A.¹, Tara L. Cornelius, Ph.D.², Greg L. Stuart, Ph.D.¹, 1. University of Tennessee, Knoxville, 2. Grand Valley State University

(PS6-80) Hope and Acculturation Dissonance as Potential Moderators of the Links between Neighborhood Violence and Internalizing Symptoms Among Latinx Youth

Charlsie Solano, B.A., Paula J. Fite, Ph.D., University of Kansas

(PS6-81) The Links Between Mindfulness, Alcohol Use, And Depression Among College Students in the USA And India- A Mixed Methods Approach

Blessing S. Johnson, B.S.¹, Pankhuri Aggarwal, Ph.D.¹, Christian C. Garcia, Ph.D.¹, Rose Marie Ward, Ph.D.¹, Anuradha Sathiyaseelan, Ph.D.², 1. University of Cincinnati, 2. Christ University

(PS6-82) The Role of Cultural Dissonance in Psychological Wellbeing Among International Students: An Intensive Longitudinal Study

Qiaoqian Wang, M.S.¹, Matan Eshed, M.S.¹, Mark Chen, Ph.D.², Richard J. McNally, Ph.D.¹, 1. Harvard University, 2. Yale University

(PS6-83) Understanding the Immigration Paradox: Barriers and Facilitators to Managing Acculturation Stress

Julia DeLuca, B.A.¹, Ingrid R. Hsu, B.A.¹, Antonietta Alvarez Hernandez, B.A.¹, Broghan O'Hearn, B.A.¹, Hadi R. Kobaissi, B.S.¹, Christina Temes, Ph.D.¹, Louisa Sylvia, Ph.D.¹, Nhi-Ha Trinh, Ph.D.², 1. Massachusetts General Hospital, 2. Harvard Medical School

(PS6-84) Kappa Opioid Receptor Availability and Interoceptive Awareness:

Investigating Links Across Disordered Eating Behaviors

Dayna Freeman, B.S., Xiaoyuan Li, B.S., Emily R. Weiss, Ph.D., Victoria R. Hart-Derrick, B.A., Mika Naganawa, Ph.D., David Matuskey, M.D., Margaret T. Davis, Ph.D., Yale University School of Medicine

(PS6-85) Preliminary Analysis on Behavioral and Resting State Connectivity Data Following Theta Burst Stimulation

Ivy Sun, B.A., David Gregory, Ph.D., Milan Patel, B.S., Nicholas Balderston, Ph.D., Perelman School of Medicine at the University of Pennsylvania

(PS6-86) Utility in Psychological Assessment and Imaging in the Diagnosis and Treatment of HIV-associated Neurocognitive Disorder (HAND)

Isabelle V. Mermilliod, B.S., Kaitlyn M. Catanzarite, Psy.D., Lindsey Poe, Psy.D., Shannon Bierma, Ph.D., Louisiana State University Health Sciences Center - New Orleans

(PS6-87) Don't Know What You've Got 'Til It's Gone? A Case Study of Primary Care Mental Health Integration (PCMH) Service Removal

Amber Craig, Ph.D., Lawrence Miller, Psy.D., The Medical College of Wisconsin

(PS6-88) Investigating the Moderating Role of Coping Between Work-Family Spillover Stress and Anxiety, Depression, and Life Satisfaction

Brian Chao, M.S., Columbia University

(PS6-89) Service-Learning Engagement to Build Communication Skills: It Can Be Fun and Games

Stephanie H. Felgoise, Ph.D.¹, Ashley Poole, Psy.D.¹, Flo Byarms, M.A.¹, Elizabeth R. Felgoise², 1. Philadelphia College of Osteopathic Medicine, 2. University of Delaware

(PS6-90) Exploring Power Between South Asian Immigrant Caregivers and Early Interventionists in an Early Intervention Program

Li Yin Cheok, M.A.¹, Kerri Modry-Mandell, Ph.D.², 1. St. John's University, 2. Tufts University

(PS6-91) Understanding Health Service Use and Preferences of Black Americans using an Ecological Systems Approach: Findings from a Scoping Review

Kaylyn A. Garcia, M.A., Savannah B. Simpson, M.S., Thrisha Mote, Elliot Chadwell, Guillermo Wippold, Ph.D., University of South Carolina

(PS6-92) A Preliminary Exploration of the Moderating Role of Resistance and Empowerment Against Racism (REAR) on the Association Between Online Racism and Well-being

Lisa Nakamura, B.S., Cheyenne Ashley, M.A., Ana M. González-Garzón, M.S., Rayyan Alfatafta, M.A., Ph.D., Lizabeth Roemer, Ph.D., University of Massachusetts Boston

(PS6-93) Acceptability of a Dialectical-behavioral Therapy Adapted Intervention for Racial Trauma

Edwin F. Jurado, B.A., Brenda E. Zavala, B.A., Natalia Duda, B.A., Cossette A. Canovas, M.S., Lorraine T. Benuto, Ph.D., University of Nevada, Reno

(PS6-94) Changes in Emotion Regulation, Mindfulness, and Distress Tolerance After Receiving Dialectical Behavior Therapy Adapted for Racial Trauma: Preliminary Findings

Jorge L. Saldana-Guerrero, B.A., Jacqueline Lopez, B.S., Cossette A. Canovas, M.S., Lorraine T. Benuto, Ph.D., University of Nevada, Reno

(PS6-95) Changes in Skill Use Amongst Participants with Racial Trauma After Dialectical Behavior Therapy Skills Training: Identifying Potential Mechanisms of Change

Cossette A. Canovas, M.S., Lorraine T. Benuto, Ph.D., Gabriela Kalawao-Cummings, B.A., Jorge A. Cao-Noya, M.A., Stephanie R. Reyes, M.S., University of Nevada, Reno

(PS6-96) Discrimination Heterogeneity Greater Affects Posttraumatic Outcomes Than Discrimination Frequency

Jaime Quiles, B.S., Miracle R. Potter, B.S., Brad B. Schmidt, Ph.D., Florida State University

(PS6-97) Identifying Racial Trauma Treatment Gaps with Community Members of Color through the Healing-Centered Engagement Framework

Maya L. Wong, M.S.¹, Teceta T. Tormala, Ph.D.², 1. Massachusetts General Hospital/Harvard Medical School, 2. Palo Alto University

(PS6-98) Race-Based Stressors and Racial Trauma: The Moderating Role of Parental Racial Socialization

Jessica S. Philip, M.A., Laura Pittman, Ph.D., Northern Illinois University

(PS6-99) Rejection Sensitivity Exacerbates Trauma Symptoms Following COVID anti-Asian Racism: A Mixed-Methods Study.

Rachel Y. Chan, B.A.¹, Emily R. Nhan, B.A.², Desrie Russell³, Malae Hill³, Joyce P. Yang, Ph.D.³, 1. Southern Methodist University, 2. University of Michigan, 3. University of San Francisco

(PS6-100) Social Support Buffers Against Negative Mental Outcomes Among Minoritized Individuals Who Experience Discrimination and Self-Hate

Miracle R. Potter, B.S., Jaime Quiles, B.S., Victoria Swaine, M.A., Brad B. Schmidt, Ph.D., Florida State University

Poster Session 7 (PS7)

Categories: *Obsessive-Compulsive and Related Disorders, Parenting / Families, Personality Disorders, Positive Psychology, Prevention, Research Methods and Statistics, Schizophrenia / Psychotic Disorders, Sexual Functioning, Spirituality and Religion, Sports Psychology*

Key Words: *Trichotillomania, OCD (Obsessive-Compulsive Disorder)*

(PS7-1) A Contextual Analysis of Hair-pulling in Trichotillomania Using Descriptive Ecological Momentary Assessment Data

Bridget Feler, B.A.¹, Megan DuBois, B.A.¹, Maftuna Abduganieva, B.A.¹, Mari Larsen, B.A.², Aneela Kumar, B.S.², John Pritchard, B.S.², Kimberly Skokin, M.A.², Kirk Klobe, B.S.², Sameer Kumar, B.S.², Christopher A. Flessner, Ph.D.¹, 1. Kent State University, 2. HabitAware

(PS7-2) A Preliminary Analysis of Obsessive-Compulsive Symptom Presentation by Age and Country in a Multi-national Latino Sample

Vanessa Zavala Cruz, B.A.¹, Renee Fredrick, M.A.², Kelly Barry, M.A., M.S.¹, Iasha J. Williams, B.A.¹, Josselyn S. Munoz, B.A.¹, Dayan Berrones, B.A.¹, Jacey L. Anderberg, B.S., B.A.³, Andrew D. Wiese, Ph.D.¹, James J. Crowley, Ph.D.⁴, Eric A. Storch, Ph.D.¹, 1. Baylor College of Medicine, 2. University of Houston, 3. University of Nebraska-Lincoln, 4. University of North Carolina at Chapel Hill

(PS7-3) Adolescent Temperament Mediates the Relationship Between Pubertal Status and Obsessive-Compulsive Symptoms

Megan DuBois, B.A., Bridget Feler, B.A., Christopher A. Flessner, Ph.D., Kent State University

(PS7-4) Alterations in Self-reported Decision-making Styles Are Related to Symptom Severity and Risk-taking in People with OCD

Phoebe Holz, B.A., Susanne S. Hoeppner, Ph.D., Sabine Wilhelm, Ph.D., Ryan J. Jacoby, Ph.D., Massachusetts General Hospital

(PS7-5) Beyond Contamination: Disgust Traits and Their Relationship Across Obsessive-compulsive Symptom Dimensions

Benjamin D. Carsten, B.A.¹, Jonathan Teller, B.A., Ana Bogdanovich, B.S.¹, Kevin D. Wu, Ph.D.¹, 1. Northern Illinois University

(PS7-6) Beyond Just Right: Sensory Phenomena in Predicting OCD Symptom Severity

Cohley Azenour, M.S., Hanjoo Lee, Ph.D., University of Wisconsin - Milwaukee

(PS7-7) Central Nervous System Sensitization: Potential Shared Mechanisms in Obsessive-Compulsive Disorder and Chronic Pain

Mary E. McNamara, Ph.D.¹, Melanie H. DelAngelo, B.S.², Nathaniel Van Kirk, Ph.D.², Martha J. Falkenstein, Ph.D.¹, Laura Payne, Ph.D.¹, 1. McLean Hospital/Harvard Medical School, 2. McLean Hospital - OCD Institute

(PS7-8) Changes in Perception of Cognition Throughout a Home-based Intervention for Hoarding Disorder

Maia McLin, B.S., Mary E. Dozier, Ph.D., Mississippi State University

(PS7-9) Comparing a Novel Cognitive-Behavioral Intervention to Supportive Psychotherapy on Obsessive-Compulsive Disorder Symptoms in a Randomized Controlled Trial

Sara Velazquez, B.S.¹, Ryan J. Jacoby, Ph.D.¹, Douglas S. Mennin, Ph.D.², Sabine Wilhelm, Ph.D.¹, Phoebe Holz, B.A.¹, 1. Massachusetts General Hospital, 2. Columbia University

(PS7-10) Disentangling a Debate: A Systematic Review and Meta-analysis of Self-reported Impulsivity in OCD

Cristian M. Curnan, B.A.¹, Amitai Abramovitch, Ph.D.², Davide Borrelli, M.D.³, Reuven Dar, Ph.D.⁴, 1. Texas State University, 2. The University of Texas at Austin, 3. Azienda Unita Sanitaria Locale di Piacenza, 4. Tel Aviv University

(PS7-11) Enhancing Exposure and Response Prevention for Autistic Individuals with OCD

Jonie Welland, M.A.¹, Shannon Holmes, Ph.D.¹, Katie Kriegshauser, Ph.D., A.B.B.P.², 1. University of Missouri-Columbia, 2. Kansas City Center for Anxiety Treatment

(PS7-12) Examining Homework Adherence Across OCD Domains and EX/RP: Does It Explain Differences in Treatment Outcome?

Bryanna K. Mackey, B.A.¹, Jeremy Tyler, Psy.D.¹, David I. Rosenfield, Ph.D.², Hannah McManus, B.A.³, Stephanie Grimaldi, Ph.D.³, Helen Blair Simpson, M.D., Ph.D.³, Edna B. Foa, Ph.D.¹, 1. Perelman School of Medicine at the University of Pennsylvania, 2. Southern Methodist University, 3. New York State Psychiatric Institute/Columbia University Medical Center

(PS7-13) Examining the Impact of Heterosexist Experiences on the Relationship Between LGBTQ+ Identity and OC Symptom Dimensions

Anna M. White, M.A.¹, Kenna R. Ebert, B.A.¹, Fiona C. Ball, M.A.¹, Katie H. Mangel, Ph.D.², Kevin D. Wu, Ph.D.¹, 1. Northern Illinois University, 2. Evidence Based Treatment Centers of Seattle

(PS7-14) How Loneliness and Quality of Life Mediate OCD and Depression in Latin American Communities

Dayan Berrones, B.A.¹, Josselyn S. Munoz, B.A.¹, James J. Crowley, Ph.D.², Eric A. Storch, Ph.D.¹, Ogechi "Cynthia" Onyekwa, Ph.D.¹, Ricardo Calderon Rivera, None³, Vanessa Zavala Cruz, B.A.¹, Maritza Romero, Ph.D.⁴, Mayra Martinez, M.D.⁵, Kiara R. Timpino, Ph.D.⁶, Hannah C. Moore, B.S.¹, Renee Fredrick, M.A.⁷, Jacey L. Anderberg, B.S., B.A.⁸, 1. Baylor College of Medicine, 2. University of North Carolina at Chapel Hill, 3. University of Puerto Rico, 4. Universidad de la Sabana, 5. Centro Médico ABC, 6. University of Miami, 7. University of Houston, 8. University of Nebraska-Lincoln

(PS7-15) Impulsivity as a Transdiagnostic Predictor: Examining Its Role in Obsessive-Compulsive and Eating Disorder Symptoms

Emily K. Olson, B.A., Kevin D. Wu, Ph.D., Northern Illinois University

(PS7-16) Incompleteness and Harm Avoidance: Associations with Symptom Severity and Treatment Outcome in Obsessive-Compulsive Disorder

Chloe M. Hord, B.A., Kelly A. Knowles, Ph.D., David F. Tolin, Ph.D., A.B.B.P., Anxiety Disorders Center, The Institute of Living

(PS7-17) Leveraging Patient and Clinician Ratings of OCD Insight to Evaluate the Validity of Ecological Momentary Assessment

Lauren Oh, B.A.¹, Tyler Cipriano, B.A.², Heather S. Martin, B.A.³, Christian A. Webb, Ph.D.⁴, Courtney Beard, Ph.D.⁴, Martha J. Falkenstein, Ph.D.⁴, 1. University of Southern California, 2. McLean Hospital, 3. University of Massachusetts Boston, 4. Harvard Medical School & McLean Hospital

(PS7-18) Measurement Invariance in the Short Version of the Saving Inventory-Revised Across Race and Ethnicity

Amanda N. Belanger, B.S., Sierra A. Bainter, Ph.D., Kiara R. Timpano, Ph.D., University of Miami

(PS7-19) OC Severity, Symptom Accommodation, and Repeated Decision Making

Yuqing Lei, Ph.D.¹, Catherine Zhang¹, Sean Maulhardt, M.S.², Angela Fang, Ph.D.¹, 1. University of Washington, Seattle, 2. University of Maryland

(PS7-20) OCD Symptom Dimensions as Predictors of Treatment Response During In-Person and Telehealth CBT for Pediatric OCD

Matty Dunham, B.S.¹, Mariah Corey, Ph.D.², Thane M. Erickson, Ph.D., A.B.B.P.¹, Kalina Babeva, Ph.D.², Lisa Barrois, Ph.D.², Geoffrey A. Wiegand, Ph.D.³, 1. Seattle Pacific University, 2. Seattle Children's Hospital

(PS7-21) Patient Adherence Predicts and Mediates Outcome from Exposure and Response Prevention in Adults with Obsessive-Compulsive Disorder

Hannah McManus, B.A.¹, Stephanie Grimaldi, Ph.D.¹, Bryanna K. Mackey, B.A.², Jeremy Tyler, Psy.D.², Edna B. Foa, Ph.D.², Helen Blair Simpson, M.D., Ph.D.¹, 1. New York State Psychiatric Institute/Columbia University Medical Center, 2. Perelman School of Medicine at the University of Pennsylvania

(PS7-22) Qualitative Analysis of Youth Perceptions of a Brief Intervention for Managing Intrusive Thoughts

Megan R. Serody, M.A.¹, Clare C. Beatty, M.A.¹, Erica Szkody, Ph.D.², Jason Katz, M.A.¹, Mary Kowalchuk, M.A.¹, Jessica L. Schleider, Ph.D.², Aprajita Mohanty, Ph.D.¹, 1. Stony Brook University, 2. Northwestern University Feinberg School of Medicine

(PS7-23) Rates and Predictors of Treatment Noncompliance in Partial/Residential OCD Treatment

Mira S. Becker, B.A., Jennie M. Kuckertz, Ph.D., Mary E. McNamara, Ph.D., Jacob A. Nota, Ph.D., A.B.B.P., Nicholas Kim, B.S., Martha J. Falkenstein, Ph.D., McLean Hospital/Harvard Medical School

(PS7-24) Sexual Minority Identity and Obsessive-Compulsive Disorder: A Systematic Review and Future Directions

Andreas Bezaehler, B.S., M.A., Fordham University

(PS7-25) Development and Initial Validation of the Daily Disgust Propensity and Sensitivity Scale

Catherine E. Rast, B.A., Hanjoo Lee, Ph.D., University of Wisconsin - Milwaukee

(PS7-26) Development and Psychometric Evaluation of the Contamination Sensitivity Scale - 8

Catherine E. Rast, B.A., Hanjoo Lee, Ph.D., University of Wisconsin - Milwaukee

(PS7-27) The Effect of Inverse Reasoning on Scrupulosity Symptoms

Anna M. White, M.A., Kevin D. Wu, Ph.D., Northern Illinois University

(PS7-28) The Moderating Role of Perfectionism in the Associations Between Obsessive-Compulsive Symptoms and Both Body Dysmorphia Symptoms and Eating Pathology

Emily K. Olson, B.A., Kevin D. Wu, Ph.D., Northern Illinois University

(PS7-29) The Role of Scrupulosity in Mental Contamination: The Moderating Effect of Feared Self

Mujgan Inozu, Ph.D.¹, Jonathan S. Abramowitz, Ph.D.², Nicholas S. Myers, M.A.², Joseph B. Friedman, M.A.³, Emily K. Juel, M.A.², Danya A. Hussein², Claire R. Morrison², 1. Hacettepe University, 2. University of North Carolina at Chapel Hill

(PS7-30) Using Telehealth – Delivered Motivational Interviewing for Hoarding Disorder in a Rural-Dwelling Older Adult: A Case Study

Nicole M. Colón-Bosques, M.S., Mary E. Dozier, Ph.D., Mississippi State University

(PS7-31) Anxiogenic Parenting Among Autistic and Neurotypical Youth with Anxiety: Associations with Emotion Dysregulation, Anxiety Severity, and Social Responsiveness

Rachel E. Lee, B.A.¹, Calliana Faulk, B.S.², Caitlyn J. Kim, B.A.², Adam C. Garcia, M.Ed.¹, Te Qi, M.A.¹, Samantha X.L. Tan, Ph.D.¹, Lauren K. Steinbeck, Psy.D.², Casey J. Zampella, Ph.D.², Andrew D. Wiese, Ph.D.¹, Julia Parish-Morris, Ph.D.³, John D. Herrington, Ph.D.², Eric A. Storch, Ph.D.¹, 1. Baylor College of Medicine, 2. Children's Hospital of Philadelphia, 3. Perelman School of Medicine at the University of Pennsylvania

(PS7-32) Caregiver-reported Facilitators and Barriers to Youth Behavioral Health Treatment Among Youth with Juvenile Legal System Involvement: Differences by Types of Mental Health Concerns

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(PS7-33) Changes in Parents' Encouraging of Children's Empathy Towards Others' Happiness in a New Parent-mediated Program for Children's Positive Empathy Development

Sarah E. Moran, M.A., Laura G. McKee, Ph.D., Erin C. Tully, Ph.D., Georgia State University

(PS7-34) Child Effects on Maternal Emotion Regulation: Mentalization as a Moderator and Protective Factor

Mariah Xu, M.A., Stephanie Milan, Ph.D., University of Connecticut

(PS7-35) Daily Impact of Child Emotional Outbursts on Maternal Self-efficacy

Meryl A. Rueppel, B.A., Allison C. Eisenberg, M.S., Margaret S. Benda, M.A., Amy K. Roy, Ph.D., Fordham University

(PS7-36) Engaging Families in Research: Qualitative Findings from a Humanitarian Setting

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(PS7-37) Evaluating the Psychometric Properties of Parenting Measures for a Daily Diary Format

Kobe L. Huynh, B.A.¹, Alexandra L. Silverman, Ph.D.¹, Gabriela Kovarsky Rotta, B.A.², Doah E. Shin, B.A.¹, Zelda C. McGhee, B.S.², Courtney Beard, Ph.D.¹, 1. McLean Hospital/Harvard Medical School, 2. McLean Hospital

(PS7-38) Exploring Harmony in Diversity: Family Conflict Topics and Behaviors

Melissa Hall, M.A., Kathleen N. Bergman, Ph.D., E. Mark Cummings, Ph.D., University of Notre Dame

(PS7-39) Fatherhood After Separation: Implications for Parent and Child Outcomes

Hannah Milius, M.S.¹, Bridget Cho, Ph.D.², Alexandria Klingman, B.S.², 1. University of Maine, 2. University of South Carolina Aiken

(PS7-40) Functions of Behavior as Predictors of Changes in Child Disruptive Behaviors in Parent-Child Interaction Therapy

Jaime L. Benson, Ph.D.¹, Jake C. Steggerda, Ph.D.², Cheryl B. McNeil, Ph.D.², 1. Kennedy Krieger Institute, 2. University of Florida

(PS7-41) Identification of an Inattention and Hyperactivity/Impulsivity Subscale on the Eyberg Child Behavior Inventory: Easing Routine Outcome Monitoring for Clinicians

Jake C. Steggerda, Ph.D.¹, Lindsay R. Druskin, M.S.², Liliana L. Acosta, Ph.D.¹, Melanie M. Nelson, Ph.D.¹, Andrew G. Guzik, Ph.D.³, Regina Bussing, M.D.¹, Cheryl B. McNeil, Ph.D.¹, Sheila Eyberg, Ph.D.¹, 1. University of Florida, 2. West Virginia University, 3. University of Pennsylvania

(PS7-42) Internalizing Symptoms and Wellbeing in Adolescence: The Impact of Caregiver Emotion Socialization of Positive Affect and Positive Affect Regulation

Noelle C. Marousis, M.A., Aaron M. Luebke, Ph.D., Miami University

(PS7-43) Maternal and Paternal Parenting Self-Efficacy Predict Response to Disruptive Child Behavior

Sierra R. Hightower-Henson, M.S., Brian T. Wymbs, Ph.D., Lindsey P. Battaglia, B.S., B.A., Kayla Boaz, B.A., Ohio University

(PS7-44) Mother and Child Anxiety Stigma: Comparisons and the Effect of Child Anxiety

Ella J. Amaral Lavoie, M.A., Elizabeth J. Kiel, Ph.D., Miami University

(PS7-45) Mothers Getting (Motivation) in Shape: Family-Level Influences on Physical Activity

Gabriel Prieto¹, Sugandha K. Gupta-Louis, Ph.D.¹, Trey V. Dellucci, Ph.D.², Bess H. Marcus, Ph.D.¹, Tayla von Ash, M.P.H.¹, 1. Brown University, 2. Indiana University

(PS7-46) Parent-Child Communication About School Shootings and Child Behavior Problems

Mary G. Baumann, M.Ed.¹, Skyler Hughes, M.Ed.¹, Alanah Claybaugh, Other², Deborah J. Jones, Ph.D.², Laura G. McKee, Ph.D., Ph.D.³, Jon S. Ebert, Psy.D.¹, Tarah Kuhn, Ph.D.¹, Bruce E. Compas, Ph.D.¹, 1. Vanderbilt University, 2. University of North Carolina at Chapel Hill, 3. Georgia State University

(PS7-47) Reductions in Parental Avoidance and Distress with Intervention for Child Fears and Phobias in Williams Syndrome

Bolade Santos, M.S., Ellora Mohanty, B.S., M.S., Isabelle G. Wilson, M.S., Brianna N. Young, Ph.D., Bonita P. Klein-Tasman, Ph.D., University of Wisconsin-Milwaukee

(PS7-48) Role of Family Problem-Solving and Neighborhood Social Cohesion on Child Socioemotional Learning among Families with Low-Income

Nazaret C. Suazo, B.A., Alanah Claybaugh, Deborah J. Jones, Ph.D., University of North Carolina at Chapel Hill

(PS7-49) Support from Partners and Mothers in Perinatal Individuals: Lasting Impacts of Childhood Experiences

Jenny Lee, B.A., Nandi Dube, B.A., Mariah Menaker, B.A., Yunying Le, Ph.D., Galena K. Rhoades, Ph.D., Elysia Poggi Davis, Ph.D., University of Denver

(PS7-50) Sweetening the Bond: Savoring Predicts Greater Parent-Child Synchrony

Emily K. Tan, B.A., Laura G. McKee, Ph.D., Erin C. Tully, Ph.D., Georgia State University

(PS7-51) The Impact of Parent- And Youth-report Discrepancy on Family Processes: Cohesion, Conflict, And Accommodation

Lily E. Rudd, Brian C. Chu, Ph.D., Rutgers University

(PS7-52) The Importance of Approval: Subjective Norms and Caregivers' Willingness to Implement PMT Strategies

Catherine E. Drott, M.A.¹, Valerie R. Morgan, Ph.D.¹, Christine Walther, Ph.D.¹, Te Qi, M.A.¹, Sara R. Elkins, Ph.D.², 1. University of Houston - Clear Lake, 2. University of Houston, Tilman J. Fertitta Family College of Medicine

(PS7-53) Links between Parental Depression Symptoms and Parenting Behaviors in Emotionally Reactive Children Experiencing Low Income

Alexandria Stansell, M.A., Anna Zhou, Ph.D., Sarah Watamura, Ph.D., University of Denver

(PS7-54) A Principal Component Analysis of Borderline Personality Disorder with a Nationally Representative Epidemiological Sample of Non-institutionalized, Civilian Adults in the US

Jennifer M. Loya, Ph.D.¹, Sofie Glatt, B.A.², Emily R. Weiss, Ph.D.¹, Chelsea Cawood, Ph.D.³, Minden B. Sexton, Ph.D.³, Margaret T. Davis, Ph.D.¹, 1. Yale University School of Medicine, 2. James J. Peters VA Medical Center, 3. Ann Arbor Veterans Healthcare System

(PS7-55) Borderline Interpersonal Disorder? Examining the Interpersonal Profile of BPD

Dorian Hatch, M.S., Jennifer S. Cheavens, Ph.D., The Ohio State University

- (PS7-56) Exploring the Role of Gender in Client Preference of Therapist Personality**
Paloma K. Zabala Rossy, B.A., Kelly V. Klein, M.A., Elsa Baumgartner, B.S., Nathaniel R. Herr, Ph.D., American University
- (PS7-57) From Discrepancy to Agreement: The Efficacy of BPD Compass in Symptom Self-Assessment and How it Relates to Personality Functioning**
Sarah E. Cecil, B.A., Shannon Sauer-Zavala, Ph.D., University of Kentucky
- (PS7-58) Identifying Subgroups of Individuals Meeting Criteria for Borderline Personality Disorder: A Latent Profile Analysis of Symptoms Endorsed**
Anthony Fortuna, M.A.¹, Victoria R. Hart-Derrick, B.A.², Jennifer M. Loya, Ph.D.², Margaret T. Davis, Ph.D.², 1. Fordham University, 2. Yale University School of Medicine
- (PS7-59) Personalized Therapy: How Previous Experiences Influence Client's Ideal Therapist**
Paloma K. Zabala Rossy, B.A., Kelly V. Klein, M.A., Ella S. Sudit, M.A., Nathaniel R. Herr, Ph.D., American University
- (PS7-60) The Alternative Model of Personality Disorders and Contextually-Bound Psychological Flexibility: A Six-Week Longitudinal Study**
John J. Donahue, Psy.D., Stephanie Gambrell, B.S., University of Baltimore
- (PS7-62) A Factor Analysis of Benevolent Childhood Experiences in the National Longitudinal Study of Adolescent to Adult Health**
Benjamin P. Brumley, Ph.D., Lauren Brumley, Ph.D., Patricia Dixon, M.S., West Chester University of Pennsylvania
- (PS7-63) Clarifying the Mechanisms of Wellbeing in a Longitudinal Study: The Role of Personal Values and Psychological Strengths**
Mireia Santamaria-Rincon¹, Pedro Sarrión¹, Sara Martínez-Gregorio, Ph.D.¹, Rocío Herrero, Ph.D.², Marta Miragall, Ph.D.¹, Rosa M. Baños, Ph.D.¹, 1. The Research Institute on Social Welfare Policy (POLIBIENESTAR)/University of Valencia, 2. University of Zaragoza
- (PS7-64) Dimensions of Posttraumatic Growth as Moderators in the Relationship Between Cognitive Reappraisal and Clinical Symptom Severity**
Caroline C. Born, M.A., Emma Church, M.A., Jacob S. Avendano, M.S., Legend Coleman, Chloe Brackette, B.A., Reagan Rhodes, Peter Mezo, Ph.D., University of Toledo
- (PS7-65) Gratitude and Neuroticism's Prospective Effects on PTSD Symptoms and Resilience in Latinx Adolescents**
Amy Senger, M.A., Dan OConnell, B.S., Elijah R. Murphy, M.A., Matthew W. Gallagher, Ph.D., Amanda Venta, Ph.D., University of Houston
- (PS7-66) Personal Values and Wellbeing Across Four Life Stages: A Comparative Analysis**
Pedro Sarrión, Mireia Santamaria-Rincon, Sara Martínez-Gregorio, Ph.D., Ausiàs Cebolla, Ph.D., Rosa M. Baños, Ph.D., The Research Institute on Social Welfare Policy (POLIBIENESTAR)/University of Valencia

(PS7-67) Psychometric Evaluation of a Questionnaire Measuring the Degree to Which the College Environment Fosters College Students' Strengths: Implications for Belongingness and Depression
 Matt Yeager, B.A.¹, Nicole Kelso, M.A.², Steven M. Brunwasser, Ph.D.², 1. Stockton University, 2. Rowan University

(PS7-68) The Unique Effects of Hope and Mindfulness on Mental Health in Asian American Adults
 Jacqueline L. Ge, M.A., Matthew W. Gallagher, Ph.D., University of Houston

(PS7-69) A Pilot Study of a Transdiagnostic Preventative Intervention for High School Students
 Mitchell Chan, B.A.¹, Elizabeth Eberlin, M.S.², Nicole R. DeTore, Ph.D.³, Kim T. Mueser, Ph.D.⁴, David Penn, Ph.D.⁵, Martha C. Tompson, Ph.D.⁶, Randi Schuster, Ph.D.³, Yulia Landa, Psy.D.⁷, Daphne J. Holt, M.D., Ph.D.³, 1. Massachusetts General Hospital, 2. Michigan State University, 3. Massachusetts General Hospital/Harvard Medical School, 4. Center for Psychiatric Rehabilitation, Boston University, 5. The University of North Carolina at Chapel Hill, 6. Boston University, 7. Mount Sinai

(PS7-70) Examining Emotional and Psychological Outcomes of a Modified Tuning in to Teens® Program
 Natalie Tuinstra, B.S., Liyang Zhou, B.A., Maryclaire O'Brien, B.S., Christopher Kutscher, B.S., Mattea Rabeno, B.S., Will Elliott, Janice L. Zeman, Ph.D., College of William & Mary

(PS7-71) Examining the Origins of Individual Differences in Prosocial Behaviors and Empathy During Toddlerhood
 Clarissa S. Marwali, B.S., Katlin Peets, Ph.D., Tamara Del Vecchio, Ph.D., 1. St. John's University

(PS7-72) Perfectionistic Self Presentation Hinders Help-seeking and Contributes to Social Disconnection
 Haruka Tsujimoto, M.A., Shin-ichi Ishikawa, Ph.D., Doshisha University

(PS7-73) Teaching Adolescents Friend Emotion Socialization Skills: Results of a Pilot Study
 Maryclaire O'Brien, B.S., Natalie Tuinstra, B.S., Liyang Zhou, B.A., Courtney R. Swan, B.S., Janice L. Zeman, Ph.D., College of William & Mary

(PS7-74) Utility of Assessing Ruminative Brooding in a School-Based Mental Health Screening Tool
 Daryan L. Matthews, B.A., Lori M. Hilt, Ph.D., Lawrence University

(PS7-75) A Response Surface and Polynomial Regression Analysis for Predicting Youth Impairment at Discharge: What Can Caregiver-youth Reports on Anxiety Tell Us?
 Mason V. Fraser, B.S., Brad Nakamura, Ph.D., Tommie M. M. Laba, Ph.D., University of Hawai'i at Manoa

(PS7-76) Evaluating Three Analytic Approaches to Dyadic Ecological Momentary

Assessment Data

John "Kai" Kellerman, M.S.¹, Hannah R. Krall, B.S.¹, Emma Yoon, B.S.¹, Richard T. Liu, Ph.D.², Cassie Glenn, Ph.D.³, Evan M. Kleiman, Ph.D.¹, 1. Rutgers University, 2. Harvard Medical School, 3. Old Dominion University

(PS7-77) Exploring Ergodic Relationship Between Depression and Worry Using Ecological Momentary Assessment (EMA)

Olivia D. Cetin, B.S., B.A., Nader Amir, Ph.D., San Diego State University

(PS7-78) Meta Analysis: How Well Can Machine Learning Algorithms Predict Treatment Response?

Joshua Curtiss, Ph.D., Christopher DiPietro, B.S., Northeastern University

(PS7-79) Small Effects, Large Impact: An Illustration from National Mental Health Data

Hannah D. Gallagher, B.S.¹, Claire S. Tomlinson, Ph.D.², Rachel A. Vaughn-Coaxum, Ph.D.³, David J. Kolko, Ph.D.², Lan Yu, Ph.D.², Oliver Lindhiem, Ph.D.², 1. University of Pittsburgh Medical Center, 2. University of Pittsburgh, 3. University of Pittsburgh School of Medicine

(PS7-80) Social Anxiety and Romantic Relationship Dynamics: Continuous Time Analysis of Dominance and Warmth during Conflict and Social Support Tasks

Julia M. Levitan, M.A., Thomas Rodebaugh, Ph.D., University of North Carolina at Chapel Hill

(PS7-81) The Reasons for Violence Scale in Dyads Experiencing Intimate Partner Violence: Exploring Latent Factor Structure

Caroline C. Boyd-Rogers, M.A.¹, Julianne C. Flanagan, Ph.D.², Greg L. Stuart, Ph.D.³, 1. The University of Iowa/The Charleston Consortium, 2. Medical University of South Carolina, 3. University of Tennessee, Knoxville

(PS7-82) Using Large Language Models to Explore Urge to Escape as a Risk Factor and Mindfulness as a Protective Factor of Suicidal Thoughts and Behaviors from Mental Health Reddit Posts

Felipe Herrmann, B.S.¹, Justice Herrera, B.A.¹, Rebecca Fortgang, Ph.D.², Kate H. Bentley, Ph.D.³, Matthew K. Nock, Ph.D.¹, Daniel Low, Ph.D.¹, 1. Harvard University, 2. Harvard Medical School, 3. Massachusetts General Hospital/Harvard Medical School

(PS7-83) Command Auditory Verbal Hallucinations Content: A Systematic Narrative Review to Enhance Precision CBT for Psychosis

Athina Servi, B.S., M.S.¹, Diana Mirea, M.S.², Alysia Sweeney, M.S.¹, Caroline Selai, Ph.D.², Ali Modaresi, M.S.¹, Jonathan Souray, M.S.¹, David John Raune, Ph.D.¹, 1. Central and North West London NHS Foundation Trust, 2. University College London

(PS7-84) End-of-life Care for Texas Medicare Beneficiaries with Schizophrenia

Sean OMahony, M.D.¹, Yuanyi Zhang, Ph.D.¹, Mukaila Raji, M.D.¹, James Gerhart, Ph.D.², 1. University of Texas Medical Branch, 2. Ohio University

(PS7-85) Facets of Interoception and their Prediction of Psychopathology

Kendall Beals, M.A., Colette Mueller, M.A., B. Twilbeck, Suzanna Haddox, Kelsey Bonfils, Ph.D., University of Southern Mississippi

(PS7-86) Family Involvement Preferences Among a Cohort of Individuals

Experiencing First Episode Psychosis at a Large Safety Net Hospital

Amelia C. Blanton, B.S.¹, Samantha LaMartine, Psy.D.¹, Brittany Gouse, M.P.H., M.D.¹, Bediha Ipekci, Ph.D.², Hannah Brown, M.D.¹, 1. Boston Medical Center Wellness & Recovery After Psychosis (WRAP) Research Program, 2. Boston University Chobanian and Avedisian School of Medicine

(PS7-87) Pilot Study of an Online Telehealth Class Series for Family Caregivers of

Loved Ones with Psychosis: Addressing Caregiver Burden, Self-Stigma, and Social and Environmental Wellbeing

Barak Tessler, M.A., Loma Linda University

(PS7-88) Preliminary Data on a Prepilnot Dialectical Behavior Therapy (DBT) Skills

Program for People with Psychosis Spectrum Disorder and High Risk of Suicide

Anastasia Fetisova, B.S.¹, Melanie E. Bennett, Ph.D.¹, Alicia Lucksted, Ph.D.², Jesse Hochheiser, Ph.D.³, Akram J. Yusuf, B.S.¹, Kenzie Fox, B.A.¹, Peter Phalen, Psy.D.², 1. University of Maryland, Baltimore, 2. University of Maryland School of Medicine, 3. Ross Center

(PS7-89) Revising the Hinting Task for Higher-functioning Populations

Joel M. Martin, Ph.D., Elizabeth Shirk, Henry Memmer, Butler University

(PS7-90) Targeting Appraisals Using a Cognitive Behavioral Suicide Prevention

Treatment for Adults with Psychosis

Nicholas M. Brdar, B.S., Maura Campbell, M.S.W., Chloe A. Miner, B.S., Lindsay A. Bornheimer, Ph.D., University of Michigan

(PS7-91) The Role of Focus of Attention in Paranoia: Does Task Type Matter?

Dennis R. Combs, Ph.D., Chelsea Menshausen, M.S., Meghan Thompson, B.A., Lauren Chesshir, B.A., Anwesha Maitra, M.S., David W. Rose, III, M.S., 1. The University of Texas at Tyler

(PS7-92) Assessing the Validity of the Functional Impairment Post Sexual Assault - Female (FIPSA-F) Scale

Jazmin Lopez, B.A., Jon Uditsky, Aaron Baker, Ph.D., University of La Verne

(PS7-93) Effects of Health Behaviors on the Relationship between Birth Control and Mental Health

Sharon Cohen, M.A., Aida Aminpour, M.A., Gianna Puccio, M.A., Kerry M. Cannity, Ph.D., Touro University

(PS7-94) Examining Generative AI's Knowledge and Bias: Assessing Recognition of Symptoms, Distress, and Public Stigma for Lesbian and Heterosexual Women with Female Orgasmic Disorder

Ian Klepcyk, B.A., Sara Esfandi, B.S., Elaine I. Castillo, B.A., Sean A. Lauderdale, Ph.D., University of Houston - Clear Lake

(PS7-95) Examining Cognitive Change as a Mediator in Behavioral Activation Outcomes

Anh Dao, B.A., Iony D. Ezawa, Ph.D., University of Southern California

- (PS7-96) **Do College Students Who Identify as Religious or Spiritual Have Less Substance Use? The Associations Between Spirituality or Religion, Alcohol Consumption, and Drug Use**
Ashley M. Ahrens, Ellie W. Borders, M.A., Kyra A. Bevenour, M.A., Maci Taylor, Susan L. Kenford, Ph.D., Xavier University
- (PS7-97) **Examining Two Pedagogical Methods on Attitudes Towards Religiosity Within Mental Health and Social Justice in an Undergraduate Course**
Craig A. Warlick, Ph.D., Calista Spears, M.A., Texas Tech University
- (PS7-98) **Negative Religious Cognitions and Belief in Fate and Destiny as Predictors For Self-efficacy Among Displaced Individuals**
Noni K. Pinales, B.A.¹, Norah C. Feeny, Ph.D.¹, Jacob Bentley, Ph.D.², Lori A. Zoellner, Ph.D.², 1. Case Western Reserve University, 2. University of Washington
- (PS7-99) **Subgroups of Ultramarathon Runners: Who Are They and Why Do They Run?**
Kellen K. Blum, M.S., Jeremiah Weinstock, Ph.D., Michael J. Ross, Ph.D., Annie A. Garner, Ph.D., Saint Louis University
- (PS7-100) **The Hidden Battle: Shedding Light on Student-Athlete Mental Health Challenges**
Sophia E. Glinski, B.A., Lata K. McGinn, Ph.D., Yeshiva University

4:30 PM – 5:30 PM

Elite Hall A, Level 1

Poster Session 8 (PS8)

Categories: *Sleep / Wake Disorders, Student Issues, Suicide and Self-injury, System Stakeholders Issues, Technology / Digital Health, Telehealth, Translational*

Key Words: *Aging, Sleep, Treatment/ Program Design*

- (PS8-1) **An Open Trial Integrating Memory Support into the Transdiagnostic Intervention for Sleep and Circadian Dysfunction (Trans-C) to Improve Sleep and Psychological Wellness Outcomes**
Joshua M. Varghese, B.A.¹, Anne E. Milner, Ph.D.¹, Laurel D. Sarfan, Ph.D.², Allison G. Harvey, Ph.D.¹, 1. University of California, Berkeley, 2. Kaiser Permanente Southern California
- (PS8-2) **Combining CBT-I and Motivational Interviewing in a Single-session Digital Sleep Intervention for Adolescents**
Alison Vrabec, M.A., M.S., Lyric K. Tully, M.S., Katherine M. Kidwell, Ph.D., Maryam Yuhas, Ph.D., Syracuse University

- (PS8-3) Examining Intraindividual Sleep Variability in Survivors of Sexual Assault**
Alexandra N. Brockdorf, Ph.D.¹, David DiLillo, Ph.D.², 1. Medical University of South Carolina, 2. University of Nebraska-Lincoln
- (PS8-4) First Responders with High Sleep Reactivity May Be More Vulnerable to Fear of Sleep After Nightmares**
Lily Jankowiak, B.S.¹, Anthony N. Reffi, Ph.D.¹, Christopher Drake, Ph.D.¹, Michelle M. Lilly, Ph.D.², 1. Henry Ford Sleep Research Center, 2. Northern Illinois University
- (PS8-5) Insomnia in Hispanic Emerging Adults: Associations with the Five Dimensions of Emerging Adulthood**
Miguel A. Garcia, M.A., Natalie Johnson, B.S., Karina A. Torres, B.S., Sara Alderete, B.A., Theodore V. Cooper, Ph.D., The University of Texas at El Paso
- (PS8-6) Latent Sleep Profiles in Veterans Undergoing Sleep Apnea Assessment: Associations with Mental and Physical Health Outcomes**
Yumei O. Chen, M.S.¹, Douglas Wallace, M.D.¹, William Wohlgenuth, Ph.D.², 1. University of Miami, 2. Miami VA Medical Center
- (PS8-7) Tired Together or Tired Apart? Gender and Depression Moderate the Effect of Sleep Restriction on Sociability**
Alice I. Cohen, M.A., Jazmin A. Nieves, M.A., Tu Do, M.A., Peter B. Fitzgerald, B.S., Jacque Lee, M.A., Kathleen C. Gunthert, Ph.D., American University
- (PS8-8) Adverse Experiences and Trauma in Youth**
Leah E. McGonigal, B.A., Joanna L. Herres, Ph.D., The College of New Jersey
- (PS8-9) Exploring the First-Generation College Student Experience: A Pilot Study on Risk and Resilience**
Eva L. Fortier, Magdalene Meek, B.A., Ashley M. Shaw, Ph.D., University of New England
- (PS8-10) Mentor/Mentee Matching as a Buffer to Discrimination on Campus**
Nisha Wadhwani, M.S., Ruotian Weng, M.S., Elizabeth B. Raposa, Ph.D., Fordham University
- (PS8-11) Perceived Support and Belongingness Amongst Groups of Underrepresented and Majority Graduate Students**
Jada Thomas, B.A., Mikhila Wildey, Ph.D., Meghan E. Fox, Ph.D., Kelly Machnik, Grand Valley State University
- (PS8-12) Self-Care and Wellbeing Among Clinical Psychology Doctoral Students**
Jewell A. Dehon, M.S., Annie A. Garner, Ph.D., Jeremiah Weinstock, Ph.D., David Kaufman, Ph.D., A.B.B.P., Saint Louis University
- (PS8-13) Supporting College Student Mental Health: A Pilot Investigation into an Accessible Intervention**
Elena L. Pokowitz, M.S., M.Ed., Nicolas V. Dominijanni, Neema Prakash, M.S., Patricia J. Deldin, Ph.D., University of Michigan
- (PS8-14) Supporting Students with Disabilities in Clinical Psychology Graduate Programs: A Qualitative Study**
Molly F. Steinhoff, M.A., Payton D. Rule, B.A., Aaron J. Gorelik, M.A., Gabi Skilling, Anna Freeman, Maeve Vogl, Ryan Bodgan, Ph.D., Kirsten Gilbert, Ph.D., Emily C. Willroth, Ph.D., 1. Washington University in St. Louis

- (PS8-15) A Closer Look at the Immigrant Paradox: Suicide and Self-harm Risk Amongst Asians in the United States**
Saumya Datta, M.A., Michael T. Moore, Ph.D., Adelphi University
- (PS8-16) A Cultural Adaption of ACT to Address Racial Trauma and Suicidality Among Black Multiracial Youth**
Nolan Krueger, Ph.D., Solana C. Segal, B.A., Mikey Arana, M.A., Denise López Sosa, B.A., University of California, Santa Barbara
- (PS8-17) A Latent Profile Analysis of Affective Heterogeneity and Suicidal Ideation History**
Veronika Kobrinsky, M.A.¹, Brooke Ammerman, Ph.D.¹, Karen Siedlecki, Ph.D.², 1. University of Wisconsin-Madison, 2. Fordham University
- (PS8-18) A Meta-analysis of Prospective Associations of Suicide Risk Screening Tools with Suicide-related Outcomes**
Nancy L. Hu, B.A.¹, Lauren Haliczzer, Ph.D.², Adam C. Jaroszewski, Ph.D.², Sunday Hull, B.A.³, Julianne Origlio, B.S.⁴, Richard T. Liu, Ph.D.², Taylor A. Burke, Ph.D.², Kate H. Bentley, Ph.D.⁵, 1. Harvard University, 2. Harvard Medical School, 3. Virginia Consortium Program in Clinical Psychology, Old Dominion University, 4. Case Western Reserve University, 5. Massachusetts General Hospital/Harvard Medical School
- (PS8-19) A Multi-modal Investigation of Self-dehumanization: Testing Longitudinal Associations Between Self-dehumanization, Oxytocin, and Suicide Risk**
Morgan Robison, M.A., Thomas E. Joiner, Ph.D., Florida State University
- (PS8-20) A Qualitative Examination of Iatrogenic Concerns Reported by Hospitalized Individuals Displaying Recent Suicidal Thoughts and Behaviors**
Max Stivers, M.A., Emma J. O'Brien, B.A., Faith Stoneking, M.A., Austin Starkey, B.S., Morgan Buerke, M.A., Raymond P. Tucker, Ph.D., Louisiana State University
- (PS8-21) Acute Effects of Inpatient Brief Cognitive-Behavioral Therapy for Suicide Prevention on Non-suicidal Self-injury: Exploring the Role of Improved Distress Tolerance**
Chloe M. Hord, B.A., Gretchen J. Diefenbach, Ph.D., David F. Tolin, Ph.D., ABPP, Anxiety Disorders Center, The Institute of Living
- (PS8-22) Applying Game Theory to Suicidality: The Utility of Living and Dying for Self and Others**
Stephanie R. Ragazzo, B.A., Molly Hassler, B.S., Keyne C. Law, Ph.D., Seattle Pacific University
- (PS8-23) Association Between Age at Menarche and Presentation of Self-injurious Thoughts and Behaviors in a Sample of Adolescents Hospitalized on an Inpatient Psychiatric Unit**
Sydney M. Tucker, B.A., Azure Reid-Russell, M.A., Kendall Tinianov, B.A., Matthew K. Nock, Ph.D., Kelly L. Zuromski, Ph.D., Harvard University

- (PS8-24) Associations with Help-seeking Intentions Among College Students with Suicidal Thoughts and Behaviors: Demographic, Psychosocial, and Social Media Usage Factors**
Eleanor P. Malone, B.A.¹, Colleen Conley, Ph.D.¹, Sarah K. Ketchen Lipson, Ph.D., M.Ed.², Daniel Eisenberg, Ph.D.³, 1. Loyola University Chicago, 2. Boston University, 3. University of California, Los Angeles
- (PS8-25) Bystander Intervention to Life-threatening Posts on a Social Media Platform: Exploring Bystander Threat Assessment and Reported Willingness to Intervene**
Tyler C. Hendley, B.S., Austin Starkey, B.S., Ky Trahan, Thais Wise, Robin Kowalski, Sam C. Cacace, Ryan Hill, Ph.D., Louisiana State University
- (PS8-26) Can Sleep Disturbances Be a Treatment Target in Adolescent Psychiatric Inpatient Units? Examining Severity, Clinical Correlates Including Suicide Risk, and Informant Discrepancies**
Carlos E. Yeguez, Ph.D.¹, Robyn Metcalfe, Ph.D.², Kyrill Gurtovenko, Ph.D.³, Alysha D. Thompson, Ph.D.⁴, 1. Seattle Children's Research Institute, 2. University of Washington, 3. University of Washington School of Medicine, 4. Seattle Children's Hospital/University of Washington
- (PS8-27) Common Factors in Individuals at Risk for Suicide**
Declan Miles, B.A., Emily Gentes, Ph.D., Andra Geana Armstrong, Ph.D., Providence College
- (PS8-28) Decision Making in Loss- and Reward-contexts: Impacts on Self-injury**
Miguel Blacutt, M.A., M.Ed.¹, Yeonsoo Park, Ph.D.², Katherine L. Dixon-Gordon, Ph.D.³, Brooke Ammerman, Ph.D.⁴, 1. University of Notre Dame, 2. Massachusetts General Hospital/Harvard Medical School, 3. University of Massachusetts Amherst, 4. University of Wisconsin-Madison
- (PS8-29) Designing a Measurement Battery for a Pediatric Suicide Prevention Clinic: Considerations and Preliminary Findings**
Julia Ellis, B.S.¹, Anthony T. Vesco, Ph.D.², Lorie Lavigne, L.C.S.W.¹, John T. Parkhurst, Ph.D.³, Mal Hilliard, L.C.S.W.¹, Aron Janssen, M.D.², 1. Ann & Robert H. Lurie Children's Hospital of Chicago, 2. Ann & Robert H. Lurie Children's Hospital of Chicago/Northwestern University Feinberg School of Medicine, 3. Northwestern University Feinberg School of Medicine
- (PS8-30) Desire to Change and NSSI Severity: Examining the Relationship Between Motivation and Self-injury Frequency, Urges, and Thoughts**
Israel Ramirez, B.A.¹, Kaylee P. Kruzan, Ph.D.¹, Theresa Nguyen, M.S.W.², 1. Northwestern University Feinberg School of Medicine, 2. Mental Health America
- (PS8-31) Dialectical Behavior Therapy Program Outcomes for Suicidal Individuals: Examining the Moderating Role of Internalizing and Externalizing Symptoms**
Belinda Hernandez, M.Ed.¹, Alessandro S. De Nadai, Ph.D.², Kristen L. Batejan, Ph.D.², Peggy Worden, Psy.M.¹, Daniel P. Dickstein, M.D.¹, 1. Harvard Medical School, 2. McLean Hospital/Harvard Medical School
- (PS8-32) Disability-related Accommodations and Suicide Risk Among College Students with Disabilities**
Lissa N. Mandell, M.S., Michael R. Nadorff, Ph.D., Mississippi State University

(PS8-33) Discrepancies in Self-reporting NSSI Engagement in Adolescents

Taylor Kalgren, M.S., Amy M. Brausch, Ph.D., Western Kentucky University

(PS8-34) Disparities in Suicidal Ideation and Plans and Unmet Need for Mental Health Services Between Heterosexual and Sexual Minority Adults in the US

John P. Standing, Qimin Liu, Ph.D., Boston University

(PS8-35) Does Pain Intensity Moderate Affective Changes in Individuals with Non-Suicidal Self-Injury, Elevated Emotion Dysregulation and Healthy Controls?

Doga Cetinkaya, B.S.¹, Meara Weitzman, Ph.D.², Ashton M. Steele, Ph.D.³, Noelle Bassi Smith, Ph.D.⁴, Alicia E. Meuret, Ph.D.¹, 1. Southern Methodist University, 2. CBT Denver, 3. The Steven A Cohen Military Family Clinic at Metrocare, 4. Northeast Program Evaluation Center, US Department of Veteran Affairs

(PS8-36) Dynamic Relations Among Self-injurious Urges, Affect, and Self-injurious Behaviors

Madeline M. Naveda¹, Laura D'Adamo, M.S.¹, April Smith, Ph.D.², Elizabeth Velkoff, Ph.D.¹, 1. Drexel University, 2. Auburn University

(PS8-37) Early Maladaptive Schemas and Functions of Non-Suicidal Self-Injury: Direct and Indirect Associations through Emotional Deregulation

Esther Calvete, Ph.D.¹, Naiara Alvarez-Garcia, Psy.M.¹, Claudio Maruottolo, M.D.², Izaskun Orue, Ph.D.¹, 1. University of Deusto, 2. IMQ

(PS8-38) Ecological Predictors of Suicide Ideation Among Veterans Seeking Mental Health Services Associated with Military Sexual Trauma

Emily R. Weiss, Ph.D.¹, Victoria Hart-Derrick, B.A.¹, Minden B. Sexton, Ph.D.², Margaret T. Davis, Ph.D.¹, Imogen S. Sexton³, Diana C. Bennett, Ph.D.⁴, 1. Yale University School of Medicine, 2. Ann Arbor Veterans Healthcare System, 3. Saline High School, 4. Salt Lake City Veterans Healthcare System

(PS8-39) Effects of Brief Cognitive Behavioral Therapy on Suicide Cognitions and Emotion Dysregulation

Jackson Bolner, B.S., Jeffery Tabares, Ph.D., Justin Baker, Ph.D., A.B.B.P., STRIVE at The Ohio State University Wexner Medical Center

(PS8-40) Effects of Sexual Minority Discrimination from Mental Healthcare Providers on Suicide-Relevant Risk Factors and Suicidal Ideation among Sexual Minority Undergraduates

Kayla Wagler, M.S., Tony T. Wells, Ph.D., Ally Dudley, M.A., Claudia Cucchiana, B.S., Oklahoma State University

(PS8-41) Emotional Invalidation and Its Impact on Self-Criticism: Understanding the Link to Self-Injury and Suicidal Behavior

Catherine Gallagher¹, Hannah Dobbs, B.S.², Laura Nagy, Ph.D.¹, 1. High Point University, 2. Northern Illinois University

(PS8-42) Enhancing Community Capacity for Suicide Prevention: Piloting an Interdisciplinary Graduate Course

Kathryn B. Guajardo, M.A., Jennifer B. Blossom, Ph.D., University of Maine

- (PS8-43) Evaluation of an Interdisciplinary Emergency Department Simulation with a Suicidal Patient for Medical, Nursing, and Psychology Students**
Natalie Zychlinski, M.A.¹, Stephanie H. Felgoise, Ph.D.¹, Gweodyn Morris², Barbara Golden, ABPP, Psy.D.¹, 1. Philadelphia College of Osteopathic Medicine, 2. Villanova University
- (PS8-44) Examining Measurement Invariance across Levels of Internalizing Psychopathology: A Test of the Ruminative Responses Scale**
Jordan M. Ross, B.A.¹, Laura Melzer, M.S.², John Angulo, M.A.¹, Megan L. Rogers, Ph.D.¹, 1. Texas State University, 2. Ruhr University Bochum
- (PS8-45) Examining Problematic Substance Use, Hopelessness, and Suicidal Ideation in Sexual and Gender Minorities Using Ecological Momentary Assessment**
Tyler B. Rice, B.S.¹, Chris Shariea P. Hardy, B.S.¹, Jay Collar, B.S.¹, John E. Askew¹, Robert Rice¹, Patrick Tootle, B.S.², Min Eun Jeon, M.S.¹, Thomas E. Joiner, Ph.D.¹, 1. Florida State University, 2. Yale University School of Medicine
- (PS8-46) Examining Socio-Environmental Risk Factors of Self-Injurious Behaviors as a Function of Sexual Minority Status**
Samantha M. Haas, M.S., Naomi Sadeh, Ph.D., University of Delaware
- (PS8-47) Examining the Relationships between Hope and Suicidal Cognitions across LGBTQ+ Populations**
Rachel Pomeranz, B.A.¹, Scott N. Compton, Ph.D.², Jacqueline Pistorello, Ph.D.³, Shireen Rizvi, Ph.D., A.B.B.P.⁴, John Seeley, Ph.D.⁵, Linda Oshin, Ph.D.¹, 1. Rutgers University, 2. Lurie Children's Hospital of Chicago, 3. University of Nevada, Reno Counseling Services, 4. Montefiore Medical Center, 5. University of Oregon
- (PS8-48) Exploring the Link Between Physical Pain Tolerance and Psychological Pain as Moderated by Current Suicidal Ideation and Suicide Attempt Histories**
Lauren M. Pischinger, Jordan M. Ross, B.A., Megan L. Rogers, Ph.D., Texas State University
- (PS8-49) Exploring the Relationship Between Caregiver Problem-solving Skills and Their Suicide-related Attitudes**
Puneet K. Parmar, B.A., Kathryn B. Guajardo, M.A., Jennifer B. Blossom, Ph.D., University of Maine
- (PS8-50) Beyond the Medical Model: Understanding Mental Health Crises Through Lived Experiences**
Hyein S. Lee, B.S.¹, Emma Burris², Jai-Laan Blackmon³, Kelley McCall, M.P.H., M.S.W.³, Ashley Kennedy, B.A.³, Morgan C. Shields, Ph.D.³, 1. University of Massachusetts Chan Medical School, 2. Barnard College/Columbia University, 3. Washington University in St. Louis
- (PS8-51) Who's in? And what about who's out?: A Meta-Analytic Assessment of Representation in VCT versus In-Person Alliance and Satisfaction Research**
Nicholas J. Violan¹, Tyler Ward, M.S.², Ashley C.T. Jones, Ph.D.², Nicholas Borgogna, Ph.D.³, Ashley Batastini, Ph.D.⁴, Craig A. Warlick, Ph.D.¹, 1. Texas Tech University, 2. University of Southern Mississippi, 3. University of Alabama at Birmingham, 4. Swinburne University of Technology

(PS8-52) A Preliminary Study of Computerized Interpretation Bias Modification

Training for Social Anxiety Disorder: A Randomized Controlled Trial

Yourim Kim, M.A., Miso Choi, Sean F. Leggett, Seneca Bree, Elizabeth Schmidt, Isabel Pelletier, Hanjoo Lee, Ph.D., University of Wisconsin-Milwaukee

(PS8-53) A Real-world Evaluation of a Technology-enabled Measurement Based Care System

Margaret T. Anton, Ph.D., Marisa Perera, Ph.D., Jasmine Nettiksimmons, Ph.D., Maura Church, B.A., Nicholas R. Forand, Ph.D., Two Chairs

(PS8-54) App-based Scrambled Sentence Task as a Measure of Interpretation Bias in Anxiety and OCD

Olivia M. Wallace, B.S., Nader Amir, Ph.D., San Diego State University

(PS8-55) Assessing the Acceptability of Screen Time and Content Moderation Features on Tiktok Using Sentiment Analysis

Anna C. Gilbert, M.S., Keyne C. Law, Ph.D., Seattle Pacific University

(PS8-57) CLEAR Path: A Game-based Approach to Learning Coping Skills for Co-occurring Depression and Post-traumatic Stress Symptoms

Hillary Kingman, Ph.D.¹, Eduardo L. Bunge, Ph.D.², Mikael Rubin, Ph.D.¹, Yan Leykin, Ph.D.¹, 1. Palo Alto University, 2. Palo Alto University/Parente AI

(PS8-58) College Student's Perceptions of an AI-powered Mental Wellness Chatbot for College Student Mental Health

Amy So, B.S., Jack Gregory, Christian Last, Jazmin Reyes-Portillo, Ph.D., Montclair State University

(PS8-59) Cross-cultural Perspectives on AI-based Psychotherapy: An International Survey on Acceptance and Ethical Considerations

Hiroku Noma, M.A.¹, Shio Maeda, M.A.¹, Sumin Lee, Ph.D.², Mayu Koike, Ph.D.³, Ryuma Shineha, Ph.D.⁴, Kei Muroi, M.D., Ph.D.¹, Hitomi Oi, Ph.D.⁵, Ken'ichiro Nakashima, Ph.D.², Shun Nakajima, Ph.D.¹, 1. International Institute for Integrative Sleep Medicine, University of Tsukuba, 2. Hiroshima University, 3. Institute of Science Tokyo, 4. Research Center on Ethical, Legal, and Social Issues, Osaka University, 5. University of Human Environments

(PS8-60) Differential Engagement with Digital CBT Impacts Depression Symptom Outcomes for Adolescents from Vulnerable Communities

Rena Ferrara, B.S.¹, Erum Nadeem, Ph.D.², Anna Van Meter, Ph.D.³, 1. Hassenfeld Children's Hospital at NYU Langone Medical Center, 2. Rutgers University, 3. New York University School of Medicine

(PS8-61) Digital Media Use in Adolescents: Profiles of Use and Predictors

Alexander P. Koshy, B.A., Mike Van Wie, Ph.D., University of Houston - Clear Lake

(PS8-63) Discrepancies Between Perceived Stress and Physiological Stress Using Oura Ring Biometric Data

Maya E. Oledzka, M.A., Chloe Guidi, M.A., Nuwan Jayawickreme, Ph.D., Zella E. Moore, Psy.D., Frank L. Gardner, Ph.D., A.B.B.P., Touro University

(PS8-64) Do They Actually Use It? Measuring Student Use of Stress Management

Strategies

Laurianne Bastien, M.A.¹, Sohyun Cho, M.Ed.¹, Julia Petrovic, M.A.¹, Bassam Khoury, Ph.D.¹, Elana Bloom, Ph.D.², Nancy L. Heath, Ph.D.¹, 1. McGill University, 2. Concordia University

(PS8-65) Effects of a Brief Digital Problem-Solving Intervention on Depression and Anxiety Symptoms in Ukrainian Children and Adolescents Displaced by War: A Randomized Controlled Trial

Joshua S. Steinberg, M.A.¹, Jingxuan Sun, M.S.¹, Patrick Mair, Ph.D.¹, Olivia M. Fitzpatrick, M.A.¹, Nataliia Karapata, M.A.², Maryn Yusyn, M.A.³, Gauri Sood¹, Kate Adams, B.A.¹, Andrea Danese, M.D., Ph.D.⁴, Dennis Ougrin, Ph.D.⁴, John R. Weisz, Ph.D., A.B.B.P.¹, 1. Harvard University, 2. Warsaw Ukrainian School, 3. Unbreakable Ukraine (Nezlamna) Foundation, 4. Kings College London

(PS8-66) Emotion Dysregulation and ADHD as Predictors of Problematic Social Media Use in Emerging Adults

Allison C. Eisenberg, M.S.¹, Mary B. Pacheco, M.A.², Sarah E. Domoff, Ph.D.², 1. Fordham University, 2. University at Albany, State University of New York

(PS8-67) Enhancing Digital Phenotyping Implementation in Digital Psychiatry: The Role of Visualizations in Advancing Treatment for Anxiety and Depression

Shiwei Wang, B.S., John Torous, M.D., Beth Israel Deaconess Medical Center, Harvard Medical School

(PS8-68) Enhancing Engagement in an Internet Intervention for Depression Using Gamification

Yan Leykin, Ph.D.¹, Robert A. Curland, Ph.D.², Ricardo F. Muñoz, Ph.D.¹, 1. Palo Alto University, 2. Edward Hines Jr VA Hospital

(PS8-69) Enhancing User Experience in Therapist-Facing Digital Training Tools

Shreya Singhvi, B.A., Elizabeth C. Stade, Ph.D., Johannes C. Eichstaedt, Ph.D., Shannon Wiltsey Stirman, Ph.D., Stanford University

(PS8-70) Examining Clinical Moderators of Treatment Outcomes of a Smartphone-delivered Interpretation Bias Intervention in a Community Sample

Doah E. Shin, B.A.¹, Alexandra L. Silverman, Ph.D.¹, Gabriela Kovarsky Rotta, B.A.², IreLee Ferguson, B.S.³, Courtney Beard, Ph.D.¹, 1. McLean Hospital/Harvard Medical School, 2. McLean Hospital, 3. University of Vermont

(PS8-71) Examining Race and Ethnic Group Differences in Openness to Donating Personal Data from Digital Devices for Mental Health Research Among College Students

Emma Wilson-Lemoine, Ph.D., Henry Kautz, Ph.D., Kaitlyn D. Petz, B.A., Sabit Ahmed, B.S., Laura E. Barnes, Ph.D., Bethany A. Teachman, Ph.D., University of Virginia

(PS8-72) Feasibility Study: Digital Light-Touch Prevention Intervention and Biometric Monitoring for College Student Wellbeing

Johanna E. Hidalgo, M.A.¹, Guido Mascia, Ph.D.², Julia Kim, B.A.¹, Sydney Hardy, M.A.¹, Natalie Noble, B.A.¹, Jennifer Ha, M.A.¹, Ellen McGinnis, Ph.D.², Ryan McGinnis, Ph.D.¹, Chris Danforth, Ph.D.¹, Mikaela Fudolig, Ph.D.¹, Laura Bloomfield, Ph.D.¹, Matthew Price, Ph.D.¹, 1. University of Vermont, 2. Wake Forest University

(PS8-74) Impact of a Digital Single Session Health-Focused Intervention on Active Duty Military Personnel

Frederick T. Schubert, III, M.S., Brittney Thompson, M.S., Kelsey Lowman, M.S., Danielle M. Morabito, M.S., Brad B. Schmidt, Ph.D., Florida State University

(PS8-75) Internet-Based Cognitive Behavioral Therapy with Layperson Support: A Mixed-Methods Evaluation of Empower@Home

Xinyin Zhang¹, Elyse Narbut¹, Skyla Turner, M.S.W.¹, Samson Ash, M.S.W.¹, Caroline Ciagne¹, Dexia Kong, Ph.D.², Xiaoling Xiang, Ph.D.¹, 1. University of Michigan, 2. The Chinese University of Hong Kong

(PS8-76) Investigating the Association Between Social Media Privacy Settings and Account Ownership on Problematic Internet Use in Adolescents

Mary B. Pacheco, M.A.¹, Sarah E. Domoff, Ph.D.², 1. Russell Sage College, 2. University at Albany, State University of New York

(PS8-77) Investigating the Link Between Sleep Variability and Affect Fluctuations: Computational Insights from Digital Phenotyping

Alex Dhima, B.S., B.A., Beth Israel Deaconess Medical Center, Harvard Medical School

(PS8-78) Is Seeing Believing? An Experimental Investigation of Users' Ability to Identify Mental Health Misinformation on TikTok

Nicholas S. Myers, M.A., Emily K. Juel, M.A., Joseph B. Friedman, M.A., Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill

(PS8-79) Meta-analysis on Mobile Technology to Boost the Effectiveness of Psychotherapy: A 10-year Update

Claire S. Tomlinson, Ph.D., Emma Toevs, B.A., Hannah D. Gallagher, B.S., Abby Angus, B.S., Oliver Lindhiem, Ph.D., University of Pittsburgh

(PS8-80) Mindfulness-based Virtual Reality as a Facilitator of Improved Heart Rate Variability and Self-reported Socioemotional Regulation for Exceptional Learners

Shantanu Tilak, Ph.D.¹, Traci Haly, M.A.¹, Nathan C. Prince², Kadie F. Kennedy², 1. Chesapeake Bay Academy, 2. Virginia Wesleyan University

(PS8-81) Mindfulness-based Virtual Reality: Design Affordances for Exceptional Learners' Socioemotional Regulation

Nathan C. Prince¹, Shantanu Tilak, Ph.D.², Kadie F. Kennedy¹, Traci Haly, M.A.², 1. Virginia Wesleyan University, 2. Chesapeake Bay Academy

(PS8-82) Modified Care: The Impact of Parasocial Interaction on Adherence Intentions and Knowledge Acquisition in Unguided Digital Interventions for Socially Anxious Individuals

Collin Kriegbaum, M.A., M.S., Thomas Holtgraves, Ph.D., Tayla Lee, M.A., Ph.D., Ball State University

(PS8-83) Predictors of Engagement with an Internet-based CBT Program

Implemented in Routine Care

Sofia J. Gerlein, B.A.¹, Susan Sprich, Ph.D.², Jacqueline R. Bullis, Ph.D.³, Abby Altman, Ph.D.¹, Elizabeth Fischer, M.P.H.⁴, Scott Rauch, M.D.⁵, Jessica M. Lipschitz, Ph.D.⁶, 1. Brigham and Women's Hospital/Harvard Medical School, 2. Massachusetts General Hospital, 3. McLean Hospital/Harvard Medical School, 4. Mass General Brigham Health Plan, 5. McLean Hospital, 6. Brigham and Women's Hospital

(PS8-84) Psychological Support for War-Exposed Children in Ukraine: Randomized Controlled Trial of a Brief, Self-Guided Digital Mental Health Intervention Teaching Calming Skills

Jingxuan Sun, M.S.¹, Joshua S. Steinberg, M.A.¹, Katherine Venturo-Conerly, M.A.², Gauri Sood¹, Patrick Mair, Ph.D.¹, Oksana Davydenko³, Robert Porzak, Ph.D.⁴, Dennis Ougrin, Ph.D.⁵, John R. Weisz, Ph.D., A.B.B.P.¹, 1. Harvard University, 2. Harvard Medical School, 3. Sumy State University, 4. WSEI University, 5. Kings College London

(PS8-85) Psychologists' Use of Artificial Intelligence at Work

Anthony D. Joffe, Ph.D.¹, Zara Lasater, Ph.D.², Vinita Gondinho, Ph.D.², Stephen Tang, Ph.D.², Jill Newby, Ph.D.¹, 1. Black Dog Institute, 2. Australian Psychological Society

(PS8-86) Self-guided Digital Interventions for Adolescent and Young Adult Body Image Concerns: A State-of-the-science Review

Heyli Arcese, B.A.¹, Sarah Coe-Odess, Ph.D.², Sabine Wilhelm, Ph.D.¹, 1. Massachusetts General Hospital, 2. Massachusetts General Hospital/Harvard Medical School

(PS8-87) Social Media Use Trajectories Among Hispanic and Latinx Family Dementia Caregivers

Sofia Mildrum Chana, M.A., Natasha Bibriescas, Ph.D., Frank Puga, Ph.D., University of Alabama at Birmingham

(PS8-88) Stigma May Drive Engagement with Self-Guided Internet-based Therapy While Impeding Formal Therapy Use in Diverse U.S. College Students

Wenbo Zhang, M.A.¹, Genevieve Alice Woolverton, Ph.D.¹, Ritika Rastogi, Ph.D.¹, Chang Zhao, Ph.D.¹, Felix Lou¹, Andrew Chang, M.D.¹, Richard T. Liu, Ph.D.², Cindy Liu, Ph.D.³, 1. Brigham and Women's Hospital/Harvard Medical School, 2. Harvard Medical School

(PS8-89) Systematic Review on the Effectiveness Of AI-delivered CBT Interventions for Depressive Symptoms

Wing Lam Yip, M.S., University of Oxford

(PS8-90) Text-based Teen-to-teen Helpline Conversations Impacts User Expressed Affectivity and Suicidality

Lauren Guss¹, Aya Williams, Ph.D.², Lakshmi Chennapragada, M.A.¹, Sylvanna M.M. Vargas, M.P.H., Ph.D.¹, 1. San Diego State University, 2. Santa Clara University

(PS8-91) The Effect of Cyberchondria on Family Constructs in Predominantly Hispanic College Students

Ariana Cervantes, M.A., Sara Alderete, B.A., Natalie Johnson, B.S., Julian A. Ochoa, Karina A. Torres, B.S., Theodore V. Cooper, Ph.D., University of Texas at El Paso

- (PS8-92) The Role of Self-Efficacy in the Relationship between Depressive Symptoms and Problematic Online Gaming Among Hispanic Emerging Adults**
Joshua Torres, B.S., Miguel A. Garcia, M.A., Kevin Sandoval Medina, B.A., Diana Salcido-Padilla, Austin Vernon, B.S., Theodore V. Cooper, Ph.D., University of Texas at El Paso
- (PS8-93) Virtual Patients, Real Growth: A Chatbot for Enhancing Empathic Communication**
Qimin Liu, M.S., Derek Broussard, M.S., Yan Leykin, Ph.D., Palo Alto University
- (PS8-94) Applications of Digital Phenotyping in Digital Evidence-based Treatment (UP) for Improving Anxiety and Depression Outcomes**
Christopher Smith, Ph.D., Shiwei Wang, B.S., John Torous, M.D., Beth Israel Deaconess Medical Center, Harvard Medical School
- (PS8-95) Effectiveness of Online Therapy for Depression in Healthcare Workers: Influence of Job Role and Clinical Status**
Tal Eliyahu, B.A.¹, Sean P. Madden, M.S.², Svetlana Levak, Ph.D.¹, Jon Morgenstern, Ph.D.¹, Lindsay Koroly, Psy.D.¹, Manish Sapra, M.D.¹, 1. Northwell Health, 2. Hofstra University
- (PS8-96) Impact of Treatment Modality on Child and Adolescent Mental Health Outcomes: A Comparison of Tele-Mental Health, In-Person, and Hybrid Approaches**
Keith Klostermann, Ph.D., Stephanie Renno, L.C.S.W., Steven L. Lancaster, Ph.D., Cohen Veterans Network
- (PS8-97) Methodological Enhancements for Increasing Efficacy of Teletherapy One Session In-Vivo Exposure for Arachnophobia**
Elizabeth L. McCabe, M.A., Mitchell L. Schare, Ph.D., A.B.B.P., Hofstra University
- (PS8-98) Transdiagnostic Psychopathology Networks Among Patients in a Digital Mental Health Intervention Selection Trial**
Julian D. Moreno, M.A.¹, Daniel Teplow, M.A.¹, Anthony J. Rosellini, Ph.D.¹, Alexander Williams, Ph.D.², Madison R. Boschulte, B.S.¹, Nicolas Garcia-Mejia, M.S.³, Laura J. Long, Ph.D.¹, Audrey J. Hey, M.A.¹, Daniella Spencer-Laitt, M.A.¹, Todd J. Farchione, Ph.D.¹, 1. Boston University, 2. Boston University Center for Anxiety and Related Disorders, 3. University of Groningen
- (PS8-99) Who Seeks Online Psychotherapy? Exploring Mental Health Needs Beyond Anxiety and Depression**
Sean P. Madden, M.S.¹, Tal Eliyahu, B.A.², Svetlana Levak, Ph.D.², Jon Morgenstern, Ph.D.², Lindsay Koroly, Psy.D.², Manish Sapra, M.D.², 1. Hofstra University, 2. Northwell Health
- (PS8-100) The Role of Event Type in Affective Change During an Autobiographical Negative Mood Induction**
Lindsay S. Ham, Ph.D.¹, Brielle N. White, B.A.¹, Noah R. Wolkowicz, Ph.D.², Isabel F. Augur, M.A.¹, Michael Randazza, M.S.¹, Abbi M. Griswold, B.A.¹, 1. University of Arkansas, 2. Yale School of Medicine

10:00 AM – 11:00 AM

Elite Hall A, Level 1

Poster Session 9 (PS9)

Categories: *Suicide and Self-Injury, Tic and Impulse Control Disorders, Transdiagnostic, Treatment – CBT, Vulnerable Populations*

Key Words: *Adolescents, Measurement, Parenting*

(PS9-1) Factor Structure and Validity of the Difficulties in Emotion Regulation Scale Parent Report Version in a High Acuity Adolescent Inpatient Sample

Robyn Metcalfe, Ph.D.¹, Carlos E. Yeguez, Ph.D.², Kyrill Gurtovenko, Ph.D.³, Alysha D. Thompson, Ph.D.⁴, 1. University of Washington, 2. Seattle Children's Research Institute, 3. University of Washington School of Medicine, 4. Seattle Children's Hospital/University of Washington

(PS9-2) Factors Associated with ED Recidivism for Youth with Acute Internalizing Mental Health Symptoms

Mary Kathryn M. Cancilliere, Ph.D.¹, Timmy Lin, M.A.², Emely Arenas Lemus, B.A.², Adanne Ogbaa, M.S.², Liz Chen, Ph.D.³, Katie Brown, Ph.D., R.N.³, Wyatt Kim, B.S.¹, Kathleen Donise, M.D.¹, 1. Alpert Medical School of Brown University, 2. Rhode Island Hospital/Alpert Medical School of Brown University, 3. Brown University

(PS9-3) Family Disconnect: Perceived Parental Right-wing Authoritarianism (RWA) and Social Dominance Orientation (SDO) as Predictors of Mental Health Outcomes in Diverse Young Adults

John E. Askew, Min Eun Jeon, M.S., Thomas E. Joiner, Ph.D., Makayla Y. Evans, B.S., M.S.W., Jay Collar, B.S., Robert Rice, Chris'Shariea P. Hardy, B.S., Florida State University

(PS9-4) Generative Artificial Intelligence Recognition of Suicide Risks in Hispanic/Latino Youth

Carmen A. Ibarra, M.S., Sean A. Lauderdale, Ph.D., University of Houston – Clear Lake

(PS9-5) Help-Seeking for Suicidal Crises: A Qualitative Exploration of Experiences in Primary Care and Mental Health Care Decision-Making

Donna D. Zastrow, B.S., Mara W. Sindoni, B.A., Shelby C. Cuthrell, Aubrey R. Dueweke, Ph.D., East Tennessee State University

(PS9-6) Innovations in Mental Health Screening: Measuring Implicit Suicide Risk in a Community Sample of Adolescents

Savannah E. Mujkanovic, Lori M. Hilt, Ph.D., Lawrence University

(PS9-7) Integrating Cultural Considerations into Suicide Risk Assessment: Insights from Emergency Department Clinicians

Christian I. Cortes, B.S.¹, Jasmin Brooks Stephens, Ph.D.¹, Matthew K. Nock, Ph.D.¹, Antonietta Alvarez Hernandez, B.A.², Alexis Christie, B.A.¹, Justice Herrera, B.A.¹, Chloe Roske, B.A.¹, Yeojin A.A. Ahn, Ph.D.¹, Rebecca Fortgang, Ph.D.², Kate H. Bentley, Ph.D.³, 1. Harvard University, 2. Massachusetts General Hospital, 3. Massachusetts General Hospital/Harvard Medical School

(PS9-8) Investigating the Role of Substance Use in Decisions to Attempt Suicide: A Mixed Methods Study of Recent Suicide Attempts Made by Army Soldiers

Justice Herrera, B.A.¹, Adam C. Jaroszewski, Ph.D.², Matthew K. Nock, Ph.D.¹, 1. Harvard University, 2. Harvard Medical School

(PS9-9) Is Past Suicide a Universal Predictor of Future Suicide Risk? Cultural Differences in Self-perception and Beliefs About Future Suicide

Myra Arefin, Ph.D.¹, Ricardo F. Muñoz, Ph.D.¹, Nancy H. Liu, Ph.D.², Suzanne Barakat, M.D.³, Yan Leykin, Ph.D.¹, 1. Palo Alto University, 2. University of California, Berkeley, 3. University of California, San Francisco

(PS9-10) Just-in-time Adaptive Intervention for Suicide Risk Reduction: Perspectives from Adults Recently Hospitalized for Suicidal Thoughts or Behaviors

Grace E. Cross, B.A.¹, Matthew J. Flics, B.A.², Felipe Herrmann, B.A.³, Nancy L. Hu, B.A.³, Annah Rossvall, B.A.¹, Rebecca Fortgang, Ph.D.⁴, Alex Millner, Ph.D.¹, Matthew K. Nock, Ph.D.³, Walter Dempsey, Ph.D.², Kate H. Bentley, Ph.D.⁵, 1. Massachusetts General Hospital, 2. University of Michigan, 3. Harvard University, 4. Harvard Medical School, 5. Massachusetts General Hospital/Harvard Medical School

(PS9-11) Life-Threatening Thoughts and Behaviors on a Social Media Platform: Exploring Bystander Recognition

Tyler C. Hendley, B.S., Austin Starkey, B.S., Ky Trahan, Thais Wise, Robin Kowalski, Sam C. Cacace, Ryan Hill, Ph.D., Louisiana State University

(PS9-12) Location Matters: Suicide Risk in Sexual and Gender Minority Youth by Residential Setting

Rebecca Spigel, B.A., Erin McMeekin, M.S., Keyne C. Law, Ph.D., Samantha A.M. Doerr, Ph.D., Seattle Pacific University

(PS9-13) Measurement Invariance of the Interpersonal Hopelessness Scale

Austin G. Starkey, B.S., Tyler C. Hendley, B.S., Raymond P. Tucker, Ph.D., Ryan Hill, Ph.D., Louisiana State University

(PS9-14) Messaging Strategies for Enhancing Suicide Awareness Among Youth: A Scoping Review

Tintumol Joseph, M.S., Sarah L. Hunt, M.A., Margaret O. Cotter, M.A., Charles J. Connolly, III, Abby Adler Mandel, Ph.D., Catholic University of America

(PS9-15) Mindfulness Improves for Both Adolescents and Caregivers in Dialectical Behavior Therapy for Adolescents (DBT-A) in Standard and Intensive Outpatient Programs

Robyn Metcalfe, Ph.D.¹, Kyrill Gurtovenko, Ph.D.², 1. University of Washington, 2. University of Washington School of Medicine

(PS9-16) Minority Stress, Thwarted Belongingness, Alcohol Use, and Suicidality in LGBTQ+ Adults: A Moderated Mediation Model

Andrew K. Luedke, M.A., Rachael E. Dumas, M.S., Daniela A. Branson, M.S., April H. Fraser, B.S., Carolyn M. Pepper, Ph.D., University of Wyoming

(PS9-17) Momentary Distress Is a Key Consideration for Developing Just in Time Adaptive Interventions (JITAIS) to Encourage Safety Plan Use – Future Directions Following Qualitative Post-study Interviews

Matthew J. Flics, B.A.¹, Molly I. Ball, B.A.², Antonietta Alvarez Hernandez, B.A.³, Alexis Christie, B.A.⁴, Christian I. Cortes, B.S.⁴, Lia Follet, M.A.⁵, Justice Herrera, B.A.⁴, Felipe Herrmann, B.A.⁴, Narise Ramlal, B.A.⁶, Ewa Czyz, Ph.D.¹, Walter Dempsey, Ph.D.¹, Kate H. Bentley, Ph.D.⁷, Matthew K. Nock, Ph.D.⁴, Rebecca Fortgang, Ph.D.⁸, 1. University of Michigan, 2. Rutgers University, 3. Massachusetts General Hospital, 4. Harvard University, 5. University of Georgia, 6. Fordham University, 7. Massachusetts General Hospital/Harvard Medical School, 8. Harvard Medical School

(PS9-18) Moral Dilemmas in Suicide Risk Assessment: A Qualitative Study of Emergency Department Clinicians

Christian I. Cortes, B.S.¹, Rebecca Fortgang, Ph.D.², Matthew K. Nock, Ph.D.¹, Antonietta Alvarez Hernandez, B.A.¹, Alexis Christie, B.A.¹, Justice Herrera, B.A.¹, Chloe Roske, B.A.¹, Yeojin A.A. Ahn, Ph.D.¹, Jasmin Brooks Stephens, Ph.D.³, Kate H. Bentley, Ph.D.⁴, 1. Harvard University, 2. Massachusetts General Hospital, 3. Massachusetts General Hospital/Harvard, 4. Massachusetts General Hospital/Harvard Medical School

(PS9-19) Perceived Burdensomeness and Social Contribution: Examining Word Choices When Speaking to a Driver of Suicidal Thoughts and Behaviors

Emma R. Edenbaum, B.A.¹, Victor Buitron, Ph.D.², Emma Oliveras¹, Ayberk Ozgen¹, 1. Florida State University, 2. Florida International University

(PS9-20) Perceived Burdensomeness, Thwarted Belongingness, and Suicidality: The Moderating Role of Discrimination

Allison P. Falls, B.S.¹, Belinda Hernandez, M.Ed.², Daniella H. Levy, B.A.¹, Peggy Worden, Psy.M.², Kristen L. Batejan, Ph.D.³, 1. Massachusetts General Hospital, 2. Harvard Medical School, 3. McLean Hospital/Harvard Medical School

(PS9-21) Perceived Parent and Teacher Support Associations with Suicide Ideation and Attempts in High School Students

Adam W. Vincent, B.A., Taylor Kalgren, M.S., Amy M. Brausch, Ph.D., Western Kentucky University

(PS9-22) Perceived Social Status and Recent Suicide Ideation Among High Schoolers: Examining the Role of Firearm Access and Sexual Minority Status

Chelsea Howd, B.S., Amy M. Brausch, Ph.D., Western Kentucky University

(PS9-23) Physiological Markers of Suicide Risk: Autonomic Responses During Future-Oriented Thinking in Adolescents

Suraj Patel, B.A.¹, Olivia C. Lawrence, M.A.², Christine B. Cha, Ph.D.³, 1. Teacher's College, Columbia University, 2. Columbia University, 3. Yale University

(PS9-24) Posttraumatic Stress Disorder and Self-Injurious Thoughts and Behaviors:

Exploratory Network Analysis and Network Comparison Test in Two Trauma-Exposed Samples

Marielle Gomez, B.S.¹, Ian Cero, Ph.D.², Jessica M. Petri, Ph.D.³, Abigail A. Camden, M.S.⁴, Tracy K. Witte, Ph.D.¹, 1. Auburn University, 2. University of Rochester School of Medicine, 3. Emory University School of Medicine, 4. Durham VA Medical Center

(PS9-25) Predicting Real-time Passive and Active Suicidal Ideation Among Recent

Psychiatrically Hospitalized Adolescents: An Evaluation of the Roles of Interpersonal Risk Factors and Hopelessness

Ethan M. Weires, B.S.¹, Elizabeth Edershire, Ph.D.², Devika Goel, B.A.¹, Ellen V. Modlin³, Taylor A. Burke, Ph.D.⁴, Richard T. Liu, Ph.D.⁴, 1. Massachusetts General Hospital, 2. Rutgers University, 3. Northeastern University, 4. Harvard Medical School

(PS9-26) Prediction of Future Suicide Attempts Among Individuals with History of Exposure to Violence and Suicidal Ideation

Alexis Christie, B.A.¹, Narise Ramlal, B.A.², Adam Bear, M.A.¹, Alexander Millner, Ph.D.¹, Kelly L. Zurowski, Ph.D.¹, Evan M. Kleiman, Ph.D.³, Adam Haim, Ph.D.⁴, Suzanne Bird, M.D.⁴, Jordan Smoller, M.D.⁴, Matthew K. Nock, Ph.D.¹, Rebecca Fortgang, Ph.D.⁴, Kate H. Bentley, Ph.D.⁵, 1. Harvard University, 2. Fordham University, 3. Rutgers University, 4. Massachusetts General Hospital, 5. Massachusetts General Hospital/Harvard Medical School

(PS9-27) Prevalence and Correlates of Suicidal Ideation Among Sexual Minority College Students

Mary C. Jensen, M.A.¹, Emma J. Poole, B.S.¹, Alyssa M. Medenblik, M.A.¹, Evan J. Basting, M.A.¹, Stella W.J. Son, B.A.¹, Tara L. Cornelius, Ph.D.², Greg L. Stuart, Ph.D.¹, 1. University of Tennessee, Knoxville, 2. Grand Valley State University

(PS9-28) Racial Differences in Coping Strategies and Mental Health and Suicide Risk Reduction among Patients Enrolled in a Suicide Care Coordination Intervention

Nola JA Browne, B.S., Kim Gryglewicz, Ph.D., M.S.W., University of Central Florida

(PS9-29) Resilience, Experience with Therapy, and Suicide Attempts Among College Students

Madeline Wildman, B.S., Amy M. Brausch, Ph.D., Western Kentucky University

(PS9-30) Self-Hate Mediates the Relationship Between Enacted Stigma and Suicidality in Sexual Minorities

Daniela A. Branson, M.S., Rachael E. Dumas, M.S., April H. Fraser, B.S., Andrew K. Luedke, M.A., Carolyn M. Pepper, Ph.D., University of Wyoming

(PS9-31) Sleep Quality Moderates Attentional Bias and Aversion to Self-Harm in Suicidal Ideation and NSSI

Ben S. Hartlage, Jennifer J. Muehlenkamp, Ph.D., University of Wisconsin - Eau Claire

(PS9-32) Smartphone Sensing in Suicide Research: Does Continuous Phone Monitoring Alter Phone Use and Provide Additional Information Beyond EMA?

Irene Xu, B.A., Veronika Kobrinsky, M.A., Ross Jacobucci, Ph.D., Brooke Ammerman, Ph.D., University of Wisconsin-Madison

(PS9-33) Smiling: Exploring a Behavioral Marker of Positive Affect while Suicidal Individuals Imagine their Future

Maria Hands Ruz, B.A., M.A.¹, Ilana Gratch, M.S.², Yutong Zhu, B.S.², Jeffrey F. Cohn, Ph.D.³, Christine B. Cha, Ph.D.¹, 1. Yale University, 2. Columbia University, 3. University of Pittsburgh

(PS9-34) Stress, Implicit Processing, and Suicide Risk: An Empirical Test of the ACASIA Model

Flynn F. Kelly-Brunyak, B.A., Saheed O. Bello, M.A., Chris Elledge, Ph.D., Michael Olson, Ph.D., University of Tennessee, Knoxville

(PS9-35) Suicidality and Transition-Aged Youth: Examining Payment Choices in DBT (EPiC-DBT) and Structural Barriers to Access

Zina Ogunnaya, B.A., Linda Oshin, Ph.D., Rutgers University

(PS9-36) Suicide Decision-making in Adolescents: Comparing the Consequences Considered by Ideators and Attempters

Kendall Tinianov, B.A., Alexander Millner, Ph.D., Sydney M. Tucker, B.A., Matthew K. Nock, Ph.D., Kelly L. Zuromski, Ph.D., Harvard University

(PS9-37) The Development and Validation of the Psychological Pre-Death Scale

Marie Campione, B.A., Thomas E. Joiner, Ph.D., Florida State University

(PS9-38) The Effect of Personality Traits on the Relationship Between Suicide Stigma and Willingness to Use Suicide Prevention Resources

Claudia Cucchiara, B.S., Ally Dudley, M.A., Kayla Wagler, M.S., Tony T. Wells, Ph.D., Oklahoma State University

(PS9-39) The Role of Emotion Dysregulation and Life Stressors in Suicide Ideation Among College Students

Ana Sofia Camacho Sentmat, M.A.¹, Scott N. Compton, Ph.D.², Jacqueline Pistorello, Ph.D.³, Shireen Rizvi, Ph.D., A.B.B.P.⁴, John Seeley, Ph.D.⁵, Linda S. Oshin, Ph.D.¹, 1. Rutgers University Graduate School of Applied and Professional Psychology, 2. Lurie Children's Hospital of Chicago, 3. University of Nevada, Reno Counseling Services, 4. Montefiore Medical Center, 5. University of Oregon

(PS9-40) The Role of Intersecting Identities in Moderating the Relationship Between Opioid Misuse and Suicidal Ideation

Taylor Loera, B.S., Jessica Perrotte, Ph.D., Ty S. Schepis, Ph.D., Megan L. Rogers, Ph.D., Texas State University

(PS9-41) The Role of Medication Use in the Indirect Relationship Between Insomnia, Aspects of Impulsivity, and Suicidal Ideation

John Angulo, M.A., Hannah Johnson, B.A., Megan L. Rogers, Ph.D., Texas State University

(PS9-42) The Role of Perceived Outcome Expectancies in Shaping Stigma Toward Nonsuicidal Self-Injury

Mikayla Moxley, Laura Nagy, Ph.D., High Point University

(PS9-43) The Role of Social Presence in Moderating the Direct and Indirect Real-time Relationships Between Thwarted Belongingness, Rumination, and Suicidal Ideation

Madeline A. Wootan, Olivia D. Teasdale, B.S., Megan L. Rogers, Ph.D., Texas State University

- (PS9-44) TikTok Logins and Suicidal Ideation: Investigating Social Media Engagement and Suicide Risk**
Stephanie R. Ragazzo, B.A., Keyne C. Law, Ph.D., Seattle Pacific University
- (PS9-46) Understanding the Relationship Between the Interpersonal Theory of Suicide and Suicide Ideation in Ethnic Minority Emerging Adults through the pathways of the IMV Model of Suicide Behavior.**
Olufunke M. Benson, M.S., Vanessa N. Oliphant, M.S., Kennedy A. M. Pope, B.A., LaRicka R. Wingate, Ph.D., Oklahoma State University
- (PS9-47) Unified Protocol Skills Usage as a Mechanism of Effectiveness in Reducing Suicidal Thinking in a Smartphone-based Ecological Momentary Intervention**
Roscoe C. Garner, B.S.¹, Elizabeth Edershile, Ph.D.¹, Mariah Hawes-Sousa, Ph.D.¹, Kate H. Bentley, Ph.D.², Evan M. Kleiman, Ph.D.¹, 1. Rutgers University, 2. Massachusetts General Hospital/Harvard Medical School
- (PS9-48) Unitary Cognitive Control and Suicide Risk: An Emphasis on Interpersonal Stress**
Yeonsoo Park, Ph.D.¹, Brooke Ammerman, Ph.D.², 1. Massachusetts General Hospital/Harvard Medical School, 2. University of Wisconsin-Madison
- (PS9-49) Variations in Social Connectedness and Suicidal Ideation Over Time: An Ecological Momentary Assessment Study**
Thomas W. O'Kane, Ph.D., Molly I. Ball, B.A., Evan M. Kleiman, Ph.D., Rutgers University
- (PS9-50) Willingness of Suicide Loss Survivors to Call and Text the Crisis Line for Themselves and Others**
Ally Dudley, M.A., Claudia Cucchiara, B.S., Kayla Wagler, M.S., Tony T. Wells, Ph.D., Oklahoma State University
- (PS9-51) CBIT Adoption Across Practice Settings: How Therapist Location Influences Training Outcomes and Implementation**
Marley J. Rosello, B.S.¹, Kelly Kudryk, B.A.¹, Emily I. Braley, M.S.¹, Douglas W. Woods, Ph.D.², Suzanne Mouton-Odum, Ph.D.³, Michael B. Himle, Ph.D.¹, 1. University of Utah, 2. Loyola University Chicago, 3. University of Houston
- (PS9-52) Evaluation of Psychiatric Comorbidity in Young Adults with Tic Disorders who Received the Comprehensive Behavioral Intervention for Tics as Children**
Kieran Suntha, B.A.¹, Matthew W. Specht, Ph.D.², Joseph F. McGuire, Ph.D.³, Flint M. Espil, Ph.D.⁴, Jordan Stiede, Ph.D.⁵, Jennifer S. Schild, M.S.⁶, Shannon M. Bennett, Ph.D.⁷, John T. Walkup, M.D.⁸, Douglas W. Woods, Ph.D.⁹, John Piacentini, Ph.D., A.B.B.P.¹⁰, Emily J. Ricketts, M.S., Ph.D.¹⁰, 1. Columbia University School of Social Work, 2. Greenwich Anxiety, 3. Johns Hopkins University School of Medicine, 4. Stanford University School of Medicine, 5. Center for Anxiety Disorders, 6. Suffolk University Department of Psychology, 7. Weill Cornell Medicine, 8. Northwestern University Feinberg School of Medicine, 9. Loyola University Chicago, 10. University of California, Los Angeles
- (PS9-53) Investigating the Effect of Tic-Contingent Attention on Tic Frequency**
Kelly Kudryk, B.A., Emily I. Braley, M.S., Giancarlo Reinoso, B.S., Marley J. Rosello, B.S., Michael B. Himle, Ph.D., University of Utah

(PS9-54) Primary Outcomes of TicHelper, An Online Intervention Designed for Children with Tic Disorders

Giancarlo P. Reinoso¹, Kelly Kudryk, B.A.¹, Emily I. Braley, M.S.¹, Douglas W. Woods, Ph.D.², Suzanne Mouton-Odum, Ph.D.³, Josh Spitalnick, Ph.D., A.B.B.P.⁴, Michael B. Himle, Ph.D.¹, 1. University of Utah, 2. Loyola University Chicago, 3. University of Houston, 4. Anxiety Specialists of Atlanta

(PS9-55) Racial and Ethnic Diversity in Comprehensive Behavioral Intervention for Tics Efficacy Research: A Systematic Literature Review.

Brandon X. Pitts, M.S., Blanca C. Zúñiga, B.A., Sarah G. Rogers, Marquette University

(PS9-56) Assessing for Measurement Invariance of a Novel Strengths-based Assessment to Analyze U.S. and Korean Students' Self-reported CBT Skills to Promote Resilience

Marina M. Matsui, M.A.¹, Brad Nakamura, Ph.D.¹, Chad Ebesutani, Ph.D.², 1. University of Hawai'i at Manoa, 2. Duksung Women's University

(PS9-57) Body Dysmorphic Disorder: An Enigma Reconsidered in the Hitop Taxonomy

Susan L. Longley, Ph.D.¹, Anji Roderiguez-Rivera, M.Ed.², 1. Texas A&M University-Corpus Christi, 2. Texas A&M University

(PS9-58) Change in Cognitive Reappraisal and Symptoms in Major Depression and Social Anxiety During Psychotherapy: A Structural Equation Modeling Approach

Delaney K. Davey, M.A., Heide Klumpp, Ph.D., University of Illinois at Chicago

(PS9-59) Characterization of Misophonia Compared with Clinical Emotion Dysregulation: Racial Differences in Physiological and Self-reported Measures

Jessica Y. Choi, M.S.¹, Lisalynn D. Kelley, B.A.², Noreen Bukhari-Parlatürk, M.D., Ph.D.², Zach Rosenthal, Ph.D.³, Andrada D. Neacsiu, Ph.D.³, 1. Department of Psychiatry and Behavioral Sciences, Duke School of Medicine, 2. Duke University Medical Center, 3. Duke University

(PS9-60) Core Dysfunctions in Youth Emotional Disorders: How Are They Related and How Effectively Are They Targeted by a Transdiagnostic Treatment Protocol?

Madison E. Bigler, B.A., Hannah L. Grassie, M.S., Sandra L. Cepeda, M.S., Elizabeth R. Halliday, M.S., Lauren Milgram, M.S., Jill Ehrenreich-May, Ph.D., University of Miami

(PS9-61) Cultural and Contextual Moderation of Emotion Regulation: The Short- and Long-term Impact of Approach and Avoidance Strategies in Daily Life

Yutong Zhu, B.S.¹, Simon M. Li, M.A.², Mark Chen, Ph.D.³, 1. Columbia University, 2. Boston University, 3. Yale University

(PS9-62) Day-to-day Fluctuations in Negative Affect Are Associated with Cognitive Performance in a College Student Sample

Jiayin Jiang, M.S.¹, Lauren A. Rutter, Ph.D.¹, Pei-Ying Chen, M.S.¹, Prabhvir Lakhani, B.S.¹, Laura Germine, Ph.D.², 1. Indiana University, 2. Harvard Medical School

(PS9-63) Examining Trait Sensitivities as Predictors of Facial Reactions to Misophonia Triggers in Adults with and Without Misophonia

Blaine R. Peters, B.S., Allie Freshley, B.A., Laura J. Dixon, Ph.D., University of Mississippi

(PS9-64) In Vivo Associations between Anticipatory and Consummatory Reward

Responsiveness

Emma G. Balkind, M.S.¹, Jessica S. Fields, M.S.¹, Nathaniel Santiago, B.A.¹, Kayla Lord, Ph.D.², Gabrielle I. Liverant, Ph.D.¹, 1. Suffolk University, 2. Anxiety Disorders Center, The Institute of Living

(PS9-65) Intolerance of Uncertainty is Associated with Severity of Misophonia

Symptoms

Allie Freshley, B.A., Blaine R. Peters, B.S., Laura J. Dixon, Ph.D., University of Mississippi

(PS9-66) Necessary but not Sufficient: The Role of Contrast Avoidance in Post-Traumatic Stress Disorder

John F. Buss, M.A., Robert Fite, Ph.D., Lauren A. Rutter, Ph.D., Indiana University

(PS9-67) Physiological Markers of Perseverative Cognition in Individuals with Active and Remitted Depression

Desiree E. Webb, B.A., Sarah L. Zapetis, B.A., Archita Tharanipathy, B.S., Jiani Li, B.A., Ellie P. Xu, B.A., Margarid R. Turnamian, B.A., Emily Givens, B.A., Christine A. Leonards, Ph.D., Jonathan P. Stange, Ph.D., University of Southern California

(PS9-68) Predicting Latent Profiles of Life Adversity and Internalizing

Psychopathology

Kristen A. Chu, M.A., Alaina Wen, Ph.D., Matthew Wong, B.A., Andrew Sanders, B.A., Kayla Sharf, B.A., Kate Wolitzky-Taylor, Ph.D., Michelle G. Craske, Ph.D., University of California, Los Angeles

(PS9-69) Relationship Between HiTOP Spectra and ACT Processes in Adults with Schizophrenia Spectrum Disorders

Jihoon Choi, B.S.¹, A. Brooke Sasia, M.S.², Brandon A. Gaudiano, Ph.D.¹, 1. Butler Hospital/Brown University, 2. University of Wisconsin - Madison

(PS9-70) The Day-to-Day Effects of Social and Work Withdrawal on Mood

Rand T. Alkhunaizi, Gavin N. Rackoff, M.S., Michelle G. Newman, Ph.D., The Pennsylvania State University

(PS9-71) The Effects of Community-Focused Tennis Programming on Executive Functioning in Adolescents

Charles Williams, M.A.¹, Sarah Richman, M.A.², Olivia E. Lawrence, M.A.², Phyllis S. Ohr, Ph.D.¹, Meredith King, M.A.², 1. Hofstra University, 2. Child and Parent Psychological Services Clinic/Lab (CAAPS), Hofstra University

(PS9-72) The Influence of Appearance-Related Safety Behaviors on Perfectionism: A Multi-Method Analysis

Madeleine Moore, B.S., Tapan Patel, M.S., Jesse R. Cougle, Ph.D., Florida State University

(PS9-73) The Negative Self-Focus Task: A Novel Behavioral Measure of Negative Urgency

Nathan S. Fishbein, B.A., Peggy Andover, Ph.D., Fordham University

(PS9-74) Therapeutic Outcomes for Psychotic Symptoms Are Impacted by Theory of Mind at Admission

Lydia Dorr, B.A.¹, Courtney Beard, Ph.D.², Chloe C. Hudson, Ph.D.¹, 1. Virginia Polytechnic Institute and State University, 2. McLean Hospital/Harvard Medical School

(PS9-75) Using Machine Learning to Predict Perseverative Thought in Daily Life

William R. Manley, B.A., Ayelet Meron Ruscio, Ph.D., University of Pennsylvania

(PS9-76) Worry and Rumination: Shared and Distinct Predictors in Real-World Contexts

William R. Manley, B.A., Ayelet Meron Ruscio, Ph.D., University of Pennsylvania

(PS9-77) Associations Between Intrinsic Motivation for Therapy and Symptomatology in Adolescents in Acute Care

Madeline Levitt, Ph.D., Stephanie N. Rohrig, Ph.D., Hanna Smith, B.A., Shannon M. Bennett, Ph.D., Weill Cornell Medicine

(PS9-78) Cognitive Behavioral Therapy Is Associated with Enhanced Social Cognition

Chloe C. Hudson, Ph.D.¹, Kailyn Fan, B.A.², Juliet L. Bockhorst, B.A.³, Elizabeth G. Foley, B.A.³, Courtney Beard, Ph.D.⁴, 1. Virginia Polytechnic Institute and State University, 2. University of Denver, 3. McLean Hospital, 4. McLean Hospital/Harvard Medical School

(PS9-79) Computer-assisted Cognitive Behavior Therapy in a Randomized Controlled Trial of the Effects of SSRI on Depressive Symptoms and Immune Function in People with HIV in Philadelphia, USA

Chelsea D. Voytek¹, Elizabeth A. Hembree, Ph.D.¹, Danielle Fiore, B.S.¹, Menwekeh Daramay, B.S.², Michael E. Thase, M.D.¹, 1. Perelman School of Medicine at the University of Pennsylvania, 2. Philadelphia College of Osteopathic Medicine

(PS9-80) Islamic Trauma Healing: A Qualitative Study Examining Trainers' and Supervisors' Experiences Training Lay Leaders in a Community Trauma Reconciliation Program

Daniella Levine, M.A.¹, Sinan Payat, B.A.¹, Haneen Shibli, Ph.D.², Jacob Bentley, Ph.D.², Lori A. Zoellner, Ph.D.², Norah C. Feeny, Ph.D.¹, 1. Case Western Reserve University, 2. University of Washington

(PS9-81) Developing Cognitive Behavioral Therapy Components for Multiple Sclerosis Fatigue Using the Multiphase Optimization Strategy: Results from a Pilot Trial

Sarah Orsborn, B.A.¹, Dawn M. Ehde, Ph.D.¹, Aaron Turner, Ph.D., A.B.B.P.², Anna Kratz, Ph.D.³, Lindsey Knowles, Ph.D.¹, 1. University of Washington School of Medicine, 2. VA Puget Sound Health Care System, 3. University of Michigan

(PS9-82) Developing Personalized Misophonia Treatment: Values and Challenges of Cognitive Reappraisal in Research and Therapy

Marta Siepsiak, Ph.D.¹, Andrzej Oliwierski, Ph.D.², Anna Turek, M.A.³, Małgorzata Gambin, Ph.D.³, Weronika Araszkievicz³, Zach Rosenthal, Ph.D.⁴, 1. SWPS University, 2. Institute of Psychology, University of Łódź, 3. University of Warsaw, 4. Duke University

(PS9-83) Effectiveness of CBT Training for School Mental Health Providers: Cognitive Behavioral Therapy Competence Scale (CCS)

Daijiazi Tang, Ph.D.¹, Sara Moss-Pech, Ph.D.², Carolyn Andrews, M.S.², Tyler C. Hein, Ph.D.², Emma Starr, M.Ed.², Sara Cott, L.C.S.W., M.S.W.², Natalie Rodriguez-Quintana, M.P.H., Ph.D.², Emily Bilek, Ph.D., A.B.B.P.¹, 1. University of Michigan, 2. TRAILS to Wellness

- (PS9-84) Evaluating the Effects of a Brief, Group-based Social Emotional Learning Program on the Functioning of At-risk Youth**
Michael I. Axelrod, Ph.D., Audrey Wood, Alyssa Brendemuehl, Maren Durand, University of Wisconsin - Eau Claire
- (PS9-85) Evaluating the Impact of a Mobile-enhanced Group Cognitive Behavioral Therapy on Emotional Regulation and Behavioral Health Indices among Adolescents with Mood and Psychotic Disorders**
Anabel Salimian, B.S., Lauren Eales, Ph.D., Marc J. Weintraub, Ph.D., Megan Ichinose, Ph.D., David J. Miklowitz, Ph.D., University of California, Los Angeles
- (PS9-87) Exploring Self-Validation as a Mechanism of Change Underlying Emotion Dysregulation Treatment Effects: A Pilot Study of Youth in an Intensive Dialectical Behavior Therapy Day Program**
Olivia K. Buckley, B.A., M. Trystan Melas, B.A., Erika C. Esposito, Ph.D., DBT Works, LLC
- (PS9-88) From Therapy to Daily Life: Understanding Youths' Challenges in Applying Therapy Skills with Large Language Models**
Sean Toh, B.S., Kate Adams, B.A., Daniel Low, Ph.D., John R. Weisz, Ph.D., A.B.B.P., Harvard University
- (PS9-89) Investigating Anxiety and Depression Trajectories in CBT: A Random-Intercept Cross-Lagged Panel Model Approach**
Mingcong Tang, M.A., Jeremy Tyler, Psy.D., Lily A. Brown, Ph.D., Perelman School of Medicine at the University of Pennsylvania
- (PS9-90) Patient-Perceived Treatment Credibility as a Moderator of the Association between Therapist Adherence and Patient Outcome in CBT**
Lilla Brody, B.A.¹, Alice E. Coyne, Ph.D.², Michael J. Constantino, Ph.D.³, Henny A.A. Westra, Ph.D.⁴, Martin M. Antony, Ph.D., A.B.B.P.⁵, 1. University of Nevada, Las Vegas, 2. American University, 3. University of Massachusetts Amherst, 4. York University, 5. Toronto Metropolitan University
- (PS9-92) Revisiting Childhood Memories: Benefit of Fulfilling Unmet Needs in Imagery Rescripting**
Noah C. Berman, Ph.D.¹, Lillian Reuman, Ph.D.², Angela Fang, Ph.D.³, 1. College of the Holy Cross, 2. Stonehill College, 3. University of Washington, Seattle
- (PS9-93) The Bidirectional Relationship Between Sleep Disturbance and Exposure-Based Treatment for Social Anxiety Disorder: A Multi-Method Examination**
Christopher M. McGrory, B.A.¹, Sabrina Medlock, B.A.¹, Gary D. Fireman, Ph.D.¹, Edward Pace-Schott, Ph.D.², 1. Suffolk University, 2. Massachusetts General Hospital
- (PS9-94) The Effect of Skills-enhanced Cognitive Behavioral Therapy for Depression on Cognitive and Behavioral Skill Development**
Catherine R. King, M.S., Lily M. Brouder, M.S., Daniel R. Strunk, Ph.D., The Ohio State University
- (PS9-95) The Power of Context: Enhancing Repetitive Transcranial Magnetic Stimulation Effects Through Skillful Behavior**
Andrada D. Neacsiu, Ph.D.¹, Shaurya N. Dave, B.S.², Nimesha Gerlus, B.S.¹, 1. Duke University, 2. Duke University School of Medicine

(PS9-96) The Relation Between Exposure Approach and Treatment Outcomes: A Moderation Analysis

Molly H. Nadel, M.A.¹, Kate Rogers, Ph.D.², Sandra Hadlock, M.S.², Eric Schuler, Ph.D.¹, David A. F. Haaga, Ph.D.¹, 1. American University, 2. OCD Anxiety Centers

(PS9-97) The Role of Self Focused Attention on Symptom Reduction and Functional Impairment in Social Anxiety and Body Dysmorphic Disorder

Randhara Kotuwelle, B.A., Gillian Grennan, B.S., Margaret A. Sarkisova, B.S., Angela Fang, Ph.D., University of Washington

(PS9-98) Utility of Regression vs. Machine Learning Models for Accurately Predicting and Identifying Important Predictors of Exposure Therapy Outcomes

Molly H. Nadel, M.A.¹, Allison S. Tietz, B.S.¹, Kate Rogers, Ph.D.², Sandra Hadlock, M.S.², Eric Schuler, Ph.D.¹, David A. F. Haaga, Ph.D.¹, 1. American University, 2. OCD Anxiety Centers

(PS9-99) Who am I? Mental Health Identity and Treatment Progress

Natalia Provolo, M.A., Jennifer S. Cheavens, Ph.D., Daniel R. Strunk, Ph.D., Whitney M. Whitted, M.S., The Ohio State University

(PS9-100) Differential Mood Outcomes in Outpatient DBT: Examining Depression and Anxiety Symptom Trajectories Among Sexual and Gender Minority Adults

Chloe Sherrill, Ph.D.¹, Danielle Esses, Psy.D.¹, Alexandra M. King, Ph.D.¹, Robert M. Montgomery, M.A.², Brittany Drake, Ph.D.¹, Lynn M. McFarr, Ph.D.¹, 1. CBT California, 2. Lindus Health

11:30 AM – 12:30 PM

Elite Hall A, Level 1

Poster Session 10 (PS10)

Categories: *Trauma and Stressor Related Disorders and Disasters, Treatment – Mindfulness and Acceptance, Treatment – Other, Violence / Aggression, Vulnerable Populations, Women's Issues, Workforce Development / Training / Supervision*

Key Words: *Violence / Sexual Assault, Race, Ethnicity*

(PS10-1) You're smarter than this. Unhelpful Experiences of Help-Seeking Among BIPOC Sexual Assault Survivors

Hannah B. Holt, B.S., M.S., Aimee Chan, B.A., Kathleen M. Palm Reed, B.S., M.A., Ph.D., Clark University

- (PS10-2) Acceptability, Feasibility, and Appropriateness of Skills for Psychological Recovery After Recent Sexual Assault: Perceptions of Stakeholders at Sexual Assault Advocacy Centers and Other Experts**
Emily L. Tilstra-Ferrell, Ph.D., Jordyn Tipsword, M.A., Deirdre Salinsky, M.A., Alyssa A. Rheingold, Ph.D., Christine K. Hahn, Ph.D., Medical University of South Carolina
- (PS10-3) An Exploratory Factor Analysis of the Sexual Risk Survey in a Sample of Trauma-exposed Undergraduate Students Assigned Female at Birth**
Brooke Buckley, M.S., Meghan McDevitt-Murphy, Ph.D., Megan Avery, Ph.D., University of Memphis
- (PS10-4) Associations Between Childhood Maltreatment Subtypes, Biological Sex, and Emotion Reactivity Among Emerging Adults**
Annie Ryder, M.A.¹, Paula J. Fite, Ph.D.², Marco Bortolato, M.D., Ph.D.³, 1. Clinical Child Psychology Program, University of Kansas, 2. University of Kansas, 3. University of Florida
- (PS10-5) Associations Between Rape Myth Acceptance and Social Reactions to Disclosures of Campus Sexual Assault Among College Faculty and Staff**
Chloe Yadav, B.A., Erin Picklo, B.A., Snehi Mukkamalla, B.A., Alexis Lovallo, B.A., Adaurennaya Onyewuenyi, Ph.D., Joanna L. Herres, Ph.D., The College of New Jersey
- (PS10-6) Cambodian Female Entertainment Workers: Investigating Social Support as a Moderator in the Relationship of Adverse Childhood Experiences and Adult Quality of Life**
Jillian B. Heymann, M.A.¹, Kathryn Fledderman, B.A.¹, Julie A. Mannarino², Steven E. Bruce, Ph.D.¹, 1. University of Missouri - St. Louis, 2. University of Missouri
- (PS10-7) Cognitive-behavioral and Peritraumatic Factors Associated with Posttraumatic Stress Symptoms Following Two Emergency Campus Lockdowns**
Joseph B. Friedman, M.A.¹, Emily K. Juel, M.A.¹, Nicholas S. Myers, M.A.¹, Mujgan Inozu, Ph.D.², Jonathan S. Abramowitz, Ph.D.¹, 1. University of North Carolina at Chapel Hill, 2. Hacettepe University
- (PS10-8) Educational Barriers**
Weili Lu, Ph.D.¹, Carolyn Bazan, Ph.D.², Krista Rogers, M.A.³, Marina Djeljevic, B.A., M.A.⁴, Yuan Yao, M.P.H.¹, Cinthya A. Marrero, B.A.¹, 1. Rutgers University, 2. The Mental Health Association of New Jersey, 3. John Jay College of Criminal Justice, 4. City University of New York
- (PS10-9) Effects of Posttraumatic Stress Symptoms and Thought Suppression on Anticipatory Reward Processing**
Nathaniel Santiago, B.A., Emma G. Balkind, M.S., Jessica S. Fields, M.S., Gabrielle I. Liverant, Ph.D., Suffolk University
- (PS10-10) Emotion Regulation Difficulties, Distress Intolerance, and Anxiety Sensitivity: A Cross-Sectional Structural Equation Model of PTSD Risk Factors**
Mattea Pezza, B.S., Nicole A. Short, Ph.D., University of Nevada, Las Vegas
- (PS10-11) Empathy as a Moderator in the Pathways from Trauma Exposure to Death Anxiety and Compassion Fatigue in First Responders**
Madison L. Shafer, B.S., Arianna N. Smith, B.S., Ramiro Becerra, Jr., Wilson J. Brown, Ph.D., Penn State Erie, The Behrend College

- (PS10-12) Endocrine Dysregulation among Women Currently Experiencing Intimate Partner Violence with and without PTSD**
Nicole H. Weiss, Ph.D.¹, Melissa Schick, Ph.D.², Jewelia Ferguson, M.A.¹, Alana Egan, 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
- (PS10-13) Engagement in a Trauma Center-Based Mental Health Program Among Latine Traumatic Injury Survivors**
Theresa Skojec, Ph.D.¹, Dulaney Wilson, Ph.D.¹, Adesuwa Emovon, B.S.², Leigh E. Ridings, Ph.D.¹, Tatiana M. Davidson, Ph.D.¹, 1. Medical University of South Carolina, 2. Penn State Hershey Medical Center
- (PS10-14) Enhancing Resilience and Promoting Posttraumatic Growth: A Targeted Intervention for Burnout Prevention Among Korean Nurses**
Sun Young Im, Ph.D., Jae Chang Sim, Ph.D., Dayoung Lee, M.A., Jubeen Park, M.A., Hallym University
- (PS10-15) Evaluating Changes in Trauma-Related Guilt: A Comparison of TMT and PE**
Michael A. Schlenk, B.S., Clint A. Bowers, Ph.D., Deborah C. Beidel, Ph.D., A.B.B.P., Amie R. Newins, Ph.D., University of Central Florida
- (PS10-16) Examination of the Variation in PTSD Symptom Presentation by Primary Psychiatric Disorder in Veterans with PTSD and Comorbid SMI**
Pucong Liao, M.A.¹, Zachary A. Babb, M.A.¹, Alyssa Zampogna, B.S., M.A.¹, Wilson J. Brown, Ph.D.¹, Anouk L. Grubaugh, Ph.D.², 1. Penn State Erie, The Behrend College, 2. Medical University of South Carolina
- (PS10-17) Exploring Meaning Making in Negative Mood Induction Writing Samples**
Abbi M. Griswold, B.A.¹, Lindsay S. Ham, Ph.D.¹, Isabel F. Augur, M.A.¹, Noah R. Wolkowicz, Ph.D.², Brielle N. White, B.A.¹, 1. University of Arkansas, 2. VACHS/Yale School of Medicine
- (PS10-18) Factor Structure of PTSD in a Treatment-Seeking Sample of Veterans Exposed to Assaultive Military Sexual Trauma**
Margaret T. Davis, Ph.D.¹, Gabriella Epshteyn, M.A.², Alana Gallagher, Ph.D.³, Peter P. Grau, Ph.D.⁴, Miranda R. Schaffer, M.S.⁵, Sheila A.M. Rauch, Ph.D., A.B.B.P.⁶, Minden B. Sexton, Ph.D.⁷, 1. Yale University School of Medicine, 2. University of Rhode Island, 3. University of Michigan, 4. Ann Arbor Veterans Healthcare Administration, Mental Health Service/University of Michigan, 5. Eastern Michigan University, 6. Emory University School of Medicine/Atlanta VAHCS, 7. Ann Arbor Veterans Healthcare System
- (PS10-19) Gender Differences in the Effects of Shame on the Development of Social Phobia Following Traumatic Events in Hispanic Young Adults**
Maria F. Chapa, B.A., Michio Hirai, Ph.D., University of Texas Rio Grande Valley
- (PS10-20) Helping or Hurting? The Impact of Social Reactions to Sexual Assault Disclosure on Drinking Motives in the First Year Post-assault**
Molly Joseph, B.S., Antoine Lebeaut, Ph.D., Michele A. Bedard-Gilligan, Ph.D., University of Washington Department of Psychiatry and Behavioral Sciences

(PS10-21) Implementing Evidence-based Cognitive Behavioral Interventions for PTSD With Sexual and Gender Minority Individuals: Insights from Community Therapists in a Large Comparative Effectiveness Study

Elliot Marrow, Ph.D.¹, Marylene Cloitre, Ph.D.², Debra Kaysen, Ph.D., A.B.B.P.³, Martha Shumway, Ph.D.¹, James W. Dille, M.D.¹, William Hua, Ph.D.¹, Tiffany Artime, Ph.D.⁴, Ashley Mooney, L.C.S.W.¹, Emily H. Huang, B.S.¹, Gowri Sunder³, Madeline Price, B.A.³, Nadra E. Lisha, Ph.D.¹, Annesa Flentje, Ph.D.³, 1. University of California, San Francisco, 2. NYU Silver School of Social Work, 3. Stanford University, 4. Pacific Lutheran University

(PS10-22) Institutional Betrayal and Microaggressions: Investigating Barriers to Formal Help-Seeking Among Marginalized Campus Sexual Assault Survivors

MeeSoh K. Bossard, M.A., Whitney M. Roberts, Matthew Gray, Ph.D., University of Wyoming

(PS10-23) Interaction Between Age and Type of First Interpersonal Violence Exposure on PTSD Symptom Profiles

Paige Broski, B.S., Elizabeth A. Bauer, Ph.D., John D. Leri, Ph.D., Josh Cisler, Ph.D., University of Texas at Austin

(PS10-24) Loneliness and Grief: Can Ecological Momentary Assessment Help Better Predict the Persistence of Prolonged Grief?

Divya Hippolyte, M.A.¹, John A. Leman, M.S.¹, Nadya R. Chavies, M.S.¹, Stephen Wright, M.A.¹, Emily H. Mintz, B.A.², Emma R. Toner, M.A.³, Alexa M. Skolnik, M.A.⁴, Christopher Magoon, M.D.⁵, Joshua Curtiss, Ph.D.¹, Naomi M. Simon, M.D.⁶, Donald J. Robinaugh, Ph.D.¹, 1. Northeastern University, 2. Hofstra University, 3. University of Virginia, 4. University of Toledo, 5. Harvard Medical School, 6. NYU Grossman School of Medicine

(PS10-25) Machine Learning in the Prediction of Posttraumatic Stress: Application of Random Forests

Jenna L. Mohr, B.S., Kenneth E. McClure, Ph.D., Lucas Marinack, M.A., Joshua D. Clapp, Ph.D., University of Wyoming

(PS10-26) Network Analysis of Interpersonal Emotion Regulation and Post-Traumatic Stress Symptoms

Anna C. Cole, M.A., M.S., Cynthia L. Lancaster, Ph.D., University of Nevada, Reno

(PS10-27) Phenotypic Differences in Behavioral Dysregulation among Veterans Engaged in DBT: Consideration of Developmental Timing of Sexual Trauma Exposure

Jessica R. Ellem, Ph.D.¹, Benjamin J. Ellem, Ph.D.¹, Chelsea Cawood, Ph.D.², Minden B. Sexton, Ph.D.², 1. Minneapolis VA Medical Center, 2. Ann Arbor Veterans Healthcare System

(PS10-28) Physiological Arousal during Impact Statement Reading in Cognitive Processing Therapy for PTSD

Menaz N. Bettes, B.S., Olivia Roath, B.A., Jackson Bolner, B.S., Lauren Pierce, M.P.H., M.A., L.P.C., Evan Nix, B.S., Jacek Kolacz, Ph.D., The Ohio State University

- (PS10-30) **Posttraumatic Cognitions and Drinking Behaviors: Examining Indirect Effects of Anxiety Sensitivity among Women Sexual Trauma Survivors**
Savannah Woller, M.S., Shelby McGrew, M.S., Kayla Hall, M.S., Fiorela Ruiz, L.C.S.W., Anka A. Vujanovic, Ph.D., Texas A&M University
- (PS10-31) **Psychometric Properties of Conversing with Others in the Workplace Knowledge Questionnaire**
Weili Lu, Ph.D.¹, Carolyn Bazan, Ph.D.², Zoe Geisser, B.A.¹, 1. Rutgers University, 2. The Mental Health Association of New Jersey
- (PS10-32) **PTSD Symptom Clusters and Brain Networks: A Resting State Functional Connectivity Study**
Caleb A. Sanders, B.S.¹, Steven E. Bruce, Ph.D.², Carissa L. Philippi, Ph.D.², 1. University of Missouri, 2. University of Missouri-St. Louis
- (PS10-33) **PTSD, Depression, and Alcohol Use in Military Sexual Trauma Survivors: A Latent Profile Analysis**
Maya Bina N. Vannini, M.A., Qiyue Cai, M.A., Rebecca K. Blais, Ph.D., Arizona State University
- (PS10-34) **Reevaluating PTSD in Dimensional Models of Psychopathology: Differential Prediction of PTSD Symptom Domains by Latent Negative Affect and Detachment Factors**
Kelsey Lowman, M.S., Miracle R. Potter, B.S., Danielle M. Morabito, M.S., Christopher Patrick, Ph.D., Brad B. Schmidt, Ph.D., Florida State University
- (PS10-35) **Religious Struggles and Depression**
Carolyn Bazan, Ph.D.¹, Sushant Singh, M.A.², Krista Rogers, M.A.³, Weili Lu, Ph.D.², Erica Measday, B.A.², 1. The Mental Health Association of New Jersey, 2. Rutgers University, 3. John Jay College of Criminal Justice
- (PS10-36) **Self-Blame and Attitudes Toward Seeking Professional Psychological Help Among Emerging Adults Who Experienced Sexual Abuse**
Alexandria Klingman, B.S., Bridget Cho, Ph.D., University of South Carolina Aiken
- (PS10-37) **Sleep Disturbances and Facets of Emotion Regulation Difficulties as Predictors of PTSD Symptom Severity among Trauma-Exposed College Women**
Grace M. Seymour, B.S., Caitlyn O. Hood, Ph.D., Christal Badour, Ph.D., University of Kentucky
- (PS10-38) **Social Support Improves Trauma Outcomes for U.S. First Responders with Low Mindful Attention Awareness**
Kylie A. Baer, B.A.¹, Samantha J. Meckes, M.S., Ph.D.², Cynthia L. Lancaster, Ph.D.¹, 1. University of Nevada, Reno, 2. Durham VA Medical Center
- (PS10-39) **Structural Models of Trauma Severity: An Evaluation of Objective, Subjective, And Novel Indicators**
Jenna L. Mohr, B.S., Joshua D. Clapp, Ph.D., University of Wyoming
- (PS10-40) **The Impact of ACEs and PTSD Symptoms Across Rural, Suburban, and Urban Parents**
Sydney M. Hardy, M.A., Matthew Price, Ph.D., Natalie Noble, B.A., Casey Buck, B.A., University of Vermont

- (PS10-41) The Impact of PTSD Symptom Change on Alcohol Use: A Closer Look at Negative Affect and Avoidance**
 Shivani Pandey, B.S.¹, Liam Kennedy, B.A.¹, Norah C. Feeny, Ph.D.², Michele A. Bedard-Gilligan, Ph.D.¹, Lori A. Zoellner, Ph.D.¹, 1. University of Washington, 2. Case Western Reserve University
- (PS10-42) Trait Shame and PTSD Symptom Severity Among Sexual Assault Survivors: A Mediation Analysis**
 Lauren D. Reyes, B.S., Nicole A. Short, Ph.D., University of Nevada, Las Vegas
- (PS10-43) Using EMA to Improve our Understanding of Prolonged Exposure Homework: A Case Series of Individuals with PTSD**
 Kristin E. Cirulli, M.S.¹, Andra M. Preda, B.S.¹, Emily E. Bernstein, Ph.D.², Donald J. Robinaugh, Ph.D.³, Amanda W. Baker, Ph.D.¹, 1. Massachusetts General Hospital, 2. Flagship Labs 105, Inc., 3. Northeastern University
- (PS10-44) When we Go into Ceremony, We're Practicing Mindfulness: Adaptation of Mindfulness-Based Interventions for American Indian and Alaska Native Communities**
 Jalene Herron, Ph.D., Alexandra Hernandez-Vallant, M.S., Naila deCruz-Dixon, M.S., University of New Mexico
- (PS10-45) Beyond the Self in Self-compassion: Interdependent Values as a Moderator in the Mediated Relation Between Social Support, Self-compassion, and Mental Health**
 Lisa Nakamura, B.S., Lizabeth Roemer, Ph.D., Sarah A. Hayes-Skelton, Ph.D., University of Massachusetts Boston
- (PS10-46) Changes in Mindfulness for Sexual and Gender Minority Patients in Dialectical Behavior Therapy**
 Miranda Calacsan, B.A.¹, Susana Gonzalez Sahagun², Alexandra M. King, Ph.D.¹, Robert M. Montgomery, M.A.³, Brittany Drake, Ph.D.¹, Lynn M. McFarr, Ph.D.¹, 1. CBT California, 2. Universidad de las Americas Puebla, 3. Lindus Health
- (PS10-47) Differences in Engagement and Treatment Outcomes During a Mindfulness App Clinical Trial: Moderation by Gender, Sexual Orientation, Race/ethnicity, Educational Attainment**
 Olive Chung-Hui Huang, B.A.¹, Alina Patel, M.A.², Alexander R. Daros, Ph.D.¹, Bechara J. Saab, Ph.D.³, Lena C. Quilty, Ph.D.⁴, 1. University of Windsor, 2. University of Toronto, 3. Mobio Interactive Pte Ltd, 4. Centre for Addiction and Mental Health
- (PS10-48) Examining the Effects of the Eye Contact Exercise on Clinicians in Training**
 Joseph E. Verderber, III, M.A., Jeremy Cohen, M.A., Margaret Burke, B.A., Blake Ronzio, M.A., Carly Gillen, M.A., Isabelle G. Orlan, B.A., Maureen Paulose, M.A., Joseph Scardapane, Ph.D., Hofstra University
- (PS10-49) Impact of Mindfulness Perception on Mood and Cigarette Craving in Adults with Mood Disorders During Smoking Cessation**
 Zoe Lee, B.S., Zainab S. Shah, B.A., Murat Holg r, M.A., Haruka Minami, Ph.D., Fordham University

(PS10-50) Improving Distress Tolerance and Sleep with Daily Mindfulness Practice Through VR Application

Daria Ogle, B.A., Maria Vetter, B.A., Taylor M. Carpenter, M.S., Noah I. Kronberg, B.A., Delaney R. Nelson, Todd Moore, Ph.D., The University of Tennessee, Knoxville

(PS10-51) Self-as-Context Mediates Psychological Flexibility and Emotional Eating Behavior

Jacob T. Clapp, B.S., Emily R. Kaplan, L.C.S.W., Tamara M. Loverich, Ph.D., Carly Carrasco-Wyant, B.S., M.S., Eastern Michigan University

(PS10-52) Variables Associated with Nonresponse in Anxiety and Depression Among Patients Receiving Treatment in a Partial Hospitalization Program

Doug Terill, M.S.¹, Troy Hubert, M.S.¹, Eric Ingram, M.S.¹, Kristy Dalrymple, Ph.D.², 1. University of Kentucky, 2. Rhode Island Hospital/Alpert Medical School of Brown University

(PS10-53) Changes in Heart Rate Variability During Neurostimulation as a Predictive Biomarker of Emotional Dysregulation and General Psychopathology

Jessica Y. Choi, M.S.¹, Nimesha Gerlus, B.S.², Zoe E. Brasher, B.A.³, Lisalynn D. Kelley, B.A.³, Kevin LaBar, Ph.D.³, Andrada D. Neacsiu, Ph.D.², 1. Duke School of Medicine, 2. Duke University, 3. Duke University Medical Center

(PS10-54) Client Experiences of Burnout in Dialectical Behavior Therapy

Thanharat Silamongkol, Psy.M.¹, Shireen Rizvi, Ph.D., A.B.B.P.², 1. Rutgers, The State University of New Jersey, 2. Montefiore Medical Center

(PS10-55) Effectiveness of a Dissonance-based Body Image Group During Virtual Treatment for an Eating Disorder

Ally Duwall, B.S., Megan Whelen, Ph.D., Jessica Baker, Ph.D., Cara Bohon, Ph.D., Equip Health

(PS10-56) Evaluating Stigma of Seeking Help as a Moderator between Functional Impairment and Interest in App-based Interventions Among Suicidal Individuals

Connor M. O'Brien, B.S., Brooke Ammerman, Ph.D., University of Wisconsin - Madison

(PS10-57) Examining Clinician and Family Factors Associated with Engagement with Symptom Monitoring Questionnaire for Anxious Youth and their Caregivers

Jesslyn Jamison, Ph.D., Kennedy Chatman, B.A., Megan Brady, M.P.H., Emily M. Becker-Haimes, Ph.D., University of Pennsylvania

(PS10-58) The Ideal Therapist: How Personality Guides Client Preferences

Kelly V. Klein, M.A.¹, Paloma K. Zabala Rossy, B.A.², Ella S. Sudit, M.A.², Nathaniel R. Herr, Ph.D.², Elsa Baumgartner, B.S.³, 1. American University/National Institute of Mental Health, 2. American University, 3. Paloma American University

(PS10-59) Understanding Therapist-level Outcome Disparities When Working with Sexual Minority Patients

Arianna L. Cifone, B.A.¹, Alice E. Coyne, Ph.D.¹, Averi N. Gaines, M.S.², Ashleigh Smith, M.A.³, James F. Boswell, Ph.D.³, Michael J. Constantino, Ph.D.², Mark Lukowitsky, Ph.D.⁴, 1. American University, 2. University of Massachusetts Amherst, 3. University at Albany, State University of New York, 4. Albany Medical College

- (PS10-60) Within-patient Increases in Perceived Treatment Credibility as a Predictor of Improvement in Naturalistic Psychotherapy**
Leila Graham, B.A.¹, Alice E. Coyne, Ph.D.¹, Michael J. Constantino, Ph.D.², James F. Boswell, Ph.D.³, David Kraus, Ph.D.⁴, 1. American University, 2. University of Massachusetts Amherst, 3. University at Albany, State University of New York, 4. Outcomes Referrals Inc.
- (PS10-61) Coercive Control Through the Eyes of Public Service Personnel: Recognition, Severity, and Response**
Melanie D. Hetzel-Riggin, Ph.D., Marisa S. Berner, M.A., Penn State Erie, The Behrend College
- (PS10-62) Conceptualizing Stigma in the Context of Sexual Violence Research: A Systematic Review**
Jiwon Lee, M.A., Padideh Hassanpour, M.S., Caroline Krell, B.A., Teresa Nelson, L.B. Klein, Ph.D., Kate Walsh, Ph.D., 1. University of Wisconsin - Madison
- (PS10-63) Cultural Risk and Protective Factors Associated with Sexual Assault Among Hispanic and Non-Hispanic White Women**
Daisy Ramos, B.A., Alexis Sheffield, M.S., Emily L. Starratt, M.S., Elizabeth Yeater, Ph.D., Eunice Kim, M.S., University of New Mexico
- (PS10-64) Effects of Alcohol Intoxication and Hostility Toward Women on Laboratory-Based Sexual Violence Proclivity**
Aliza R. Brown, B.A.¹, Ruschelle Leone, Ph.D.², Dominic J. Parrott, Ph.D.¹, 1. Georgia State University, 2. University of Colorado Anschutz Medical Campus
- (PS10-65) Exploratory and Confirmatory Factor Evaluation of a Flip the Script Acceptability Scale Among Indigenous College Students**
Minden B. Sexton, Ph.D.¹, Elleh Driscoll, M.S.², Kaela Van Til, M.S.³, RaeAnn E. Anderson, Ph.D.⁴, 1. Ann Arbor Veterans Healthcare System, 2. University of North Dakota, 3. Ann Arbor Veterans Healthcare Administration, Mental Health Service, University of Michigan Department of Psychiatry, & Purdue University, 4. University of Missouri, Kansas City
- (PS10-66) Exploring Relationship Investment as a Predictor of Reproductive Coercion Perpetration Among Transgender and Gender Diverse Individuals**
Atulya A. Kharbanda, M.A.¹, Emily Munoz, Ph.D.², Natalie Nassar, B.A.¹, Greg L. Stuart, Ph.D.³, Ryan C. Shorey, Ph.D.¹, 1. University of Wisconsin - Milwaukee, 2. Clement J. Zablocki VA Medical Center, 3. University of Tennessee, Knoxville
- (PS10-67) Family Dynamics, Individual Factors, and Partner Interaction in Teenager Dating Violence**
Yifan Liu, B.S.¹, Kelly Daly, Ph.D.², 1. Columbia University, 2. New York University
- (PS10-68) Forms and Motivations of Cyber Aggression in Sexual Minority Young Adults in the Southeastern United States**
Chloe C. O'Dell, B.A., M.A.¹, Nora E. Charles, Ph.D.², 1. University of Southern Mississippi, 2. University of Texas - San Antonio

(PS10-69) From Vulnerability to Violence: Effects of Depression and Adherence to Traditional Gender Norms on Sexual Objectification

Caleigh Shepard, M.A.¹, Priyam Joshi, M.A.¹, Dominic J. Parrott, Ph.D.¹, Laura F. Salazar, Ph.D.¹, David DiLillo, Ph.D.², Sarah J. Gervais, Ph.D.², Ruschelle Leone, Ph.D.³, Anne Marie Schipani-McLaughlin, M.P.H., Ph.D.¹, 1. Georgia State University, 2. University of Nebraska-Lincoln, 3. University of Colorado Anschutz Medical Campus

(PS10-70) Helping Intentions and Aggressions Toward LGB-TNB Individuals: The Role of Context and Justification of Violence Beliefs

Naiara Gorostiaga-Marcos, Psy.M., Nerea Cortazar, Ph.D., Esther Calvete, Ph.D., University of Deusto

(PS10-71) Impulsivity, Emotion Regulation, and Intimate Partner Violence Severity in High Risk Couples

Caroline C. Boyd-Rogers, M.A.¹, Dev Crasta, Ph.D.², Shannon Forkus, Ph.D.³, Emily Hall, B.A.³, Rhiannon McCallus, M.P.H., M.A.³, Julianne C. Flanagan, Ph.D.³, 1. The University of Iowa/The Charleston Consortium, 2. U.S. Department of Veterans Affairs, 3. Medical University of South Carolina

(PS10-72) Individual and Community-level Factors Associated with Favorable Attitudes towards Crime among College Students

Hannah Gilliam, M.S.¹, Brianna Shields¹, Rachel Wamser-Nanney, Ph.D.², Kathryn Howell, Ph.D.³, Mia Chambers¹, 1. University of Memphis, 2. University of Missouri, 3. University of Wisconsin - Madison

(PS10-73) Moral Injury and Displaced Aggression in Public Safety: Can Emotional Support Make a Difference?

Marisa S. Berner, M.A., Melanie D. Hetzel-Riggin, Ph.D., Penn State Erie, The Behrend College

(PS10-74) Peer Victimization in College: Prevalence, Associations, and Gender Differences

W. John Monopoli, Ph.D.¹, Natalie Weber¹, Angelina Danubio¹, Ashley A. Grant, Ph.D.², Rebecca J. Houston, Ph.D.³, 1. Susquehanna University, 2. Johns Hopkins University, 3. Rochester Institute of Technology

(PS10-75) Preliminary Results of a Randomized Controlled Trial Evaluating Court-Mandated IPV Treatment Across Washington State

Audrey Huff, B.S.¹, Grace H. Kozlowski, B.A.¹, Samuel F. Frank, B.A.¹, Matthew W. Gallagher, Ph.D.², Casey T. Taft, Ph.D.³, 1. Boston University School of Medicine/National Center for PTSD, 2. University of Houston, 3. National Center for PTSD

(PS10-76) Reddit (as) Therapy? Online disclosures and Help-seeking Among Intimate Partner Violence Survivors

Grace e. Schroeder, B.S., Lina Zhou, Ph.D., Bikramjit Sinha Roy, M.S., Alexa Sotiroff, M.A., Jennifer Langhinrichsen-Rohling, Ph.D., University of North Carolina at Charlotte

(PS10-77) The Moderating Role of Alexithymia in the Relationship Between Anger and Intimate Partner Violence Perpetration Among Veterans and Service Members

Marisa J. Alkalay, B.A.¹, Megan Kopitsky, B.A.¹, Maya Zegel, Ph.D.², Grace H. Kozłowski, B.A.³, Audrey Huff, B.S.³, Zachary M. Siegel, B.A.³, Samuel F. Frank, B.A.³, Casey T. Taft, Ph.D.¹, 1. National Center for PTSD, 2. VA Boston Healthcare System, 3. Boston University School of Medicine/National Center for PTSD

(PS10-78) Validation of the Coercive Control in Intimate Partner Violence (CCIPV) Scale: A Measure of Coercive Control

Marisa S. Berner, M.A., Melanie D. Hetzel-Riggin, Ph.D., Penn State Erie, The Behrend College

(PS10-79) When Beliefs Meet Behavior: How Male Role Norms Influence Bystander Action in Virtual Reality

Priyam Joshi, M.P.H., Kristin C. Shepard, M.A., Dominic J. Parrott, Ph.D., Georgia State University

(PS10-80) Subdomains of Internalized Racism Differentially Contribute to Negative Mental Health Outcomes

Jaime Quiles, B.S., Emma Edenbaum, B.A., Brad B. Schmidt, Ph.D., Florida State University

(PS10-81) A Thematic Analysis of Peripartum Perceived Self-efficacy and Negative Cognition

Mike Van Wie, Ph.D., Ashley MacPherson, Ph.D., Jordan T. Horan, B.A., Alexander P. Koshy, B.A., Amber Claussen, M.A., Maria Ahmed, B.S., Galilea Nunez, B.A., Kate Mower, B.S., University of Houston – Clear Lake

(PS10-82) Anxious Arousal as a Moderator of the Link Between Diurnal Cortisol Slope and Hot Flashes in Menopausal Women

Yiqing (Alice) Fan, M.A.¹, Alice Cohen, M.A.¹, Clara Law, M.A.², Evelyn Behar, Ph.D.³, Kathleen C. Gunthert, Ph.D.¹, 1. American University, 2. Graduate School and University Center of the City University of New York, 3. Hunter College, City University of New York

(PS10-83) College Students' Beliefs About Sexual Assault Predict Victimization Experiences: Examination of the Predictive Validity of the Sexual Assault Script Scale (SASS)

Emily L. Starratt, M.S., Alexis Sheffield, M.S., Daisy Ramos, B.A., Eunice Kim, M.S., Elizabeth Yeater, Ph.D., University of New Mexico

(PS10-84) Developing a Core Outcome Set for Generalized Anxiety Disorder During the Perinatal Period: A Delphi Study

Emma Stallwood, B.A.¹, Randi E. McCabe, Ph.D.², Benicio N. Frey, M.D.², Sheryl M. Green, Ph.D.², 1. McMaster University, 2. St Joseph's Healthcare

(PS10-85) Examining the Association Between Covid-19, Intimate Partner Violence, and Mental Health Outcomes During Pregnancy

Jordan T. Horan, B.A., Ashley MacPherson, Ph.D., Mike Van Wie, Ph.D., University of Houston – Clear Lake

(PS10-86) How Taking Part in a High-Risk Follow-up Program Impacts Caregiver Quality of Life, Attachment, and Postpartum Depression Levels
Anllely R. Rodríguez-Rivera, M.A., Texas A&M University Corpus Christi

(PS10-87) Longitudinal Study on the Relationship between Emotion Regulation and Perinatal Mental Health in Japanese Women
Miki Matsunaga, M.D.¹, Junwen Chen, Ph.D.², Satoko Sasagawa, Ph.D.³, 1. Rikkyo University, 2. Australian National University, 3. Mejiro University/National Center for Cognitive Behavior Therapy and Research, National Center of Neurology and Psychiatry

(PS10-88) Menopausal Hot Flashes in Sleep Disturbance: Does the Timing of Hot Flashes Matter?
Clara Law, M.A.¹, Alexander Sokolovsky, Ph.D.², Kathleen C. Gunthert, Ph.D.³, Evelyn Behar, Ph.D.⁴, 1. Graduate School and University Center of the City University of New York, 2. Brown University, 3. American University, 4. Hunter College, City University of New York

(PS10-89) Postpartum Women Sleep Quality: Psychological Flexibility, Experiential Avoidance, and Sleep Beliefs
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(PS10-90) Psychometric properties of the Parental Thoughts and Behaviors Checklist among Japanese Postpartum Women
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(PS10-91) The Use of Wearable Devices in Predicting Affective Switching via Sleep Behavior in Individuals with Premenstrual Dysphoric Disorder
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(PS10-93) Understanding Factors Associated with Access to Mental Healthcare Following a Traumatic Childbirth Experience

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(PS10-96) Enhancing CBT Competency with the Application of the Cognitive Therapy Rating Scale-Revised in a Telehealth Training Environment

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(PS10-97) Exploring the Relationship Between Case Difficulty and Motivational Interviewing Skills in Virginia's Child Welfare Workforce

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(PS10-98) Identifying Factors Associated with Burnout Among Clinical Psychology Doctoral Students

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(PS10-99) Implementation of a Novel Paraprofessional Training Pipeline: Bridging an Academic Course with a Digital Therapy Coach Training and Supervision Framework

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(PS10-100) The Effects of Education-entertainment On Stigma and Self Stigma in an Undergraduate Movies and Mental Illness Course

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