

2010 APA Division 45 Preconference and Conference Sessions Offering CE Credit

Preconference

Thursday, June 17

9:00 -10:00 am

Leadership Development (1 hour CE Credit)

Presenter:

Lynn Wooten, PhD *Clinical Associate Professor of Strategy and Management & Organizations, Ross School of Business- University of Michigan*

In this session, participants will explore how individuals with diverse identities create an academic leadership brand through theories grounded in positive organizational scholarship (POS) and organizational psychology. Positive organizational scholarship contends that extraordinary leaders build on strengths rather than simply focusing on weaknesses. In addition, positive organizational scholarship emphasizes that high performing leaders build a professional image through their experiences, expertise and execution capabilities. To support their professional image, diverse individuals may engage in “tempered radical” behaviors by embracing their authentic self. Moreover, they work to develop high quality connections through networks, collective action and mentoring relationships. The combination of these career investments enables leaders with diverse identities to flourish and be resilient.

Learning Objectives:

1. To engage in career mapping from a strength-based approach by focusing on your unique identity, experiences and expertise.
2. To examine how the organizational and sector context shape leadership developmental opportunities and the importance of making portable and non-portable career investments.
3. To explore the importance of work/life balance as a generative resource for leadership development.
4. To understand the role of high quality connections as an asset for leadership development.

Target Audience: Early Career Professionals (Practitioners and Researchers); Graduate Students

Prerequisite Knowledge: None needed

10:00 -11:00 am

The Institutional Review Board (IRB): Overview of Regulations and Resources in Conducting Ethical Research with Human Subjects (1 hour CE Credit)

Presenter:

Nancy Birk, PhD, Education Coordinator, IRB-HSBS- University of Michigan

University-affiliated investigators conducting research with human subjects must obtain an IRB determination for compliance with federal regulations. As an Applied Career professional, IRB oversight may not be required, but the APA mandates the ethical conduct of research. This workshop will introduce the ethical principles and regulations of human subject protection and the role of the IRB, and will emphasize the integration of ethical standards in research conducted by Applied Career professionals. In addition, relevant resources will be provided.

Learning Objectives:

1. Address the importance of being aware of local, regional, national laws in terms of what can be done when conducting research?
2. Address the importance of being aware of APA ethical guidelines for conducting research?
3. Address how to design a similar process to an IRB at their agency or small business
4. Address how to integrate and maintain ethical standards in their practices of research

Target Audience: Early Career Professionals (Practitioners and Researchers); Graduate Students

Prerequisite Knowledge: Basic knowledge of the research process

11:15 am - 12:15 pm

Career Development and Navigating a Career Path: Academic and Non-Academic (1 hour CE Credit)

Presenter:

Malverne Winborne, PhD Interim Director, Charter Schools Office- Eastern Michigan University

In this workshop you will learn the specific steps in planning an academic or non-academic career. You will find out if there is a way to combine an interest in both and how to create a work/life balance. Other topics include fitting a family into the picture, maintaining a healthy life and negotiating salary and tenure.

Learning Objectives:

1. Address specific steps in planning an academic or non academic career
2. Introduce strategies of how to combine skills to be applied in both academic and applied careers simultaneously.
3. Address how to create a balance between work and personal life.
4. Introduce strategies of incorporating and managing family with work successfully
5. Introduce strategies for negotiating salary and tenure.
6. Introduce strategies of how to maintain a healthy life style.

Target Audience: Early Career Professionals (Practitioners and Researchers); Graduate

Students

Prerequisite Knowledge: None needed.

Tips for Creating Posters and Presentations (1 hour CE Credit)

Presenter:

Azenette Garza, PhD Associate Professor, Department of Psychology- Weber State University

Communicating findings in a concise and efficient manner is an essential component of the research process. Conference posters and presentation is one of the most popular and effective modes of scientific communication. This workshop is designed to give practical techniques to creating posters and presentations. At the end of the workshop, participants will be able to list the essential elements required in presenting a poster or presentation that translates your research to the audience of choice.

Learning Objectives:

1. Will differentiate between the advantages and disadvantages of making an oral vs. poster presentation.
2. Address what information and format that should be included in presentations
3. Address software available to prepare presentations
4. Learn specific steps in creating effective posters and presentations using Microsoft power point and Microsoft Excel software
5. Address how to translate research according to the audience

Target Audience: Early Career Professionals (Researchers); Graduate Students

Prerequisite Knowledge: None

Conference

Friday, June 18

8:30 - 10:10 am

Hip Hop Therapy (H2T): An Evidenced Based, Prosocial and Critical Thinking Skills Youth Development Program (1.5 hour CE Credit)

Presenter:

Edgar H. Tyson, Fordham University

This workshop presents an innovative application of research to practice scholarship found in the behavioral science literature on evidence-based, effective and efficacious clinical interventions for youth. A significant advancement made in youth intervention research is the increased use of culturally-specific interventions that are, for example, race, class, gender and age appropriate. An emerging trend in this area is the use of hip hop culture and rap music as a culturally-specific approach to intervention research, and this approach has been found to enhance the effectiveness of youth interventions (Liddle, Jackson-Gilbert,

& Marvel, 2006). The infusion of hip hop based technologies have influenced positive changes in youth behavior (Lemieux, Fisher, & Pratto, 2008; Tyson, 2002; Tyson, Ryan, Gomory, & Teasley, 2008; Williams, 2009) and critical thinking skills (Newman, 2005, 2007; Tyson, 2003). These models have also been used to better understand the complex nature of hip hop culture (Lee, 2009; Newman, 2007; Williams, 2009), improve the quality of relationships between youth (Tyson, 2002), and enhance the therapeutic relationship (Kobin & Tyson, 2007;). Hip hop-based models range from utilizing hip hop as the central focus of the intervention (e. g., Tyson, 2003; Williams, 2009) to applying a hip hop-based technology as a supplement to a traditional, or existing intervention (Beech, Klesges, Kumanyika, Murry, Klesges, McClanahan et al., 2003; Liddle et al., 2006). This author presents an innovative approach to interventions with high-risk youth that he developed and continues to improve upon called Hip Hop Therapy (H2T) (Tyson, 2002, 2003). Various recent adaptations to the model (e.g., Kobin & Tyson, 2007; Tyson et al., 2008), will be presented as well. This hip hop based model incorporates socially conscious & critical rap music in youth practice, drawing from established therapeutic models and a rich culturally-specific, theoretical base. Specific techniques and training activities that allow participants to utilize aspects of this and similar models will be presented. This is a powerfully thought-provoking experiential training. Participants are advised that popular, contemporary hip-hop music (some with explicit lyrics) will be played, read and critiqued for their potential, clinical utility in youth development settings and activities. Finally, this researcher will end with a brief discussion of a current opportunity for potential partners to join a project (pending funding). This research project tests the H2T model in ways that will be enriching to the youth, staff and facilities of the youth serving organizations involved.

Learning Objectives:

1. Participants will know the established therapeutic models and a culturally-specific and rich theoretical base upon which the H2T model was created.
2. Participants will better understand the complex nature of hip hop culture and how some themes and narratives in hip hop lyrics can be utilized to improve the quality of relationships between youth and adults, as well enhance the therapeutic relationship.
3. Participants will be able to describe and identify specific steps in the implementation of the model that highlight this innovative, exciting and engaging strategy for change in targeted, group and individual outcomes.

Target Audience: Clinical Professionals (Practitioners and interventionists); Graduate Students

Prerequisite Knowledge: None

10:30 am – 12:10 pm

Changes in the NIH Grant Application and Proposal Review Process (1.5 hour CE Credit)

Presenter:

Anna Riley, Center for Scientific Review, National Institutes for Health

Jean G. Noronha, *Division of Extramural Activities, National Institute of Mental Health*

The grant submission process at NIH can often be scary for both new and veteran investigators. Recently, NIH has undergone significant changes in both the application and review process. The present workshop will provide an overview of these changes. In particular, the workshop will provide insight into the rationale for the changes as well as address how these changes will affect potential applicants. The workshop will provide ample opportunity for participants to ask specific questions related to their own unique situation.

Learning Objectives:

1. Participants will have a broad understanding of the NIH grant review process.
2. Participants will gain a clearer understanding of the new changes in the application process.
3. Participants will gain a clearer understanding of the new changes in the review process and how these changes are likely to impact individual applicants.
4. Participants will be provided with information on where they can go to get further help addressing their specific questions regarding the New NIH application and review process.

Target Audience: Professionals (Practitioners, Interventionists, and Researchers); Graduate Students

Prerequisite Knowledge: Basic knowledge of the grant funding process

Act & Adapt: An Evidence-Based Program to Reach Depressed Latino Youth in School Settings (1.5 hour CE Credit)

Presenters:

Antonio Polo, *Assistant Professor, DePaul University*; **Kristen Zychinski**, *DePaul University*; **William Martinez**, *DePaul University*; **Farahnaz Farahmand**, *DePaul University*

There is growing evidence that ethnic minority youth can benefit from evidence-based treatments (Huey & Polo, 2008). Much less is known, however, about the ability for these interventions to be disseminated in community settings, where they can be of most benefit. Latino youth are disproportionately affected by depression, consistently reporting significantly higher symptoms and suicidal ideation than their peers from other ethnic groups (Twenge & Nolen-Hoeksema, 2002; Grunbaum et al., 2004). In this Workshop, we will introduce the Act & Adapt program, which has been implemented with predominately ethnic minority youth in public schools in Boston, Los Angeles, and Chicago. We focus on the implementation of this program with Latino youth, in particular, and the strategies that have been used to successfully recruit, identify, and intervene with this population. More specifically, Polo will present an overview of the literature on the efficacy of treatments for ethnic minority populations, and of interventions for depression, in particular. He will present the results of an on-going trial using Act & Adapt, including qualitative and quantitative data from Latino youth participants and their parents. Martinez will

summarize the two primary approaches to identify and recruit youth and their families, and their advantages and disadvantages. He will highlight the assessment tools (e.g., structured diagnostic instruments, symptom scales, clinical interviews) that have been selected and utilized and the efforts to improve their applicability and accuracy with both English and Spanish speaking Latino families (e.g., backward-forward translation methods). Zychinski and Farahmand, who are experienced group counselors and have implemented this intervention several times in school settings, will lead a didactic session to teach specific skills as they are presented to the youth who are selected to participate in the program. The program is manualized and video-guided, and attendees will learn the general structure and components of Act & Adapt as well as participate in interactive exercises used to teach specific both primary and secondary control skills. The presentation will also focus on future directions to address some identified areas of need, including ways to strengthen the program's ability to reach both youth and families.

Learning Objectives:

1. Participants will gain a general understanding of the literature regarding the efficacy of depression treatments for ethnic minorities.
2. Participants will be exposed to available approaches to recruit, engage, and assess depressed Latino youth in school settings and their advantages and disadvantages.
3. Participants will receive an overview of a manualized protocol for treating Latino youth and learn examples of specific primary and secondary control strategies used in the program (e.g., problem solving, cognitive restructuring).
4. Participants will learn highlights of the qualitative and quantitative results of one school-based trial targeting depressed Latino youth and the areas of need of this specific population.

Target Audience: Professionals (Practitioners, interventionists, and Researchers); Graduate Students

Prerequisite Knowledge: None.

The Importance of Cultural Competence in the Referral Process: An Introduction to the TRAK & TRACE Conceptual Framework (1.5 hour CE Credit)

Presenters:

Temple S. Lovelace, *Assistant Professor, Duquesne University*; **Kaleigh N. Bantum**, *Duquesne University*

America is increasingly diverse, from cultural and ethnic diversity to multiplicity of thought and action (Wallace, 2000). As a result, tolerance and appreciation emerge as bonds among the diverse and those bonds are required for co-habitation. The bonds, while not always strong, are necessary to the fabric of America. As many institutions face issues concerning diversity, education, as a training ground for youth is extremely vulnerable to those issues. America's classrooms don't mirror society, for over 40 percent of the students in PreK-12 classrooms are students of color (National Council for the Accreditation of Teacher Education [NCATE], 2007). The last United States Census reported people of color as 25.16% of the general population (U.S. Census Bureau, 2002). It is determined that past

experiences will affect how one approaches new endeavors and it is through that process that histories of reinforcement and repertoires are made. Often these histories aren't called into question until they either fail or create an obstacle to further achievement and advocacy on behalf of the student and related parties (Romo & Chavez, 2006). This presentation will examine the unique circumstances that diversity brings to the educational environment. More specifically, it will look at the process of referral of school age children and their families for additional services such as those offered by special education, clinical and school psychology. Additionally, this presentation will explore the importance that a sensitivity in cultural relations bears on this process. While cultural competence is not novel, a new understanding of the implications of a lack of competence at the point of referral needs will be highlighted. The focus is on the acknowledgement that critical diversity issues in the educational processes of the referral need to be refined and an advanced level of critical and reflective thinking needs to occur. This is outlined in the TRAK & TRACE conceptual model. In this model, reflective and guiding questions are used in order to promote the insightful dialogue that needs to exist intrinsically and with others who are involved in the referral process. It will lead participants through the individual reflection that should occur prior to the referral recommendation as well as the group critical analysis that needs to occur before the final recommendation for services are made.

Learning Objectives:

1. Participants will have an understanding of the TRAK & TRACE conceptual model.
2. Participants will be able to determine their own level of personal cultural competence as it relates to referring individuals for special education services.
3. Participants will be able to demonstrate an understanding of the important feature of cultural competence and evaluate the model as it relates to current practice of referral.

Target Audience: Professionals (Practitioners and interventionists); Graduate Students
Prerequisite Knowledge: None.

2:00 – 3:40

Closing the Research-Practice Gap: Integrating Ecological and Sociopolitical Context into Psychological Interventions with Diverse Populations (1.5 hour CE Credit)

Presenter:

Shelly Harrell, Professor, Pepperdine University

There is a critical gap between psychological practice (i.e., psychotherapy and counseling) with diverse populations and the research literature. Cutting-edge empirical research and theory development related to the psychological functioning of racial/ethnic minority groups emphasizes variables that have strong ecological and sociopolitical themes. Concurrently, psychological interventions are most commonly grounded in a primary theoretical orientation such as cognitive-behavioral, psychodynamic, family systems, or humanistic-existential. While there is much value in the theories and techniques from these orientations, none pay sufficient attention to the larger cultural-ecological and sociopolitical context in their conceptualization and treatment of psychological distress.

This is highly problematic given the need for interventions to grounded in evidence-based practices in psychology (EBPP). EBPP is defined as “the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences” (APA Presidential Task Force on Evidence Based Practice, 2006). It is important to take a close look at the best available research on the psychology of racial/ethnic minority groups. The dominant constructs in this area of research include: racial/ethnic identity, acculturation, racism-related stress, and racial socialization. It is noteworthy that all of these constructs are strongly linked to the history and characteristics of the culture, current social ideology and conditions, and sociopolitical issues such as asymmetries in socioeconomic status, access to societal resources, prejudice, and discrimination. While we are still sorely lacking in terms of clinical trials with racial/ethnic minority populations, there is a growing and vibrant body of empirical and conceptual work across disciplines in psychology that can inform professional practice. Unfortunately, this body of work is not substantially incorporated into the way many psychologists practice with diverse populations. The primary goal of the workshop is to explore ways that research findings relevant to contextual and sociopolitical constructs can be integrated into psychological interventions with racial/ethnic minority populations. The primary topics to be covered include: 1) current status of research on the psychological functioning and well-being of racial/ethnic minorities; 2) connections between research findings and professional practice; and 3) case examples relevant to integrating research into practice. This workshop is designed for both applied psychologists (e.g., clinical, counseling, school) as well as researchers across disciplines within psychology (e.g., social, personality, developmental) in order to facilitate communication regarding the integration of research and practice in the service improving the functioning and well-being of racial/ethnic minorities in the United States.

Learning Objectives:

1. Identification of the core areas of research that can inform psychological practice with racial/ethnic minority populations.
2. Increased awareness of EBPP as the foundation for professional practice and implications of EBPP for intervening effectively with racial/ethnic minority clients.
3. Increased knowledge of ways to integrate cultural-ecological and sociopolitical considerations in the application of research to practice with racial/ethnic minorities.

Target Audience: Professionals (Practitioners, interventionists, and Researchers); Graduate Students

Prerequisite Knowledge: None.

Accessing National Public Use Data Sets with Ethnic Minority Samples through the Resource Center for Minority Data (RCMD) (1.5 hour CE Credit)

Presenter:

John Garcia, *Director, Resource Center for Minority Data, University of Michigan*

The mission for the Resource Center for Minority Data (RCMD) is to provide educators, researchers, and students with data resources so that they can produce analysis of issues affecting racial and ethnic minority populations in the United States. We will present an overview of the more recent developments within the RCMD as it relates to research, teaching, and scholarly inter-changes. More specifically, we will cover the data collection with RCMD and links to other topical archives at ICPSR; identifying scholars and their research activities; research tools for scholars; movement into quantitative literacy and teaching modules; and initiatives to generate greater interactions with research communities dealing with minority populations and pertinent policy areas.

Learning Objectives:

1. An introduction to the Resource Center for Minority Data (RCMD)?
2. An introduction to the resources that are available to researchers who want to used data from the RCMD?
3. The process by which individuals gain access public use data from the ICPSR archive at the University of Michigan?

Target Audience: Professionals (Researchers); Graduate Students

Prerequisite Knowledge: None.

Saturday, June 19

10:00 – 11:40 am

Engaging African-Americans into Outpatient Mental Health Intervention (1.5 hour CE Credit)

Presenters:

Reginald D. Simmons, *Assistant Professor, Central Connecticut State University;*

Gretchen Chase Vaughn, *Private Practice and Consultant*

Several studies have indicated that African-Americans are under-represented in less-expensive but preventive outpatient mental health intervention and over-represented in costly intensive higher levels of care such as emergency and in-patient psychiatric hospitalization. When African-Americans are involved in outpatient mental health, it is frequently involuntary or coerced which erodes client investment and retention. It has been argued that if there were greater voluntary utilization of outpatient mental health services, there would be an increased likelihood that mental health issues of many African-Americans could be ameliorated before the deterioration of individual lives and families. There exist historical, structural, and cultural factors that affect African-American help-seeking as well as provider practices that impede successful engagement once African-Americans seek mental health services. These factors have been well-documented by multiple scholars, yet what has not been well-developed is the articulation of effective engagement practices that take these factors into consideration. Such an articulation is the focus of this workshop. The workshop facilitators will discuss the multiple factors that affect African-American help-seeking and then present a bi-level approach to effective

outreach and engagement of African-Americans into voluntary outpatient mental health intervention that builds upon prior scholarship. The approach involves engaging both the community as well as the individual and can be implemented by any mental health provider or intervention researcher who has a desire to improve their service to the African-American community.

Learning Objectives

1. Participants will gain an awareness of the historical, structural and cultural factors that influence the help-seeking behavior of many African-Americans.
2. Participants will gain an awareness of characteristics of African-American help-seeking.
3. Based on a synthesis of prior scholarship, participants will learn key strategies to earning trust within African-American communities that will enable receipt of voluntary referrals for services, and evidence-based, culturally-appropriate means of engaging African-Americans during early contact with individuals voluntarily seeking services.

Target Audience: Professionals (Practitioners, interventionists, and Researchers); Graduate Students

Prerequisite Knowledge: None.

The 'Different' Body and Embodying Difference: Therapy with a Body Made Wrong by Society (1.5 hour CE Credit)

Presenters:

Christine Caldwell, *Professor, Naropa University*; Tarra Topper, *Naropa University*

This presentation will articulate the theoretical and research ground for working with marginalized clients on a nonverbally competent level, as well as provide the basis for assisting interested clients in exploring their own body and how it has internalized messages somatically. The presenters will focus on how the body itself internalizes oppression, in the form of body shame, body image issues, body dissatisfaction, stress, and physical health issues. The presenters will offer examples from their own research, as well as demonstrate techniques and offer experientials for self-exploration, self-supervision, and therapist training in nonverbal competence with diversity issues. One of the most powerful tools used by a dominant group to oppress an ethnic minority is to make the bodies of its members wrong. The marginalized individuals body will be compared to the dominant (usually white) ideal, and found to be the wrong color, the wrong shape, the wrong features, and the wrong nonverbal language system. Standards of beauty, strength, ability, or gender can be used by individuals, groups, and media as vehicles to oppress people whose bodies look or behave differently than the privileged class or group. The standardization of a dominant groups body values occurs both verbally and nonverbally, and is absorbed by marginalized individuals at both conscious and unconscious levels. Non-verbal communication (NVC) can be a powerful crucible where oppression

is enacted. NVC research has been very definitive on the widespread use of posture, gesture, spacing, and voice tone as a means of conveying status, power, privilege, and domination. As therapists, we can not only extend our diversity competency to the issues of nonverbal exchanges between ourselves and clients, but we can also actively explore with clients how they might have been influenced by nonverbal messages of racism and ethnocentrism. People of color often state that they are culturally bi-lingual, adopting different speech and movement patterns with their familiars and the dominant culture. These differences of body expressiveness can form part of a physical identity, one that internalizes both the nonverbal language system of ones group as well as the dominant culture, causing internal and body-based conflicts.

Learning Objectives:

1. Participants will be able to link the pedagogy of oppression and socially constructed categories with theories of body-centered psychotherapy
2. Participants will learn three clinical strategies for working with the embodied experience of marginalized people
3. Participants will engage in three experiential self-exploration exercises exploring their relationship to power, privilege and oppression, and be able to replicate these exercises with clients

Target Audience: Professionals (Practitioners and interventionists); Graduate Students

Prerequisite Knowledge: None.

2:00 -3:40 pm

Increasing the Workforce Diversity in Disaster Psychology (1.5 hour CE Credit)

Presenter:

Gilbert Reyes, Associate Dean, *Fielding Graduate University*

Gil Reyes is a clinical psychologist and associate dean in the School of Psychology at Fielding Graduate University. He specializes both in psychological trauma and disaster psychology, and is a consultant to the National Child Traumatic Stress Network (NCTSN). Dr. Reyes will describe the major research and practice objectives of disaster psychology, the requirements for participating in disaster mental health efforts, and propose ways that participants can evaluate their degree of interest and readiness for deployment as a disaster mental health provider, and can in turn take initiative toward increasing workforce diversity in disaster psychology. Dr. Reyes has participated in disaster mental health activities since 1999 and chairs the Disaster Relief Committee at APA's Division of Trauma Psychology (Div56). His recent publications include the four-volume Handbook of International Disaster Psychology, and the Encyclopedia of Psychological Trauma.

Learning Objectives:

1. Describe the major research and practice objectives of disaster psychology.
2. Identify the requirements for participating in local, national, and international disaster mental health efforts.

3. Evaluate your degree of interest and readiness for deployment as a disaster mental health provider.
4. Generate initiatives for increasing workforce diversity in disaster psychology.

Target Audience: Professionals (Practitioners, interventionists, and Researchers); Graduate Students

Prerequisite Knowledge: None.