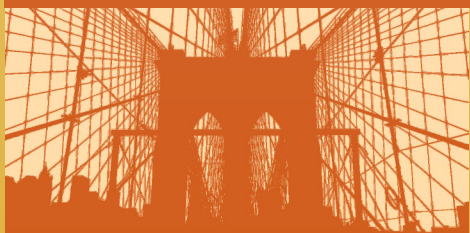


56th ANNUAL CONVENTION

*Emergency and Disaster
Preparedness & Response:
Using Cognitive and
Behavioral Science to
Make an Impact*



ABCT

*November 17–20, 2022
New York City*

Association for Behavioral and Cognitive Therapies

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Message From the Program Chairs



Rosaura Orengo-Aguayo, Ph.D. (she/her/ella), *Program Chair*, National Crime Victims Research & Treatment Center and Medical University of South Carolina



Emily B.K. Thomas, Ph.D. (she/her), *Associate Program Chair*, The University of Iowa

It is with great enthusiasm that we, your ABCT 2022 Program Chairs, welcome you to ABCT's 56th Annual Convention in New York City! As we write this message in July 2022, we are hopeful that we can once again gather in person safely for our Annual Convention. The past two years have been incredibly challenging for many. Some of us will carry both the joy of gathering with esteemed colleagues and friends and the sadness of those we have lost. For many students, this will be the first time attending a professional conference in person. And for others, it will not be possible to attend due to the continuation of this pandemic and concerns about health and safety. ABCT's priority is to hold a safe event based on CDC guidance, federal, state, and local regulations applicable at the time of the event, as well as what ABCT deems necessary to manage the risk for its event attendees. Some of the most salient measures being taken are the requirement of proof of full vaccination against COVID-19 and required mask wearing. We encourage attendees to read and adhere to ABCT's full COVID-19 protocol on the convention webpage, while being mindful that engaging in these behaviors will protect our community. May we embrace the cutting-edge science and wonderful presentations in this year's program, while creating a safe space for all who attend.

ABCT's 56th convention theme is "Emergency & Disaster Preparedness and Response: Using Cognitive and Behavioral Science to Make an Impact." The COVID-19 pandemic revealed incredible strengths and formidable weaknesses in our preparedness and response to a global health emergency. Concurrently, additional emergencies, epidemics, and syndemics were revealed, some of which were caused or exacerbated by COVID-19, and others were longstanding but became more apparent (e.g., mass shootings, hate-based crimes, increase in suicide, substance use, mental health disorders, rise in disasters due to climate change). This year's convention will spotlight research that helps us answer the question of where we are in developing the robust theory and sound science to be able to respond to health emergencies, epidemics, and syndemics that we face. Do we know enough about the mechanisms of action and essential ingredients of our interventions so that we can quickly develop, adapt, and deploy cognitive and

behavioral interventions to prepare and respond? Do we have the public health systems and evidence-based policies in place to recognize mental/public health emergencies and respond to them effectively? Do we have evidence-based ways to communicate the evidence for cognitive and behavioral interventions to the public and policymakers to effect change? Are we equipping current and future professionals with the necessary tools to respond to disasters? Finally, do we have the contingencies in our field to encourage this kind of science?

Our invited addresses and panels will feature some of the world's leading experts in these topics, some of whom will be bringing new voices and perspectives to ABCT. Melissa Brymer, Ph.D., Psy.D., Director of the Terrorism and Disaster Program at the UCLA/Duke University National Center for Child Traumatic Stress, will contextualize the youth mental health crisis within an era of mass violence and disasters. Cheryl L. Holder, M.D., Associate Dean for Diversity, Equity, Inclusivity and Community Initiatives at Florida International University, will bring light to the impact of climate change on health disparities. Carmen D. Zorrilla, M.D., Professor of Obstetrics and Gynecology at the University of Puerto Rico School of Medicine, will present on the COVID-19 Public Health Response in Puerto Rico, resulting in the highest vaccination rate in the U.S. Enola Proctor, Ph.D., Professor Emeritus, Washington University in St. Louis, will highlight the crucial role of implementation science in emergency and disaster response moving forward. ABCT 2021 Lifetime Achievement Award winner, Dr. Patricia Resick, will speak to us about Cognitive Processing Therapy for PTSD, its history and its future.

In addition to our impressive keynote speakers, this year we will have three invited panels with multidisciplinary experts from our field and beyond: (1) "Psychological Science's Role in Addressing Mental, Physical and Social Health Epidemics: A Call to Action"; (2) "Open Science: The Future of Psychology"; and (3) "(Non-Traditional) Funding Mechanisms for Behavioral Science Research," bringing together NIH and PCORI program officers and division directors. Be sure to check out more in-depth descriptions on the ABCT 2022 convention page.

We will also have a rich program including 138 symposia, 31 panels, 15 clinical round tables, 4 spotlight research, and 1,002 poster presentations encompassing diverse topics of interest for all ABCT members: suicide and self-injury; disaster mental health; addictive behaviors; racial trauma; LGBTQ+; telehealth/mHealth; dissemination & implementation science; psychotic disorders; autism spectrum and developmental disorders; trauma and stressor-related disorders; culture, race, and ethnicity; oppression and resilience minority health; and child maltreatment, anxiety, depression, and ADHD. Importantly, this is in no way an exhaustive list and represents some of our more frequently selected submission topics for the convention.

Of note, in accordance with President Seligman's core theme of transparency this year, we held a series of town halls to elicit feedback from membership on convention submissions and decisions, incorporated this feedback into actionable steps, and used a data-driven approach to make program decisions. Of the 1,638 submissions, 1,189 were accepted. Decisions were difficult due to space constraints at the convention hotel and the many excellent submissions that were received this year. Please refer to the September issue of *the Behavior Therapist* for more information on the peer review and decision-making process. In particular, we conducted analyses to answer questions from membership about whether authors who identify as part of an underrepresented or minoritized identity are less likely to have their submissions accepted. We extend our sincere gratitude to all ABCT members and SIG leaders who attended these town halls and/or reached out individually to us to share their concerns and constructive feedback. We hope this will serve as a foundation for future ABCT program chairs to continue to improve upon.

It has been an honor to serve as ABCT's 56th Annual Convention Program Chairs this year. ABCT has been one of our main professional homes since we both began graduate school and it has helped us grow as scientists and clinicians, promoted fruitful collaborations, and inspired new projects and ideas. Most important, serving in this role has allowed us to meet and collaborate with amazing colleagues across the nation with whom we would not have otherwise connected. It has been a lot of work, and it has helped us move toward our values of transparency, collaboration, and service.

We wish to thank President Dr. Laura Seligman for her incredible support, vision, and encouragement and Mrs. Susan Kroska for offering excellent technical assistance and support. We are grateful to the ABCT Board of Directors for supporting our new ideas and proposals and the ABCT Central Office staff, Mary Jane Eimer (Executive Director), Stephen Crane (Convention Manager), and Dakota McPherson (Membership and Marketing Manager) for providing much needed technical assistance and guidance. We also are grateful to the past Program Chairs (Dr. Gregory S. Chasson and Dr. Elizabeth C. Katz) for their helpful guidance and consultation. This program would not be possible without the vision and hard work of the chairs and volunteers of the Convention and Education Issues Committee: Dr. Katharina Kircanski (Convention and Education Issues Coordinator) and Dr. Christina (Tina) Boisseau (Workshops Committee Chair & Interim Coordinator of Convention and Educations Issues), Dr. Samantha Farris (Institutes Chair), Dr. Tejal Jakatdar (Master Clinician Seminar Chair), Dr. Amanda Raines (Research and Professional Development Chair), Dr. Patrick McGrath (Sponsorship Chair), Dr. Miryam Yusuf (Advanced Methodology and Statistics Seminar Chair), Dr. Jason Duncan (Local

Arrangements Chair), and Dr. Katherine (Katie) Baucom (Board Liaison to Convention and Education Issues). We additionally extend our deepest gratitude to the 200 Program Committee members who served as scientific peer reviewers for the convention, with an extra thanks to those who served as super reviewers. We would also like to acknowledge Dr. Jennifer Sumner and Dr. Sierra Carter, Program Chairs for the 2022 International Society of Traumatic Stress Studies, who graciously shared materials and exchanged ideas with us to help improve our process. Finally, a big shout-out to our incoming ABCT 57th Annual Convention Program Chairs, Dr. Emily Bilek and Dr. Krystal Lewis, who will taking the baton and leading us to Seattle in 2023!

Wishing everyone a safe and enriching ABCT Convention!

Convention and Education Issues

Coordinator, Convention and Education Issues

Katharina Kircanski, Ph.D.

Program Chair, 2022

Rosaura Orenco-Aguayo, Ph.D.

Associate Program Chair, 2022

Emily B. Thomas, Ph.D.

Program Chair, 2023

Emily Bilek, Ph.D.

Associate Program Chair, 2023

Krystal Lewis, Ph.D.

Continuing Education Issues Chair

Lily Brown, Ph.D.

Institutes Committee Chair

Samantha Farris, Ph.D.

Workshop Committee Chair

Christina Boisseau, Ph.D.

Advanced Methodology and Statistics Seminars Chair

Miryam Yusuf, Ph.D.

Master Clinician Seminars Chair

Tejal Jakatdar, Ph.D.

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Jason Duncan, Ph.D.

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 Rebeca Zapata, *University of Texas Rio Grande Valley*

ANNUAL MEETING *of* MEMBERS

Saturday, November 19, 2022

12:30–1:30 P.M.

All ABCT members are encouraged to attend this meeting. Learn about the Association's progress on our path to becoming a more diverse, equitable, and inclusive organization, our 2022 accomplishments, and our priorities for 2023. 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.

PRESIDENT'S ADDRESS NOVEMBER 19 | 6:15 PM - 7:30 PM



CBT for the Public Good: Why We Need to Be More Comfortable Using Someone Else's Toothbrush

Laura D. Seligman, Ph.D., ABPP, *University of Texas Rio Grande Valley*

The alleviation of human suffering or, put differently, the enhancement of health and well-being, is at the core of ABCT's mission. As we gather for the first time in 3 years due to a pandemic and a response that could be described as a very public and dramatic failed behavior change effort, we must ask ourselves how are we doing as a field. ABCT has its roots in a treatment that purported to offer optimism not evidenced in the prevailing methods of the time; optimism borne out of the promise to help people change behavior through the reliance on experimental psychology. I would argue that given these foundations, the work of cognitive behaviorists has the potential for broad and meaningful impact—impact that has not been fully realized. I will discuss the factors that I believe must be addressed for us to realize this potential, factors that include aligning the contingencies in our field with those that best serve the public good, a renewed focus on theory, and a reorientation toward collaboration and an iterative process over proprietary branding and novelty. Most importantly, however, we need to reacquaint ourselves with transparency and scientific debate with those who can challenge us so that we move steadily towards truth and ensure that the impact we do have will be a positive one.

Continuing Education at ABCT

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



Psychology

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



Counseling

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



Marriage and Family Therapy

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

Social Workers

This program is Approved by the National Association of Social Workers (Approval # 886427222-2708) for 22 continuing education contact hours.

New York State Psychologists

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

New York State Social Workers

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

For full information about our CE program, visit:

<https://www.abct.org/Conventions/index.cfm?m=mConvention&fa=ceOpportunities>

Registration

Preregister on-line at www.abct.org. To pay by check, complete the registration form available in PDF format on the ABCT website. Participants are strongly urged to register by the preregistration deadline of October 14. Beginning October 15 all registrations will be processed at the on-site rates at www.abct.org.

Please note: Convention Program Books will NOT be distributed. A PDF of the program book will be available and posted to the ABCT convention page. Please download the convention app to view and create your own personalized schedule.

To receive member registration fees, members must renew for 2023 before completing their registration process or to join as a new member of ABCT.

Preconvention ticketed sessions and registration for preconvention sessions will be held on Thursday, November 17 at the New York Marriott Marquis Hotel. All preconvention sessions are designed to be intensive learning experiences. Preregister to ensure participation.

Registration for all PRE-convention sessions (AMASS, Clinical Intervention Seminars, Institutes) will take place in the New York Marriott Marquis Hotel at the ABCT onsite registration area in the fifth floor.

- Thursday, November 17: 7:30 a.m. - 6:30 p.m.

General Registration

Upon arrival at the New York Marriott Marquis Hotel, you can pick up the program addendum, additional convention information, and ribbons at the Pre-Registration Desk on the fifth floor.

Please remember to bring your confirmation letter with you to the meeting.

Onsite Registration and Preregistration pickup will be open:

- Thursday, November 17: 7:30 a.m. - 6:30 p.m.
- Friday, November 18: 7:30 a.m. - 6:30 p.m.
- Saturday, November 19: 7:30 a.m. - 6:30 p.m.
- Sunday, November 20: 7:30 a.m. - 1:30 p.m.

The general registration fee entitles the registrant to attend all events on November 17 - November 20 except for ticketed sessions. Your canceled check is your receipt. Email confirmation notices will be generated automatically for on-line registrations and will be sent via email the same day you register. Email confirmations will be sent within 1 week for faxed and mailed registrations. If you do not receive an email confirmation in the time specified, please call the ABCT central office, (212) 647-1890, or email Tonya Childers at tchilders@abct.org.

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

All presenters (except for the first two presenters of ticketed CE sessions) must pay the general registration fee. Leaders of ticketed session will receive information regarding their registration procedure from the ABCT Central Office.

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

Please note: NO PURCHASE ORDERS WILL BE ACCEPTED.

To register, please choose one format:

Registering On-Line

The quickest method is to register on-line (go to abct.org and click on the convention banner on the home page or go to <https://www.abct.org/2022-convention/>). Use this method for immediate feedback on which ticketed sessions you will be attending. To receive members' discounted rates, your ABCT dues must be up to date. If your membership has lapsed, use this opportunity to renew.

To get member rates at this conference, your ABCT dues must be paid through October 31, 2023. The ABCT membership year is November 1, 2022 - October 31, 2023. To renew, go to abct.org or the on-site membership booth.

Registering by Fax

You may fax your completed registration form, along with credit card information and your signature, to (212) 647-1865. If you choose this method, please DO NOT send a follow-up hard copy. This will cause double payment. For preregistration rates, please register BEFORE the deadline date of October 14.

Registering by Mail

All preregistrations that are paid by check must be mailed to ABCT, 305 Seventh Avenue, 16th Floor, New York, NY, 10001. For preregistration rates, forms must be postmarked by the deadline date of Friday, October 14.

Forms postmarked beginning Saturday, October 15 will be processed at on-site rates. There will be no exceptions. Refund/Cancellation requests must be in writing. Refunds will be made until the October 14 deadline, and a \$50 handling fee will be deducted. Because of the many costs involved in organizing and producing the Convention, no refunds will be given after October 14.

Payment Policy

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

Exhibits, ABCT Information Booth Hours

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

ABCT ONLINE WEBINARS

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

Recorded Webinars

ARTHUR ANASTOPOULOS

Adapting CBT to the Needs of College Students
With ADHD

BRITTANY HALL-CLARK

Addressing Discrimination Stress in the Context of CBT

SCOTT WALTMAN

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

CAMILO ORTIZ

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

DEBRA HOPE

Best Practices for CBT With LGBTQ+ Adults

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

ABCT Membership

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

Your annual ABCT membership gives you the most from your dues dollars for all stages of your career. Members receive more than just the lowest registration rates at the 2022 Convention:

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

AMBA ASSA DORS

Recognition

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

Student Ambassador Program

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

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

Rewards

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

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

It's easy to become an ABCT ambassador

Learn more at:

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

Understanding the ABCT Convention

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

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

General Sessions and Ticketed Events

• GENERAL SESSIONS

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

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

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

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

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

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

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

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



After reviewing the 2022 Program, we hope you will turn to the online Itinerary Planner and begin to build your ultimate ABCT convention experience!

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

<https://www.abct.org/2022-convention/>

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

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

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

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

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

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

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

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

Awards & Recognition

Career/Lifetime Achievement

Dean Kilpatrick, Ph.D., *Director of the National Crime Victims Research and Treatment Center at the Medical University of South Carolina & Co-Director of the Charleston Consortium*

Outstanding Mentor

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

Outstanding Educator/Trainer

Lynn McFarr, Ph.D., *Professor of Health Sciences, UCLA David Geffen School of Medicine and Founder and Executive Director, CBT California*

Francis Cecil Sumner Excellence Award

Tia Tyndal, M.A., *The Catholic University of America*

Anne Marie Albano Early Career Award for the Integration of Science and Practice

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

The Sobell Innovative Addictions Research Award

Kate Wolitzky-Taylor, Ph.D., *UCLA Department of Psychiatry and Biobehavioral Sciences*

Outstanding Service to ABCT

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

Outstanding Service to ABCT

Stephen Crane, DES, *ABCT Convention Manager*

Virginia Roswell Student Dissertation Award

Divya Kuman, *Southern Methodist University*

Awards & Recognition

Leonard Krasner Student Dissertation Award

Robyn A. Ellis, *Northern Illinois University*

Student Research Grant

Gabrielle Ilagan, *Fordham University*

Student Research Grant Honorable Mention

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

President's New Researcher Award

Kristen Szuhany, Ph.D., *NYU Grossman School of Medicine/NYU Langone Health*

ADAA Career Travel Award winners

Monica Federoff, M.D., Ph.D. and Ki Eun (Kay) Shin

Student Travel Award

- Danielle Morabito, Florida State University
- Thomas Le, University of Maryland

Elsie Ramos Memorial Student Poster Winners

- Sadaf Khawar, Montclair State University
- Ana Rabasco, Fordham University
- Allegra Netten, University of Prince Edward Island

Champions

- Courtney Wells, Ph.D.
- Leah Peskin
- Wounded Warrior Project [CEO Gen. (ret) Michael Linnington and Program Manager Mike Richardson]
- Dr. Meg Harrell
- Ted Kyle, RPh, MBA
- Jonathan E. Alpert, MD, Ph.D.
- Chad Wetterneck, Ph.D.
- Yesenia Ceballos

Spotlight on Mentor Award:

Rinad Beidas, *Northwestern University*

Crystal Schiller, *University of North Carolina*

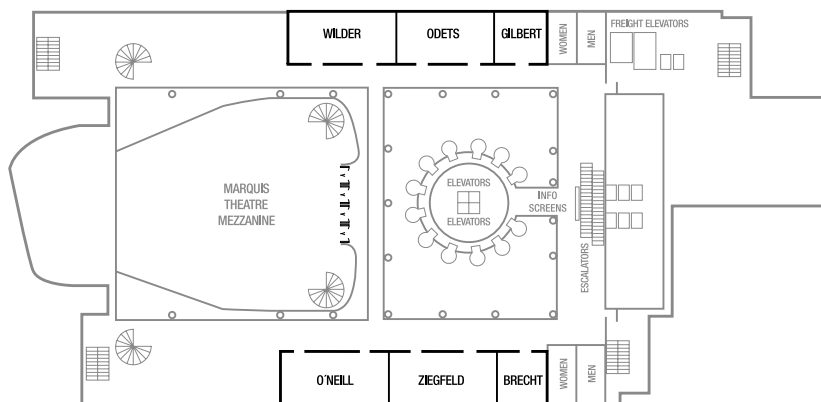
Kristen Hawley, *University of Missouri*

Graduate student mentor: Omid Ebrahimi

Hotel Floor Plans

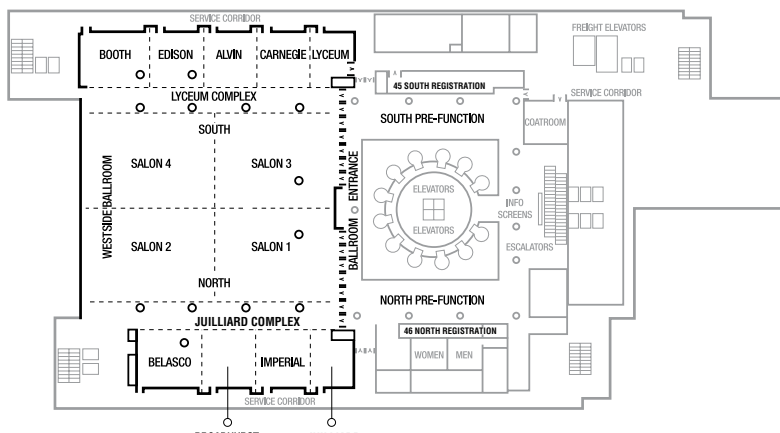
NEW YORK MARRIOTT MARQUIS

FOURTH FLOOR



NEW YORK MARRIOTT MARQUIS

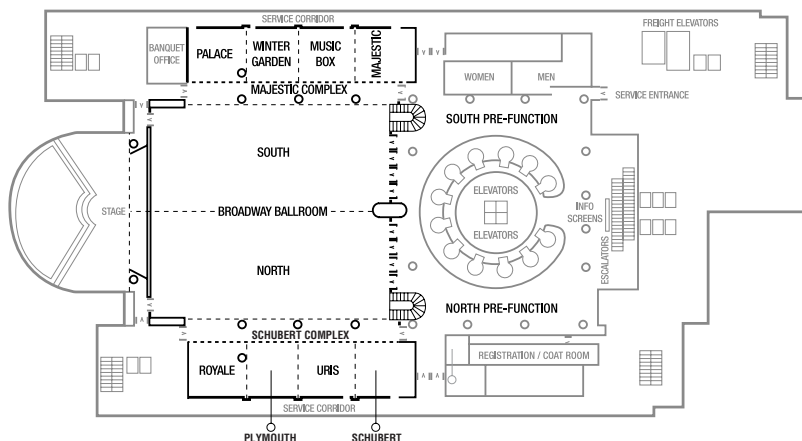
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Hotel Floor Plans

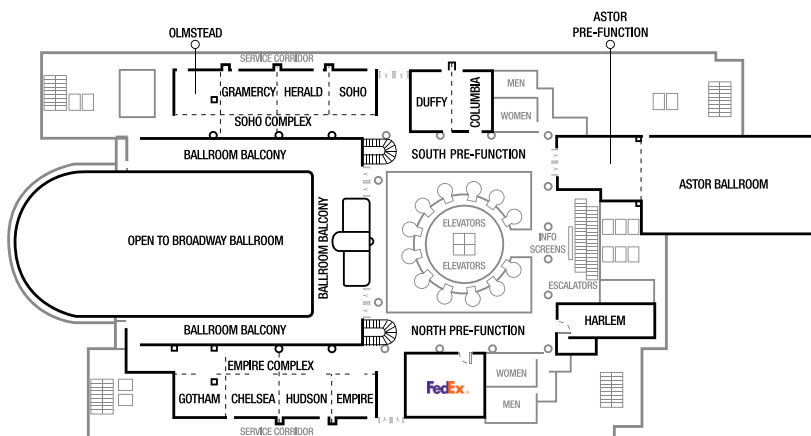
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SIXTH FLOOR



NEW YORK MARRIOTT MARQUIS

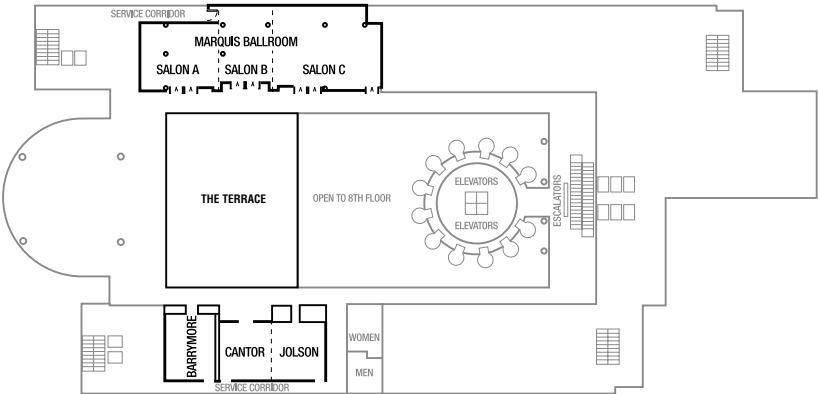
SEVENTH FLOOR



Hotel Floor Plans

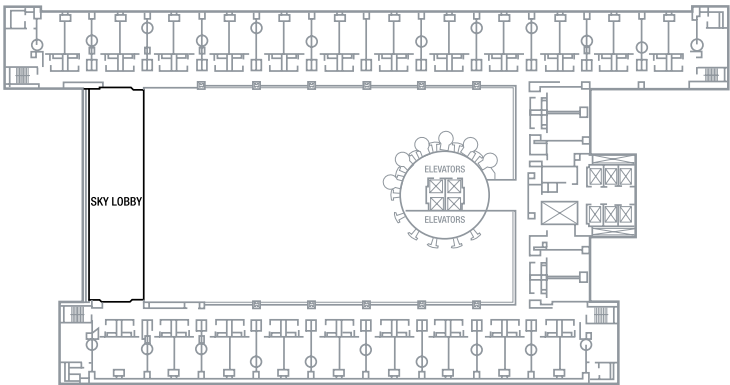
NEW YORK MARRIOTT MARQUIS

NINTH FLOOR



NEW YORK MARRIOTT MARQUIS

SIXTEENTH FLOOR



MEETING ROOM	DIMENSIONS		CAPACITY					
	W x L x H	Sq Ft	Theater	Schoolroom	Conference	U-Shape	Reception	
SIXTEENTH FLOOR								
16th Floor Sky Lobby	26 x 105 x 15	2,729	240	140	41	39	200	180

Mark Your Calendars

- November 1** 2023 Membership year begins
Election month: time to vote!
- January 3** Submission portal opens for submitting
Continuing Education ticketed sessions
- January 31** Deadline for 2023 membership renewal
without late fee penalty
- February 7** Call for General Sessions
(Symposia, Panel Discussions, Clinical
Roundtables)
- February 6** Deadline for CE Submissions (AMASS,
Mini-Workshops, Workshop, Institute,
Master Clinician Seminars, Research &
Professional Development)
- March 1** Deadline for ABCT award nominations
- March 7** Deadline for Call for General Sessions
(Symposia, Panel Discussions, Clinical
Roundtables, Posters, Spotlight Research)
- September 1** Deadline for ABCT officer nominations
- November 16-19** Annual Convention, Seattle

Welcome to the 56th Annual ABCT Convention

Emergency & Disaster Preparedness and Response: Using Cognitive and Behavioral Science to Make an Impact

Laura Seligman, Ph.D., ABPP, President

Rosaura Orengo-Aguayo, Ph.D., Program Chair

Emily B.K. Thomas, Ph.D., Associate Program Chair

Descriptions follow of a few hundred events to be presented November 17–20, 2022. There are sessions on a large array of topic areas and all familiarity levels. If this is your first ABCT Convention, join Rosaura Orengo-Aguayo and Emily B.K. Thomas, ABCT's Program Chairs, at 8:00 to 9:00 A.M. on Friday, November 18, to learn how to navigate the virtual platform and make the most of the convention experience this year. Whether you are a new member, first-time convention attendee, or just want to learn how to navigate the convention, all are welcome. Discover the electronic evaluation forms, CE certificates, attendee quizzes, and the credit tracking system. Discover networking opportunities, gain insights into the convention electronic program and how to plan your itinerary.

Thursday, November 17

Clinical Intervention Training 1

ticket

CBT Made Simple: The Unified Protocol for the Transdiagnostic Treatment of Co- occurring Anxiety, Depressive, and Related Disorders

Thursday, 8:30 a.m. – 5:00 p.m.

Earn 7 continuing education credits

Marquis Ballroom B, 9th Floor

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

Basic to Moderate level of familiarity with the material

Primary Category: CBT

Key Words: *Transdiagnostic, CBT, Emotional Disorders*



SHANNON
SAUER-ZAVALA

A quick Amazon search turns up hundreds of workbooks for anxiety and depression. How do you select an evidence-based approach for your patients from all of the available options? Indeed, the explosion of specific treatment manuals for each DSM disorder has created unintended barriers for implementation and dissemination of evidence-based psychological treatments. It is costly to receive training in each protocol and it may not be feasible for busy clinicians to prep different interventions for the myriad problems faced by patients on their caseloads. The Unified Protocol for the Treatment of Emotional Disorders (UP; Barlow et al., 2011, 2018) was developed to address these barriers. The UP is a transdiagnostic, emotion-focused cognitive-behavioral treatment (CBT) that targets core deficits occurring across the neurotic spectrum (e.g., anxiety, depressive, and related disorders [e.g., eating disorders, borderline personality disorder]). This workshop will first briefly review evidence supporting the development of such transdiagnostic interventions. This will be followed by a description and demonstration of how to apply core UP treatment modules, along with the similarities and differences between the UP and traditional CBT. Audio and videotaped illustrations of core treatment interventions (e.g., mindful awareness, emotion exposures) will be presented, along with detailed case examples involving complex comorbidity. Attendees will be invited to participate in exercises as part of these demonstrations.

Session Outline

- Rationale for Transdiagnostic CBT
 - History of mental health classification
 - Limitations of the DSM's categorical approach
 - Impact on treatment development and dissemination
- Conceptual Development of the Unified Protocol
 - Research on psychological processes shared across emotional disorders
 - Emotional disorders functional model
 - Unified Protocol treatment targets
 - Empirical support for the Unified Protocol
- Introductory Session
 - Functional assessment of patient difficulties (is the UP appropriate?)
 - Cultivating patient buy-in
 - Objective monitoring of difficulties
 - Psychoeducation on CBT (e.g., skill building, homework)
- Module 1: Motivational Enhancement
 - Understanding sources of client ambivalence
 - Decisional balance exercise
 - Goal setting exercise
- Module 2: Understanding Emotions
 - Psychoeducation on the adaptive nature of emotions
 - Three-component model of emotions
 - Identifying patterns in antecedence and consequences of emotional experiences
- Module 3: Mindful Emotion Awareness
 - Rationale for adopting a present-focused, nonjudgmental stance toward emotions
 - Sitting meditation exercise
 - Mindful Mood Induction exercise
 - Anchoring in the Present exercise
- Module 4: Cognitive Flexibility
 - The reciprocal relationship between thoughts and emotions
 - The nature of automatic thoughts and thinking traps
 - Dealing with thoughts about emotions
 - Addressing core beliefs

- Module 5: Countering Emotional Behaviors
 - What are emotional behaviors?
 - Identifying patients' idiographic forms of emotional avoidance
 - How to plan alternative action exercises
- Module 6: Confronting Physical Sensations
 - The transdiagnostic role of physical sensations within an emotional experience
 - What are interoceptive exposures?
 - Ideas for interoceptive exposure for depression, eating pathology, anger
 - Dos and Don'ts of Interoceptive exposure
- Module 7: Emotion Exposures
 - Goals for emotion exposures
 - How to create a hierarchy of exposure tasks
 - Managing in-session and out-of-session exposure practice
- Module 8: Relapse Prevention
 - How to evaluate patient progress
 - Planning for continued skill practice
 - Encouraging a nonjudgmental stance to fluctuation in symptoms

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

- Develop a unified, transdiagnostic case conceptualization for patients presenting with comorbid emotional disorders.
- Describe the advantages and disadvantages of the current method of classifying mental disorders.
- Apply emotion-focused treatment principles and strategies (e.g., objective monitoring, mindfulness training, cognitive flexibility, reduction of emotional avoidance and maladaptive emotion driven behaviors) to patients presenting with comorbid emotional disorders.
- Create effective and cohesive emotion exposures for patients with complex comorbidities.
- Articulate a nonjudgmental stance to fluctuating symptoms after treatment ends, while at the same time underscoring the importance of continued practice to prevent relapse.

Long-term goal:

- Participants will be able to implement the Unified Protocol in their clinical practice; given the broad applicability of this treatment, use of the UP may reduce therapist preparation burden.

Recommended Readings: Barlow, D. H., Farchione, T. J., Bullis, J. R., Gallagher, M. W., Latin, H., Sauer-Zavala, S., Cassiello-Robbins, C. (2017). The Unified Protocol for Transdiagnostic Treatment of Emotional Disorders compared to diagnosis-specific protocols for anxiety disorders: A randomized clinical trial. *JAMA Psychiatry*, 74, 875-884. Bullis, J.R., Boettcher, H., Sauer-Zavala, S., & Barlow, D.H. (2019). What is an emotional disorder? A transdiagnostic mechanistic definition and implications for assessment, treatment and prevention. *Clinical Psychology: Science and Practice*, 26(2), 19-x. Cassiello-Robbins, C., Southward, M., Tirpak, J., & Sauer-Zavala, S. (2020). A systematic review of Unified Protocol applications with adult populations: Facilitating widespread dissemination via adaptability. *Clinical Psychology Review*, 78, 101852. Sauer-Zavala, S., Cassiello-Robbins, C., Conklin, L., Bullis, J.R., Thompson-Hollands, J., & Kennedy, K. (2017). Isolating the unique effects of the Unified Protocol treatment modules using single-case experimental design. *Behavior Modification*, 40, 286-307. Sauer-Zavala, S., Gutner, C., Farchione, T., Boettcher, H., Bullis, J.R., & Barlow, D.H. (2017). Current definitions of “transdiagnostic” in treatment development: A search for consensus. *Behavior Therapy*, 48, 128-138.

Earn 7 continuing education credits

Clinical Intervention Training 2

ticket

Responding to Sexual and Gender Minority Stress: Transdiagnostic Behavioral Approaches

Marquis Ballroom C, 9th Floor

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

Moderate to High level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: LGBTQ, Therapeutic Relationship, Transdiagnostic



MATTHEW D.
SKINTA

Sexual and gender minority stress appear to contribute to a variety of transdiagnostic concerns among sexual orientation and gender diverse people. This workshop will teach process-based behavioral techniques that take advantage of research on minority stress and processes that foster resilience and well-being. The workshop will incorporate both theoretical and experiential work. Moving through life as a sexual or gender minoritized person often entails some period of secrecy, guardedness, shame, and familial ruptures. We will explore the therapeutic techniques that tackle these concerns in the therapy hour and within the therapeutic relationship. This workshop will also aid clinicians in cultivating their own compassion and values toward meeting the challenges of moving through life as a SGM person, particularly through targeting the therapist's own history of cultural messages about gender and sexuality. Through the use of awareness, courage, therapeutic love, compassion, perspective-taking, and acceptance, participants will grow in their ability to relate as from the perspective of self-awareness of their own sexual orientation and gender. Clinician's will leave with a greater understanding of how concepts such as minority stress, rejection sensitivity, and shame can be better responded to in session.

Outline:

- A contextual behavioral analysis of minority stress.
 - Understanding the current state of treatment and mistreatment of sexual orientation and gender diverse clients.
 - Awareness of social and political sources of bias that evoke and maintain unworkable relational patterns.
 - Understanding one's own history of behaviors and learning associated with sexual and gendered behavior, particularly among heterosexual, cisgender therapists who have less experience questioning these contingencies.
 - Knowledge of common behavioral responses to stigma and marginalization.
- Specific interventions that target minority stress processes.
 - Diversify skills associated with working with stigmatizing cognitions, particularly options that do not emphasize cognitive disputation.
 - Explore concrete steps to work with interpersonal guardedness and to undermine rejection sensitivity.
 - Consider the importance of compassion and self-compassion techniques in reducing shame.
 - Explore the relationship between pliance, contingent self-worth, and valued action as a remedy.

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

- Identify how sexual and gender minority stress have a transdiagnostic effect on well-being and health.
- Explain how societal bias contributes to rejection sensitivity among sexual orientation and gender diverse people.
- Demonstrate willingness to amend their work with sexual orientation and gender diverse clients when microaggressions occur in therapy.
- Describe how compassion-based interventions ameliorate the impact of shame.
- Become aware of the global impact of anti-LGBTQ bias within the United States.

Long-term Goals:

- Increase an awareness of the relational and social impact of minority stress, as reflected by both transdiagnostic and non-diagnostic behavior patterns.
- Develop an awareness of how heterocentrism and ciscentrism increase the likelihood of microaggressions in therapy, and how to use that awareness to repair ruptures.

Recommended Readings: Eaton, N. R., Rodriguez-Seijas, C., & Pachankis, J. E. (2021). Transdiagnostic approaches to sexual and gender-minority mental health. *Current Directions in Psychological Science*, 30(6), 510-518. Rincón, C.L., Muñoz-Martínez, A.M., Hoefflein, B.T.R., & Skinta, M. D. (2021). Enhancing Interpersonal Intimacy in Colombian Gay Men Using Functional Analytic Psychotherapy: An Experimental Non-Concurrent Multiple Baseline Design. *Cognitive & Behavioral Practice*. Advance online publication. doi: 10.1016/j.cbpra.2021.10.003. Rodriguez-Seijas, C., Morgan, T. A., & Zimmerman, M. (2021). Is there a bias in the diagnosis of borderline personality disorder among lesbian, gay, and bisexual patients?. *Assessment*, 28(3), 724-738. Skinta, M. D. (2020). *Contextual behavior therapy for sexual and gender minority clients: A practical guide to treatment*. Routledge.

Earn 4 continuing education credits**AMASS1****ticket**

An Introduction to Qualitative Research

Marquis Ballroom A, 9th Floor*Anna C. Revette, Ph.D., Dana-Farber Cancer Institute*

Basic level of familiarity with the material

Primary Category: Research Methods and Statistics

Key Words: *Research Methods and Statistics, Research Funding, Qualitative Research*

This session introduces participants to qualitative research and helps them understand the underlying assumptions of a qualitative approach while also providing practical considerations for conducting qualitative research. Participants will learn about the qualitative research process and the main methodological approaches of qualitative research. Participants will be introduced to iterative and reflexive nature of qualitative research and emphasis will be placed on the production of quality and trustworthy research through a systematic approach to qualitative data collection and analysis. We will examine meaningful ways to present and disseminate qualitative findings and how to describe the analysis process to various audiences, including funding sources. This session will have a primary focus on interviews as a data collection method and introduce participants to thematic analysis supported by qualitative software program. Examples related to mental health/psychology will be incorporated into the training, and participants will be encouraged to bring questions and examples from their own research into the discussions.

Outline

- Introduce participants to qualitative research and help them understand the underlying assumptions of a qualitative approach while also providing practical considerations for conducting qualitative research
- Explore the qualitative research process and the main methodological approaches of qualitative research, including the iterative and reflexive nature of qualitative research and the production of quality and trustworthy research through a systematic approach to qualitative data collection and analysis
- Examine meaningful ways to present and disseminate qualitative findings and how to describe the analysis process to various audiences
- Examples related to mental health/psychology will be incorporated into the training, and participants will be encouraged to bring questions and examples from their own research into the discussions.

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

- Discuss theoretical underpinnings, principles, and procedures of qualitative research.
- Define the association between their research questions and the appropriate qualitative approach and data collection method.
- List qualitative software programs and their application in coding and analysis of qualitative data.
- Critically appraise qualitative research.
- Recite diverse strategies for sharing qualitative research results with a range of audiences.

Recommended Readings: Braun, V., & Clarke, V. (2013). Successful qualitative research: A practical guide for beginners. sage. Pope, C., Ziebland, S., & Mays, N. (2000). Analysing qualitative data. *Bmj*, 320(7227), 114-116. Ramanadhan, S., Revette, A. C., Lee, R. M., & Aveling, E. L. (2021). Pragmatic approaches to analyzing qualitative data for implementation science: an introduction. *Implementation Science Communications*, 2(1), 1-10. Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications. Spates, K., Evans, N. T. M., Watts, B. C., Abubakar, N., & James, T. (2020). Keeping ourselves sane: A qualitative exploration of Black women's coping strategies for gendered racism. *Sex Roles*, 82(9), 513-524.

Earn 4 continuing education credits**AMASS2****ticket**

Using Maps in Your Research: Applications of Geospatial Data Analysis

Marquis Ballroom A, 9th Floor*Kevin M. Mwenda, Ph.D., Brown University*

Basic level of familiarity with the material

Primary Category: Research Methods and Statistics

Key Words: *Alcohol, Research Methods, Substance Abuse*

Geographic information Systems (GIS) methods are increasingly used to investigate the effects of socio-environmental factors and exposure towards vulnerable populations. This workshop will introduce participants to concepts and methods in Geographic Information Systems (GIS) that will facilitate appropriate spatial queries to determine: 1) Containment and Accessibility factors - how many alcohol outlets in a city are within a pre-established distance from existing schools; 2) Proximity factors - average distance between alcohol outlets and schools. Using open-source GIS software such as QGIS, participants will learn how to source, map and analyze locations and densities of liquor stores and schools. In so doing, participants will investigate if there is a significantly high number of liquor stores in a certain city given its size and assess potential impact of the prevalence of liquor stores on alcohol (mis)use among adolescents in nearby schools. Such information may be useful to mental health professionals to advocate for improved policies to target appropriate prevention and intervention strategies.

Outline

- Participants will receive an introduction to Geographic Information Systems (GIS) and its research applications.
- Participants will do an in-session application of GIS to distances between alcohol outlets and schools.
- Participants will identify at least one area in their own program of research in which they can apply GIS.

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

- List basic concepts and methods to conduct spatial queries in GIS.
- Download open-source GIS software and source location data to perform spatial queries in a reproducible way.
- Create buffers using pre-designated parameters around geographic locations.

- Combine spatial criteria and visualize candidate sites within study area.
- Assess potential impact of spatially-themed criteria that may be misaligned with the situation on-ground.

Long-term Goal: Participants will be comfortable working with GIS to conduct basic spatial queries and analyses of geographical phenomena.

Recommended Readings: Fliss, M. D., Cox, M. E., Wallace, J. W., Simon, M. C., Knuth, K. B., & Proescholdbell, S. (2021). Measuring and Mapping Alcohol Outlet Environment Density, Clusters, and Racial and Ethnic Disparities in Durham, North Carolina, 2017. *Preventing Chronic Disease*, 18. doi:ARTN 210127. Martin-Turrero, I., Valiente, R., Molina-de la Fuente, I., Bilal, U., Lazo, M., & Sureda, X. (2022). Accessibility and availability of alcohol outlets around schools: An ecological study in the city of Madrid, Spain, according to socioeconomic area-level. *Environmental Research*, 204. doi:ARTN 112323. Sacks, J. J., Brewer, R. D., Mesnick, J., Holt, J. B., Zhang, X., Kanny, D., . . . Gruenewald, P. J. (2020). Measuring Alcohol Outlet Density: An Overview of Strategies for Public Health Practitioners. *J Public Health Manag Pract*, 26(5), 481-488. doi:10.1097/PHH.0000000000001023. Trapp, G. S. A., Knuiman, M., Hooper, P., & Foster, S. (2018). Proximity to Liquor Stores and Adolescent Alcohol Intake: A Prospective Study. *Am J Prev Med*, 54(6), 825-830. doi:10.1016/j.amepre.2018.01.043. Wiecezorek, W. F., & Hanson, C. E. (1997). New modeling methods: geographic information systems and spatial analysis. *Alcohol Health Res World*, 21(4), 331-339.

Earn 7 continuing education credits

Institute 1

ticket

CBT for Depression in the Second Half of Life: Personalized Treatment Approaches

Carnegie & Alvin, 5th Floor

Ann M. Steffen, ABPP, Ph.D., University of Missouri-St. Louis

Primary Category: Treatment - CBT

Key Words: *Depression, CBT, Primary Care*

National and global workforce predictions show a shortage of behavioral health clinicians prepared for work with aging individuals. This intermediate-level institute provides detailed recommendations and resources for psychotherapists and primary care clinicians familiar with CBT and wishing to increase their effectiveness with depressed middle-aged and older adults. Individualized and culturally responsive approaches will be highlighted and practiced that target the contexts and drivers/antecedents of depression in the second half of life (i.e., changes in brain health and medical conditions, chronic pain, sleep problems, family caregiving, bereavement, relationship concerns), with attention to telehealth applications.

Outline:

- Rationale for treating later-life depression with CBT
 - (A) Features of later-life depression
 - (B) Developmental and cultural considerations that influence treatment
 - (C) Brief review of existing research supporting CBT for later-life depression
- Overview of Treating Later-Life Depression approach
 - (A) Intake assessment
 - (B) Treating planning/prioritization of therapy goals
 - (C) Including chosen family members
 - (D) Culturally responsive within-session modifications with aging clients
- Core Modules
 - (A) Skills for Getting Started (Therapy Orientation, Goal Setting, Enhancing Motivation)
 - (B) Skills for Feeling (Emotional Literacy, Cultivation of Positive Emotions, Arousal Reduction)
 - (C) Skills for Doing (Behavioral Activation, Problem Solving)
 - (D) Skills for Thinking (Self-Compassion, Cognitive Reappraisal)
 - (E) Skills for Wrapping Up (Termination Planning, Booster Sessions)
- Personalized Modules
 - (A) Skills for Brain Health (Preventing and Managing Cognitive Concerns)
 - (B) Skills for Managing Chronic Pain (Psychoeducation and Pain Management)

- Skills for Healthy Sleep (Psychoeducation and Sleep Hygiene)
- Skills for Caregiving (For Family and Informal Care Partners)
- Skills for Living with Loss (Support for Healthy Grieving)
- Skills for Relating (Communication and Interpersonal Effectiveness Skills)

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

- Identify essential domains to include when developing a case conceptualization of later life depression.
- Plan an individualized course of treatment (prioritize treatment goals and select appropriate change strategies) from a case presented at the workshop.
- Discuss rationale and technique for at least three culturally responsive modifications for CBT with aging clients.
- Demonstrate three methods to enhance within-session focus and effective pacing.
- Explain three clinical strategies to enhance telehealth practice with aging individuals.

Long-term Goals:

- Increase utilization of best practices for CBT with middle-aged and older adults, as reflected by self-reported scores on the Aging Clients Therapy Scale (ACTS).
- Engage in a professional development plan for continued enhancement of knowledge and skills for applying CBT with middle-aged and older adults.

Recommended Readings: American Psychological Association. (2019). Clinical practice guideline for the treatment of depression across three age cohorts. Retrieved from <https://www.apa.org/depression-guideline>. Haigh, E. A., Bogucki, O. E., Sigmon, S. T., & Blazer, D. G. (2018). Depression among older adults: a 20-year update on five common myths and misconceptions. *The American Journal of Geriatric Psychiatry*, 26(1), 107-122. Steffen, A.M et al. (2022). *Treating Later-Life Depression: A Cognitive Behavioral Approach. Workbook*. 2nd edition. Treatments that Work Series; Oxford University Press. Steffen, A.M., Thompson, L.W., & Gallagher-Thompson, D. (2022). *Treating Later-Life Depression: A Cognitive Behavioral Approach. Clinician Guide*. 2nd edition. Treatments that Work Series; Oxford University Press. Steffen, A. M. & Schmidt, N. E. (2022). *The CBTs in Later Life*. In G. Asmundson (Ed.), *Comprehensive Clinical Psychology*, 2nd edition. Oxford, UK: Elsevier.

Earn 7 continuing education credits

Institute 2

ticket

ACT for Life: Using Acceptance and Commitment Therapy to Prevent Suicide and Build Meaningful Lives

Juilliard/Imperial, 5th Floor

Sean M. Barnes, Ph.D., VA Rocky Mountain MIRECC
Lauren M. Borges, Ph.D., VA Rocky Mountain MIRECC
Robyn D. Walser, Ph.D., National Center for PTSD

Primary Category: Suicide and Self-Injury

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

Suicide is a leading cause of death and mitigation of suicide risk is a vital component of clinical practice. However, responding to suicide risk can be a tremendous source of stress and place therapists at odds with their clients. Acceptance and Commitment Therapy (ACT) provides a powerful and balanced approach to suicide prevention by promoting life through values-based action in addition to preventing suicidal behavior. The training will begin with a concise review of the literature on ACT and suicide. Participants will then learn how to apply key components of ACT for Life, a brief empirically-based intervention developed via a formative evaluation with ACT and suicide prevention experts (Barnes et al., 2021). Case examples, role plays, and experiential exercises will be used to build attendees' skills for working effectively and compassionately with clients at risk of suicide while still maintaining best practices for suicide prevention. We will identify therapist challenges to working with clients considering suicidal behavior, particularly within the context of the COVID-19 pandemic and discuss methods for overcoming these barriers. Participants will learn how to maintain an ACT therapeutic stance when conducting suicide risk assessment, emphasize function over form when identifying drivers of suicidal thoughts and behaviors, and create an ACT-consistent safety plan. We will demonstrate how to join clients in acknowledging and accepting the pain that leads them to desire death while still empowering them to engage in values-consistent behavior, building a meaningful life of their choosing. This training will not include a comprehensive introduction to ACT and is recommended for attendees with at least some previous ACT training and experience.

Outline:

- Challenges of working with clients considering suicide
- Phenomenon of suicide from a contextual behavioral perspective
- Brief review of empirical support for using ACT to prevent suicide
- Introduction to ACT for Life protocol
- Functional suicide risk assessment
- Undermining the control agenda and turning toward values-based living
- Engaging mindfulness processes with clients thinking of suicide

- Engaging behavior change processes with clients thinking of suicide
- ACT-consistent safety planning
- Discussion and questions

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

- Describe personal and practical barriers to working collaboratively with clients to manage suicide risk effectively.
- Conduct a functional assessment (e.g., chain analysis) of factors maintaining suicidal ideation and/or behavior.
- Demonstrate creative hopelessness work appropriate for clients at high risk of suicide.
- Use results of a functional assessment to inform case conceptualization and treatment planning.
- Create ACT-consistent safety plans.

Long-term Goals:

- Incorporate client-specific suicide-related thoughts, emotions, and sensations into ACT experiential exercises to promote the client's ability to act consistently with their values.
- Assist clients in exploring their values and engaging in committed actions to build meaningful lives.

Recommended Readings: Barnes, S. M., Borges, L. M., Smith, G. P., Walser, R. D., Forster, J. E., & Bahraini, N. B. (2021). Acceptance and Commitment Therapy to promote recovery from suicidal crises: A randomized controlled acceptability and feasibility trial of ACT for Life. *Journal of Contextual Behavioral Science*, 20, 35-45. doi:10.1016/j.jcbs.2021.02.003. Barnes, S. M., Borges, L. M., Sorensen, D., Smith, G. P., Bahraini, N. H., & Walser, R. D. (In Press). Safety planning within Acceptance and Commitment Therapy. *Cognitive and Behavioral Practice*. Walser, R. D., Gavert, D. W., Karlin, B. E., et al. (2015). Effectiveness of Acceptance and Commitment Therapy in treating depression and suicidal ideation in Veterans, *Behavior Research and Therapy*, 74, 25-31. doi: 10.1016/j.brat.2015.08.012. Bahraini, N. H., Devore, M. D., Monteith, L. L., Forster, J. E., Bensen, S., & Brenner, L. A. (2013). The role of value importance and success in understanding suicidal ideation among Veterans. *Journal of Contextual Behavioral Science*, 2 (1), 31-38. doi: 10.1016/j.jcbs.2013.03.001. Borges, L. M., Nazem, S., Matarazzo, B. B., Barnes, S. M., & Wortzel, H. S. (2019). Therapeutic Risk Management: Chain Analysis of Suicidal Ideation and Behavior. *Journal of Psychiatric Practice*, 25(1), 46-53. doi: 10.1097/PRA.0000000000000358.

Earn 5 continuing education credits

Institute 4

ticket

A Step-by-step Consensus Protocol for Cognitive Behavioral Therapy for Nightmares

Broadhurst/Balasco, 5th Floor

Kristi Pruiksma, Ph.D., University of Texas Health Science Center at San Antonio

Hannah C. Tyler, ABPP, Ph.D., University of Texas Health Science Center San Antonio

All level of familiarity with the material

Primary Category: Sleep / Wake Disorders

Key Words: *Trauma, Evidence-Based Practice*

Nightmares are a significant but treatable health condition that have a direct impact on psychological health and well-being. Unfortunately, the prevalence of nightmares and insomnia have risen as a result of the COVID-19 pandemic. While nightmares are commonly reported following trauma and are considered a hallmark of posttraumatic stress disorder (PTSD), nightmares and insomnia often remain following successful treatment of PTSD and are uniquely correlated to suicide, depression, and substance use. Nightmares following trauma may continue as part of PTSD or as an independent disorder, and if left untreated, can continue throughout the lifetime. The American Academy of Sleep Medicine position paper for the treatment of nightmare disorder in adults recommends cognitive behavioral therapy for nightmares (CBT-N), yet there is a critical shortage of trained providers and relatively low provider awareness of the efficacy behavioral medicine interventions. Furthermore, there are several treatment manuals available with unclear overlap and discrepancies and no consensus approach for treating nightmares. Recently, nightmares experts have convened to develop a consensus approach. Thus, the goal of this institute is to train providers in the implementation of CBT-N a brief, evidence-based non-pharmacological intervention developed by experts in the field, synthesizing best practices for nightmare disorder treatment in this singular treatment protocol. CBT-N involves strategies to address insomnia, relaxation training, identifying and writing a target nightmare, writing a different storyline for the nightmare, and repeatedly imagining the new dream before sleep. This institute will provide foundational understanding of normal sleep, assessment of sleep disorders, and facilitate step-by-step guidance on how to implement CBT-N in clinical practice. We will also provide guidance on assessing sleep in the short-term and long-term following disasters. We will achieve these goals by providing in-depth training based on the CBT-N manual, presenting case examples, providing hand-

outs to be used in clinical practice, and incorporating video demonstrations as well as audience exercises reinforce the utility of these treatments. It is highly recommended that attendees complete the free web-based provider training in Cognitive Behavioral Therapy for Insomnia, which includes a Cognitive Behavioral Therapy for Nightmares module, prior to this training event! Please visit www.cbtweb.org."

Outline:

- 1:30pm-1:45pm: Introductions and Overview
- 1:45pm-2:00pm: Assessment and Diagnosis of Nightmares
- 2:00pm-3:00pm: Session 1: Sleep Basics and Bedtime Routines
- 3:00pm-3:45pm: Session 2: Nightmares, Stress, and Relaxation Training
- 3:45pm-4:30pm: Session 3: Targeting Nightmares Part 1: Written Exposure to the nightmare, theme identification, and introduction to nightmare description
- 4:30pm-5:15pm: Session 4: Targeting Nightmares Part 2: Nightmare description and introduction to imagery rehearsal
- 5:15pm-5:45pm: Session 5: Targeting Nightmares Part 3: Reviewing imagery rehearsal practice and problem solving
- 5:45pm-6:15pm: Session 6: Putting it all Together and Planning for the Future
- 6:15pm-6:30pm: Efficacy Research and Treatment Considerations

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

- Identify and describe 2 basic foundations of normal and disordered sleep.
- Summarize the 2 basic factors that regulate sleep.
- Assess for and identify 3 symptoms of on nightmares and insomnia.
- Describe step-by-step implementation of the consensus protocol of cognitive behavioral therapy for nightmares (CBT-N).
- Identify and implement 7 strategies for improving sleep in both the short-term and long-term following a disaster.

Recommended Readings: Pruiksma, K. E., Taylor, D. J., Davis, J., Diethc, J. R., Peterson, A. L., Balliett, N., Goodie, J. L., Miller, K., Grieser, E., Friedlander, J., Hryshko-Mullen, A. S., Rowan, A., Wilkerson, A., HallClark, B., Fina, B., Hummel, V., Casady, T., Tyler, H. (2021). Cognitive-Behavioral Therapy for Insomnia and Nightmares in the military: Therapist guide. Department of Psychiatry and Behavioral Sciences, The University of Texas Health Science Center at San Antonio, San Antonio, TX. Morgenthaler, T. I., Auerbach, S., Casey, K. R., Kristo, D., Maganti, R., Ramar, K., Zak, R., & Kartje, R. (2018). Position paper for the treatment of nightmare disorder in adults: an American Academy of Sleep Medicine position paper. *Journal of Clinical Sleep Medicine*, 14(6), 1041-1055. <https://doi.org/10.5664/jcsm.7178>. Davis, J. L. (2008). Treating post-trauma nightmares: A cognitive behavioral approach. Springer Publishing Company. Chicago. Davis, J. L., De Arellano, M., Falsetti, S. A., & Resnick, H. S. (2003). Treatment of nightmares related to post-traumatic stress disorder in an adolescent rape victim. *Clinical Case Studies*, 2(4), 283-294. Pruiksma, K. E., Molino, A., Taylor, D. J., Resick, P. A., and Peterson A. L. (2015). A case study of cognitive behavioral therapy for comorbid PTSD, insomnia, and nightmares. In C. Martin, V. R. Preedy, & V.B. Patel (Eds.), *Comprehensive Guide to Posttraumatic Stress Disorders* (pp. 2249- 2258). Springer.

Earn 5 continuing education credits

Institute 5

ticket

Trauma-informed Mindfulness: Integrating Mindfulness-based Practices into Psychotherapy with Traumatized Clients

Astor Ballroom, 7th Floor

Terri L. Messman, Ph.D., Miami University
Noga Zerubavel, Ph.D., Duke University Medical Center

All level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorder and Disasters

Key Words: *Mindfulness, Trauma, Abuse / Maltreatment*

This training will provide participants with an understanding of how to integrate mindfulness into psychotherapy with trauma survivors safely and effectively. Trauma occurs as a result of violence, abuse, neglect, loss, disaster, war, and other emotionally harmful experiences, and the impact often endures long past the event through a variety of sequelae. Traumatized individuals vacillate between experiences of hyperarousal, emotional reactivity, and intrusive imagery, and hypoarousal, dissociation, and numbing of emotions. Mindfulness can provide clients with specific techniques for enhancing self-awareness, emotion regulation, distress tolerance, and attentional control, while also cultivating qualities of acceptance, compassion, and cognitive flexibility. Meditation and other mindfulness practices can promote optimal arousal and provide traumatized clients emotion regulation strategies. Evidence-based mindfulness interventions, such as Mindfulness-Based Cognitive Therapy (MBCT), are widespread. However, mindfulness practices can trigger traumatic memories or physiological arousal in some trauma survivors. Emerging evidence suggests mindfulness exercises may need to be modified for traumatized clients. Trauma-sensitive mindfulness interventions titrate the client's arousal to maintain a window of tolerance, which facilitates psychotherapy and general well-being. In this training, Dr. Messman and Dr. Zerubavel will provide guidance on how to integrate mindfulness-based practices into psychotherapy with traumatized clients. Participants will learn to teach mindfulness as a way to reduce traumatic sequelae and improve emotion regulation. Discussion will emphasize both formal meditative practices and informal mindfulness practice. The training will involve learning through various methods, including lecture, experiential practice of guided mindfulness meditation, and small group work. No prior knowledge of mindfulness is assumed.

Outline:

Part I: Trauma Foundations/Foundations for Working with Trauma Survivors

- Defining Trauma
 - What do we mean by trauma? (event/experience/effect)
 - Experiences of traumatic stress (severe stressors, toxic or traumagenic environments, intersectionality, allostatic load/cumulative burden of adversity)
 - Racism and oppression, minoritized stress; Stigma/contempt/attack related to identity; stress proliferation processes
 - Developmental/complex trauma and attachment
- Understanding the impact of traumagenic contexts
 - Traumagenic environments (e.g., families, institutions)
 - Relational dynamics: threat/intimidation/coercion; humiliation/devaluing/shaming;
 - Neglectful bystanders (enabling or failure to protect)
 - Societal collusion, denial, structural inequities and oppressive forces
- Trauma sequelae using the Psychological Adaptation to Trauma model
 - Biological (e.g., physiological arousal, somatic complaints)
 - Emotional (e.g., fear, anger, shame)
 - Cognitive (e.g., perceptual disturbances, dissociation, beliefs)
 - Behavioral (e.g., suicidal behavior, aggression, substance abuse)
 - Interpersonal (e.g., relationship problems, revictimization)
 - Resilience and natural recovery

Part II: Mindfulness and Its Relevance to Working with Trauma Survivors

- Mindfulness
 - What is mindfulness
 - Formal and informal mindfulness practices
 - Why and when to use mindfulness for trauma
 - Research on mindfulness-based interventions for trauma
- Trauma stewardship and therapist mindfulness
 - Decreasing therapist reactivity to maintain a trauma-informed conceptualization of behavior
 - Observing limits and holding boundaries
 - Wounded healers
 - Organizational context for trauma-informed practices
 - Therapist strategies for non-supportive environments

Part 3: Setting Up for Implementation

- Case Conceptualization
 - Applying the Psychological Adaptation Model
 - Transdiagnostic conceptualization & diagnostic considerations
 - Dissociation & mindfulness
 - Defining Recovery: Healing, integration, posttraumatic growth
- The Window of Tolerance
 - Physiological arousal and dampening: Fight-Flight-Freeze
 - Methods of assessment: Structured objective and subjective approaches
 - Methods of assessment: Process-based approaches
 - Choosing intervention protocols
- Trauma and Treatment Planning
 - Trauma-focused treatment planning
 - Trauma-Informed treatment planning
 - Identifying appropriate clients
 - Contraindications

Part 4: Implementation: What to do in Session

- How to Use Mindfulness in Session
 - Inquiry: Sensing and describing (building awareness, processing)
 - Inquiry: Tracking (consolidating, putting in context)
 - Inquiry: Insight and application (generalization)
 - Choosing strategies and techniques
 - Contraindications: attending to context
- Mechanisms of Mindfulness and Techniques for Implementation
 - Attention Regulation and specific practices
 - Body Awareness and specific practices
 - Emotion Regulation and specific practices
 - Change in Perspective and specific practices
- Expanding the Window of Tolerance
 - Containment vs avoidance
 - Past vs present skill
 - Informal exposure
 - Memory processing and formal exposure
 - Metaphor

Part 5: Challenges/Difficulties in Implementation

- Working with difficulty
 - Identifying expected but challenging difficulty
 - Identifying adverse reactions and distinguishing from expected difficulty
 - Preventative strategies
 - Responsive strategies

Part 6: Resourcing

- Resourcing the client
- Resourcing the therapist

Wrap Up, Q & A

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

- Describe three ways that mindfulness practice can benefit the treatment of trauma-related mental health issues.
- Identify two mindfulness techniques that foster body awareness and explain how they can contribute to emotion regulation and self-awareness in trauma survivors.
- Describe one mechanism that explains how traumatic experience dysregulates physiological arousal and how mindfulness practices foster physiological regulation.
- Identify three signs of client overwhelm and describe three responsive strategies you would offer to modify mindfulness practices in order to reduce dysregulation.
- Utilize the three levels of inquiry following any mindfulness practice in order to facilitate processing, generalizing, and consolidating.

Long-term Goals:

- Determine how mindfulness can be integrated into your overarching treatment framework and how to incorporate it into a specific treatment plan.
- Identify and describe three types of mindfulness exercises (or practices) to fit specific client needs.

Recommended Readings: Becker-Blease, K. A. (2017). As the world becomes trauma-informed, work to do. *Journal of Trauma & Dissociation*, 18(2), 131-138. <http://dx.doi.org/10.1080/15299732.2017.1253401>. Bermudez, D., Benjamin, M. T., Porter, S. E., Saunders, P. A., Laurenzo Myers, N. A., & Dutton, M. A. (2013). A qualitative analysis of beginning mindfulness experiences for women with post-traumatic stress disorder and a history of intimate partner violence. *Complementary Therapies in Clinical Practice*, 19, 104-108. <http://dx.doi.org/10.1016/j.ctcp.2013.02.004>. Boughner, E., Thornley, E., Kharlas, D., & Frewen, P. (2016). Mindfulness-related traits partially mediate the association between lifetime and childhood trauma exposure and PTSD and dissociative symptoms in a community sample assessed online. *Mindfulness*, 7, 672-679. <https://doi.org/10.1007/s12671-016-0502-3>. Colgan, D. D., Christopher, M., Michael, P., & Wahbeh, H. (2016). The body scan and mindful breathing among veterans with PTSD: Type of intervention moderates the relationship between changes in mindfulness and post-treatment depression. *Mindfulness*, 7, 372-383. <https://doi.org/10.1007/s12671-015-0453-0>. Esper, L. H., & da Silva Gherardi-Donato, E. C. (2019). Mindfulness-based interventions for women victims of interpersonal violence: A systematic review. *Archives of Psychiatric Nursing*, 33, 120-13. <https://doi.org/10.1016/j.apnu.2018.09.003>. Hopwood, T. L. & Schutte, N. S. (2017). A meta-analytic investigation of the impact of mindfulness-based interventions on posttraumatic stress. *Clinical Psychology Review*, 57, 12-20. <https://doi.org/10.1016/j.cpr.2017.08.002>. Metzger, I. W., Anderson, R. E., Are, F., & Ritchwood, T. (2021). Healing interpersonal and racial trauma: Integrating racial socialization into trauma-focused cognitive behavioral therapy for African American youth. *Child Maltreatment*, 26(1), 17-27. <https://doi.org/10.1177/1077559520921457>. Thompson, R. W., Arnkoff, D. B., & Glass, C. R. (2011). Conceptualizing mindfulness and acceptance as components of psychological resilience to trauma. *Trauma, Violence, & Abuse*, 12(4), 220-235. <https://doi.org/10.1177/1524838011416375>. Zerubavel, N. & Messman-Moore, T. L. (2015). Staying present: Incorporating mindfulness into therapy for dissociation. *Mindfulness*, 6(2), 303-314. <https://doi.org/10.1007/s12671-013-0261-3>. Zhu, J., Wekerle, C., Lanius, R., & Frewen, P. (2019). Trauma- and stressor-related history and symptoms predict distress experienced during a brief mindfulness meditation sitting: Moving towards trauma-informed care in mindfulness-based therapy. *Mindfulness*, 10, 1985-1996. <https://doi.org/10.1007/s12671-019-01173-z>.

Earn 5 continuing education credits

Institute 6

ticket

Evidence-based Assessment and Treatment Augmentation for Depression and Bipolar Disorders in Youth and Early Adulthood

Columbia/Duffy, 7th Floor

*Eric A. Youngstrom, Ph.D., University of North Carolina at Chapel Hill;
Helping Give Away Psychological Science*

Moderate level of familiarity with the material

Primary Category: Assessment

Key Words: *Assessment, Dissemination, Treatment*

Mood disorders can start in childhood, and often worsen in adolescence and early adulthood. Due to stigma, people often do not seek help, and the course of illness can be intermittent, and complicated. Recently, rates of mood problems and self-injury have increased, especially in early adulthood, with COVID and social distancing adding to the problem. Fortunately, there has been a surge of evidence about the validity of carefully diagnosed mood disorders in youth, along with better evidence-based tools for assessment and treatment. This session concentrates on the best free assessments to use for screening, differential diagnosis and treatment planning, progress and outcome tracking, as well as ways to quickly evaluate alternative treatments and new advances. Light therapy, blue-light blocking, omega-3 fatty acids, CBD oil – are any of these evidence-based? Could they augment more conventional psychotherapy approaches? How do we answer patient questions and help them sort through the competing claims that they find on social media and the internet? The session also addresses dissemination and implementation support methods that can increase the accessibility of assessment, prevention, and early intervention services.

Outline:

- Clinical picture
 - Contrast the typical presentation of depression and bipolar disorder in youths and adults;
 - discuss DSM-5 vs. ICD-11 revisions
 - Learn about “spectrum” bipolar disorders
 - cyclothymia
 - Other Specified Bipolar and Related Disorders
 - impairment and course
- How common are different mood disorders?
 - Recognize how often bipolar and other disorders occur in different settings
 - Private practice
 - High schools

- colleges,
- outpatient services,
- forensic settings
- inpatient units
- Best of the free assessments
 - Aids for differential diagnosis
 - Goal setting
 - Measuring progress and outcome
- Apply new methods for interpreting test results
 - Thinking in terms of probability
 - Rules of thumb
 - Benchmarking change
- Where to find new information and free tools?
 - TRIP, Wiki, searching smarter
 - Learn about free online and assessment tools to improve diagnosis
 - Outcome
- Thinking in terms of lifestyle change for managing mood
 - Surprising data about sleep
 - Diet
 - Exercise

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

- Describe the use of three evidence-based assessment methods that aid in differential diagnosis and measuring treatment response.
- Recognize four symptoms and risk factors that are helpful in recognizing bipolar disorder, and which may be red herrings that are common to other conditions.
- Find and use at least 20 free scales for screening, severity, and outcome tracking.
- Search TRIP database and other aggregators to find clinically useful summaries quickly.
- Describe how three sleep hygiene techniques could help with improving outcomes across most mood disorders.

Long-term Goals:

- Over the coming year, add free assessment tools to differentiate types of mood and internalizing disorders, using for case formulation and progress tracking.
- Begin gathering more information about sleep, exercise, and diet when working with clients with mood issues.

Recommended Readings: Youngstrom, E.A., & Cotuna, A. (2020). Helping Give Away Psychological Science: Putting information and resources where the public and professionals can find and use them. *North Carolina Medical Journal*, 81, 117-119. <https://doi.org/0029-2559/2020/81210>. Youngstrom, E.A., Algorta, G.P., Frazier, T.W., Youngstrom, J.K., & Findling, R.L. (2021). Evaluating and validating General Behavior Inventory mania and depression short forms for self-report of mood symptoms. *Journal of Clinical Child and Adolescent Psychology*, 50(5), 579-595. <https://doi.org/10.1080/15374416.2020.1756301>. Henriksen, T. E., Skrede, S., Fasmer, O. B., Schoeyen, H., Leskauskaitė, I., Bjørke-Berthelsen, J., Assmus, J., Hamre, B., Gronli, J., & Lund, A. (2016). Blue-blocking glasses as additive treatment for mania: a randomized placebo-controlled trial. *Bipolar Disorders*, 18(3), 221-232. <https://doi.org/10.1111/bdi.12390>. Fristad, M.A. (2016). Evidence-based psychotherapies and nutritional interventions for children with bipolar spectrum disorders and their families. *Journal of Clinical Psychiatry*, 77(suppl 3): e04. PMID: 27570930 Goldstein, B., Birmaher, B., Carlson, G., DelBello, M., Findling, R., Fristad, M., ...Youngstrom, E.A., Choukas-Bradley, S., Calhoun, C.D., & Jensen-Doss, A. (2015). Clinical guide to the evidence-based assessment approach to diagnosis and treatment. *Cognitive and Behavioral Practice*, 22, 20-35. doi: 10.1016/j.cbpra.2013.12.005

Earn 5 continuing education credits

Institute 7

ticket

Healing the Soul: Using ACT-CI to Promote Personal Growth in Times of Personal Crisis

SoHo/Herald, 7th Floor

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

Moderate level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorder and Disasters

Key Words: ACT (*Acceptance & Commitment Therapy*), Stress, Trauma

As the COVID-19 pandemic crisis has taught us, no one is safe from the “slings and arrows of outrageous fortune”. A crisis, by definition, demands that we respond in new, flexible ways that not only can help us “weather the storm”, but also can open the world up to us in ways not thought possible. Indeed, the Greek root of the word crisis literally means “turning point”. However, the urge to avoid and escape emotional discomfort is a constant threat to this rare opportunity for personal growth and transformation. In this institute, participants will learn the basic clinical principles of ACT-CI (ACT for Crisis Intervention), a brief, focused approach that emphasizes the important role that mindfulness, acceptance and life engagement play in the healthy resolution of a life crisis. ACT-CI is based in the psychological flexibility model as well as the precepts of predictive coding theory, a neuroscience account of human emotions. In this approach, emotions are thought to signal a discrepancy (or synchrony) between the client’s mental model of the “desired and expected” world, versus what is actually in the world. Social rules, norms and mores transmitted via language form the prior learning basis for our mental models of what is desirable and expected in the world (i.e., freedom from unwanted change, ability to control suffering). Avoidance and escape strategies function as ineffective attempts by clients to make the world fit their prior mental model (i.e., crisis instigation), whereas the processes of acceptance, mindful being and life engagement allow clients to change their mental models to more closely fit the world (e.g. crisis integration). In this institute, we will demonstrate how to help clients in crisis be mindfully aware of, and accept their intense bodily sensations and “feelings. We will show how to help clients make genuine contact with who and what matters to them in life and use the crisis as “fuel” to propel them towards what they value and aspire to in life. The clinical challenge, which we will explore on multiple levels using role play demonstrations, experiential exercises and skill practice, is to calmly and compassionately insert these three transformative processes into the clinical conversation with clients in crisis.

Outline:

- An ACT consistent model of crisis formation and instigation
 - Over-identification with the literal meaning of emotional experience
 - Emotional and behavioral avoidance as self-amplifying processes underlying crisis
 - Emotions as “signals” rather than “reality”
 - Loss of bodily awareness
- Predictive coding theory and human emotion
 - How the brain gets ahead by predicting the immediate to distant future
 - Interception as the basis for alerting the organism to threat and safety cues
 - Crisis level emotions as indicators of predictive coding gaps
 - Resolving gaps as the overriding purpose of emotional experience
 - How avoidance leads to a destructive form of resolving predictive coding gaps that elongates the crisis response
- The role of acceptance, life-engagement, moderated by increased mindful awareness, in crisis integration
 - Acceptance allows the person’s “mental model” to be changed to fit the world
 - Engagement promotes agency to resolve predictive coding gaps in a healthy way
 - Mindful awareness and mindfulness of the body are central mediators
- Developing mindfulness of the body during a crisis is central to resolving gaps
 - Guidelines for sequencing mindfulness of the body during a crisis session
 - Role play demonstration
 - Dyadic skill practice in mindfulness of body sequencing during a crisis session
- Introducing acceptance as a way of explaining and resolving a predictive coding gap
 - Using acceptance “talk” to reshape the client’s mental model of the world
 - Legitimizing emotional anguish as the “flip side” of closely held personal values
 - Pain is inevitable; suffering is optional
- Promoting a sense of personal agency at time of life crisis using values
 - The essential link between values, predictive coding and human emotion
 - What is the call to action in response to this emotional experience
 - Role play demonstration of using acceptance and life engagement going hand in hand
 - Dyadic skill practice in integrating acceptance and values “talk” during a crisis session

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

- Assess each client’s unique psychological and behavioral processes associated with crisis instigation and crisis integration.
- Intervene with the core language processes that foster rigid, as opposed to flexible, mental models of the world.
- Communicate effectively with the client in crisis about the function of emotional discomfort as an important signal that should guide adaptive behavior.
- Apply mindfulness interventions to help the client in crisis safely experience awareness of distressing bodily sensations.
- Apply strategies designed to use the emotional pain of crisis to help the client make contact with personal values and life aspirations.

Long-term Goals:

- Apply strategies designed to help the client develop flexible adaptive strategies based in mindful being and mindful doing.
- Operate calmly, comfortably and compassionately in the midst of a life crisis to create a genuinely powerful therapeutic relationship.

Recommended Readings: Carlsson, K., Strosahl, K. & Roberts, L. (In Press) Acceptance and commitment therapy for crisis intervention: Finding the way through life challenges, trauma and personal catastrophe. Washington DC: American Psychiatric Publishing. Hofmann, S., & Hayes, S. (2019). The Future of Intervention Science: Process-Based Therapy. *Clinical Psychological Science*, 7(1), 37–50. <https://doi.org/10.1177/2167702618772296>. Frith C. (2021). The neural basis of consciousness. *Psychological medicine*, 51(4), 550–562. <https://doi.org/10.1017/S0033291719002204>. Chiles, J., Strosahl, K., & Roberts, L. (2018). Clinical manual for assessment and treatment of suicidal patients, 2nd Ed. Washington DC: American Psychiatric Publishing. Datillo, F. & Freeman, A. (2010). Cognitive behavioral strategies in crisis intervention, 3rd Ed. New York: Guilford Publications.

8:00 a.m. – 9:00 a.m.

Cantor/Jolson, 9th Floor

New Attendee Orientation

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

Earn 1.5 continuing education credits

Symposium 1

Odets, 4th Floor

Emergency & Disaster Response: Using Telehealth Treatments to Continue to Make an Impact in Adult and Pediatric Mental Health

CHAIR: Martin E. Franklin, Ph.D., Rogers Behavioral Health

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

Basic to Moderate level of familiarity with the material

Primary Category: Telehealth/m-Health

Key Words: Telehealth/m-health, Treatment, Clinical Trial

Intensive CBT Telehealth for Pediatric OCD During the COVID-19 Pandemic: Comparison With a Matched Sample Treated In-person

Martin E. Franklin, Ph.D., Rogers Behavioral Health

Treating Patients with Addiction and Mental Health Disorders During a Global Health Crisis Utilizing a Telehealth Treatment Model

Michelle Maloney, Ph.D., LPC, Rogers Behavioral Health

Gregor Horvath, Ph.D., Rogers Behavioral Health

N.Z. Bulkes, Ph.D., Rogers Behavioral Health

D. Kick, Ph., Rogers Behavioral Health

J. Hishmeh, Ph.D., Rogers Behavioral Health

S.R. LeNoue, Ph.D., Rogers Behavioral Health

Treating Depression During a Global Health Crisis Utilizing a Telehealth Treatment Modality

Rachel C. Leonard, Ph.D., Rogers Memorial Hospital

Efficacy of Intensive CBT Telehealth for OCD During the COVID-19 Pandemic

Bradley Riemann, Ph.D., Rogers Behavioral Health

Earn 1 continuing education credit

Ziegfeld, 4th Floor

Symposium 2

The Role That Emotions Play in OCD: It's Not Just an Anxiety Disorder

CHAIR: Melissa M. Norberg, *Ph.D.*, Macquarie University

DISCUSSANT: Bunmi O. Olatunji, *Ph.D.*, Vanderbilt University

Basic to Moderate level of familiarity with the material

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: OCD (*Obsessive Compulsive Disorder*), Emotion, Risk / Vulnerability Factors

Investigating Anger and Disgust as Predictors of Obsessive-compulsive Symptoms in a Community Sample

Sara Wilkerson, *B.S.*, Fordham University

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

Disgust and Anxiety Based Emotional Reasoning in OCD

Peter de Jong, *Ph.D.*, University of Groningen

Wiljo van Hout, *PhD*, University of Groningen

Sensitivity to Guilt in Obsessive-compulsive Disorder

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

Samantha N. Hellberg, *M.A.*, University of North Carolina at Chapel Hill

Chase M. DuBois, *B.A.*, University of North Carolina at Chapel Hill

Megan Butcher, *B.S.*, UNC Chapel Hill

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

Heidi J. Ojalehto, *B.S.*, UNC Chapel Hill

Bradley Riemann, *Ph.D.*, Rogers Behavioral Health

Carly Rodriguez, *B.A.*, UNC-Chapel Hill

The Causes and Consequences of Shame in Obsessive-compulsive Disorder

Shanara Visvalingam, Macquarie University

Cassandra Crone, *BPsych(Hons), MRes*, Macquarie University

Simon Street, *BPsych(Hons)*, Macquarie University

Ella Oar, *BPsych(Hons), DPsych(Clin)*, Macquarie University

Philippe Gilchrist, *B.A (Psychology), M.A (Counselling Psychology), DPsych(Clin)*, Macquarie University

Melissa M. Norberg, *Ph.D.*, Macquarie University

Earn 1.5 continuing education credits

O'Neill, 4th Floor

FRIDAY

Symposium 3

Prospective Risk for Self-injurious Thoughts and Behaviors Among Vulnerable Populations Across the Lifespan

CHAIRS: *Roberto Lopez, Jr., M.A., George Mason University*
Christianne Esposito-Smythers, Ph.D., George Mason University
DISCUSSANT: *Matthew Nock, Ph.D., Harvard University*

Basic to Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

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

Observed Rated Family Problem-solving Moderates the Relation Between Adolescent Depressive Symptoms and Suicidal Ideation

Katherine Maultsby, M.A., George Mason University
Roberto Lopez Jr., M.A., George Mason University
Lauren Seibel, Ph.D., George Mason University
Jennifer Wolff, Ph.D., Warren Alpert School of Medicine, Department of Psychiatry, Brown University
Anthony Spirito, Ph.D., Alpert Medical School of Brown University
Christianne Esposito-Smythers, Ph.D., George Mason University

Longitudinal Relations Between Trauma, Emotion Regulation Difficulties, and Self-injurious Thoughts and Behaviors: An 18-month Prospective Study of High-risk Adolescents

Jennifer A. Poon, Ph.D., Alpert Medical School of Brown University
Roberto Lopez Jr., M.A., George Mason University
Lynne Marie-Shea, M.A., Suffolk University
Richard Liu, Ph.D., Massachusetts General Hospital/Harvard Medical School

Co-occurrence of Nonsuicidal Self-injury and Disordered Eating Behaviors in a Non-clinical Sample: An Ecological Momentary Assessment Approach

Alyssa Izquierdo, M.A., George Mason University
Sarah Fischer, Ph.D., George Mason University

The Relationship Between Race, Dissociation, and Minority Stressors in Conferring Risk for Suicidal Ideation Among Transgender and Gender Diverse Adults

Ana Rabasco, M.A., Fordham University

Margaret Andover, Ph.D., Fordham University

Gender Minority Stress and Resilience as Prospective and Concurrent Indicators of Self-injurious Thoughts and Behaviors Among Transgender and Non-binary Adults

Sarah E. Victor, Ph.D., Texas Tech University

8:00 a.m. – 9:30 a.m.

Earn 1.5 continuing education credits

Edison/Booth, 5th Floor

Symposium 4

Mechanisms of Change in Exposure Therapy for Eating Disorders

CHAIR: *Julia K. Nicholas, B.S., University of Louisville*

DISCUSSANT: *Cheri Levinson, Ph.D., University of Louisville*

All level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Eating, Exposure, Change Process / Mechanisms*

Eating Disorder Symptom and Fear Change Trajectories During Imaginal Exposure Therapy: Using Slope Network Analysis to Identify the Most Central Symptom Change Trajectories

Julia K. Nicholas, B.S., University of Louisville

Claire Cusack, M.A., The University of Louisville

Cheri Levinson, Ph.D., University of Louisville

Within-session Mechanisms of Change in Eating Disorder Symptoms and Core Eating Disorder Fears During an Online Imaginal Exposure Treatment for Eating Disorders

Brenna Williams, M.S., University of Louisville

Mackenzie L. Brown, Ph.D., University of Louisville

Cheri Levinson, Ph.D., University of Louisville

In-vivo Exposures Target Fear of Weight Gain Among Adolescents with Binge Eating

Elizabeth Lampe, M.S., Drexel University

Stephanie Manasse, Ph.D., Drexel University

Does Early Change Predict Treatment Outcome in CBT for Eating Disorders?
The Unique Roles of Body Avoidance and Checking Behaviors
Nicholas Farrell, Ph.D., NOCD
Caroline Christian, M.S., The University of Louisville
Cheri Levinson, Ph.D., University of Louisville

8:00 a.m. – 9:30 a.m.

Earn 1.5 continuing education credits

Broadhurst/Belasco, 5th Floor

FRIDAY

Symposium 5

Brief Innovative Approaches to Preventing Prescription
Stimulant Misuse and Diversion

CHAIR: Laura J. Holt, Ph.D., Trinity College
DISCUSSANT: Amelia Arria, Ph.D., University of Maryland, College Park

All level of familiarity with the material
Primary Category: Addictive Behaviors

Key Words: Addictive Behaviors, College Students, Adolescents

Primary Prevention Intervention to Reduce Stimulant Medication Misuse in
College Freshmen

Kevin Antshel, ABPP, Ph.D., Syracuse University
Aesoon Park, Ph.D., Syracuse University
Stephen Maisto, Ph.D., Department of Clinical Psychology, Syracuse University;
Center of Integrated Healthcare, Syracuse VA Medical Center

Personalized Health Assessment Related to Medications: Eight Years of Lessons Learned and Findings from Project PHARM

Jason R. Kilmer, Ph.D., University of Washington School of Medicine

*Nicole Fossos-Wong, B.S., Center for the Study of Health and Risk Behaviors,
Department of Psychiatry and Behavioral Sciences*

Amelia Arria, Ph.D., University of Maryland, College Park

*Dolores Cimini, Ph.D., Center for Behavioral Health Promotion and Applied Research,
University at Albany*

Mary Larimer, Ph.D., University of Washington, Psychiatry and Behavioral Sciences

*Kathryn Vincent, M.A., Center on Young Adult Health and Development, Department
of Behavioral and Community Health, University of Maryland School of Public
Health*

*Michael Gilson, J.D., Ph.D., Center for the Study of Health and Risk Behaviors,
Department of Psychiatry and Behavioral Sciences, University of Washington*

*Laura Longo, Ph.D., Center for Behavioral Health Promotion and Applied Research,
University at Albany*

Geetha Subramaniam, M.D., National Institute on Drug Abuse

David Liu, M.D., National Institute on Drug Abuse

Preventing Prescription Stimulant Diversion and Misuse via a Web-based Simulation: Development and Preliminary Usability/usefulness

Laura J. Holt, Ph.D., Trinity College

Alison Looby, Ph.D., University of Wyoming

Ty Schepis, Ph.D., Texas State University

Samuel Benton, University of Wyoming

Angela Delucia, undergraduate, Trinity College

Alice Verdier, undergraduate, Trinity College

Katherine Vrotsos, B.A., Texas State University

A Cluster RCT of Pediatrician Training to Reduce Stimulant Diversion and Risk for Adolescents with ADHD

Brooke S. G. Molina, Ph.D., University of Pittsburgh

Sarah Pedersen, Ph.D., University of Pittsburgh Department of Psychiatry

Heather Joseph, DO, University of Pittsburgh Department of Psychiatry

Heidi Kipp, MEd, LPC, University of Pittsburgh Medical Center

David J. Kolko, Ph.D., University of Pittsburgh School of Medicine

Elizabeth A. McGuier, Ph.D., University of Pittsburgh School of Medicine

Rachel Lindstrom, Ph.D., University of Pittsburgh

Daniel J. Bauer, Dr., University of North Carolina at Chapel Hill

Geetha Subramaniam, MD, National Institute on Drug Abuse

Earn 1.5 continuing education credits

Shubert/Uris, 6th Floor

Symposium 6

Suicidal Thoughts and Behaviors During the COVID-19 Pandemic

CHAIR: *Rebecca G Fortgang, Ph.D., Harvard University*

DISCUSSANT: *Christine Y. Moutier, M.D., American Foundation for Suicide Prevention*

Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Disaster Mental Health, Risk / Vulnerability Factors*

Suicide Behaviors During the COVID-19 Pandemic: A Meta-analysis of 54 Studies

Sherry H. Stewart, Ph.D., Dalhousie University

Justin Dubé, Ph.D. Candidate, Department of Psychology and Neuroscience, Dalhousie University

Simon Sherry, Ph.D., Department of Psychology and Neuroscience; Department of Psychiatry; Dalhousie University

Martin Smith, Ph.D., Department of Psychology, University of British Columbia

Paul Hewitt, Ph.D., University of British Columbia

Flattening the Suicidal Ideation Curve: COVID-19 Stay-at-home Orders Are Associated with Immediate Changes in Suicidal Search Behavior in the United States

Nicholas C. Jacobson, Ph.D., Dartmouth College

Damien Lekkas, M.S., Dartmouth College

George Price, B.S., Center for Technology and Behavioral Health, Geisel School of Medicine, Dartmouth College

Michael Heinz, M.D., Center for Technology and Behavioral Health, Geisel School of Medicine, Dartmouth College; Dartmouth-Hitchcock Medical Center

Minkeun Song, B.A., Center for Technology and Behavioral Health, Geisel School of Medicine, Dartmouth College

A James O'Malley, 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; The Dartmouth Institute for Health Policy and Clinical Practice, Geisel School of Medicine, Dartmouth College

Paul Barr, Ph.D., MSc, Center for Technology and Behavioral Health, Geisel School of Medicine, Dartmouth College; The Dartmouth Institute for Health Policy and Clinical Practice, Geisel School of Medicine, Dartmouth College

Increase in Suicidal Thinking During COVID-19

Rebecca G Fortgang, Ph.D., Harvard University

Shirley B. Wang, M.A., Harvard University

Alexander Millner, Ph.D., Franciscan Children's Hospital

Azure Reid-Russell, B.S., Department of Psychology, Harvard University

Anna Beukenhorst, Ph.D., Harvard T.H. Chan School of Public Health

Evan M. Kleiman, Ph.D., Rutgers, The State university of new jersey

Kate Bentley, Ph.D., Massachusetts General Hospital

Kelly L. Zuromski, Ph.D., Harvard University

Maha Al-Suwaidi, B.S., Department of Psychology, UCLA

Suzanne A. Bird, M.D., Massachusetts General Hospital

Ralph Buonopane, Ph.D., Franciscan Children's

Dylan DeMarco, B.A., Department of Psychology, Harvard University

Adam Haim, Ph.D., National Institute of Mental Health, NIH

Victoria Joyce, Ph.D., Franciscan Children's

Erik Kastman, B.S., Department of Psychology, Harvard University

Erin Kilbury, M.A., Department of Psychology, Harvard University

Hye-In Lee, B.S., UMass Chan Medical School

Patrick Mair, Ph.D., Harvard University

Carol Nash, M.S., Franciscan Children's

Jukka-Pekka Onnela, DSc, Harvard T.H. Chan School of Public Health

Jordan Smoller, M.D., ScD, Massachusetts General Hospital; Harvard Medical School; Harvard School of Public Health

Matthew Nock, Ph.D., Harvard University

State-level Data on Suicide Mortality During COVID-19 Quarantine: Early Evidence of a Disproportionate Impact on Racial Minorities

Thomas Mitchell, B.A., M.D., Yale University School of Medicine

Luming Li, M.D., The Harris Center for Mental Health and IDD

Earn 1.5 continuing education credits

Chelsea/Gotham, 7th Floor

FRIDAY

Symposium 8

**There Is No Such Thing as a Single Issue Struggle:
Exposure and Effects of Intersectional Stress in LGBTQ+
POC Communities**

CHAIRS: Shelby B. Scott, Ph.D., University of Texas at San Antonio
Kevin Narine, Ph.D., William James College

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

Basic to Moderate level of familiarity with the material

Primary Category: LGBTQ+

Key Words: LGBTQ+, Race, Stigma

**An Intersectional Evaluation of Sexual Minority Women and Health Care
Discrimination**

Shelby B. Scott, Ph.D., University of Texas at San Antonio
Karie A. Gaska, Ph.D., MSW, Ross University School of Medicine
Kayla Knopp, Ph.D., VA San Diego Health Care System
Quyen A. Do, M.Ed., University of Texas at San Antonio
Joyce P. Yang, Ph.D., University of San Francisco

**A Qualitative Analysis of Mental Health Concerns, Treatment Barriers, and
Experiences of Discrimination Among LGBTQ+ People of Color**

Jenny Shen, M.A., Stony Brook University
Sara Medina-Devilliers, Ph.D., Boston Children's Hospital
Ellora Vilkin, M.A., Stony Brook University
Howard Huang, M.A., Stony Brook University
Mallory Dobias, M.A., Stony Brook University
Sakura Ito, B.S., Stony Brook University
Laura Jans, Undergraduate Student, Stony Brook University
Eve Rosenfeld, Ph.D., VA Palo Alto Health Care System/Stanford
Dina Vivian, Ph.D., Stony Brook University, L. Krasner Psychological Center
Adam Gonzalez, Ph.D., Stony Brook University, Mind-Body Clinical Research Center

**Intersectional Discrimination, Psychological Distress, and Physical Health
Symptoms Among Latinx Sexual Minorities**

Roberto Renteria, Ph.D., Rosalind Franklin University of Medicine and Science
Cristalis Capielo Rosario, PhD, Arizona state University

Ethnic and Intersectional Identity as Resilience to Discrimination in SGM BIPOC People

Shari A. Brown, M.A., University of Hawai'i at Manoa

Frank Floyd, Ph.D., University of Hawaii at Manoa

Effects of Racial, Sexual, and Intersectional Minority Stressors on Young Sexual and Gender Minority People of Color

Sarah Whitton, Ph.D., University of Cincinnati

Gregory Swann, M.A., Northwestern Institute for Sexual and Gender Minority Health and Wellbeing

Michael E. Newcomb, Ph.D., Northwestern University

8:00 a.m. – 9:30 a.m.

Earn 1.5 continuing education credits

Carnegie & Alvin, 5th Floor

Panel Discussion 1

Ethical Considerations for Anti-racism Training and Consultation

MODERATORS: *Amber Calloway, Ph.D.*, The Penn Collaborative for CBT and Implementation Science, Perelman School of Medicine, University of Pennsylvania
Kimberly E. Dean, Ph.D., Massachusetts General Hospital/Harvard Medical School

PANELISTS: *Jessica G. Graham-LoPresti, Ph.D.*, Suffolk University
Caitlin Nevins, Ph.D., Clinical Psychologist, McLean Hospital/Harvard Medical School
Juliette McClendon-Iacovino, Ph.D., Boston University School of Medicine & National Center for PTSD

Primary Category: Culture / Ethnicity / Race

The imperative of anti-racism training and practice is being increasingly recognized in light of heightened national awareness of systemic oppression and racialized violence directed towards Black, Indigenous, and other People of Color (BIPOC). For example, some associations of mental health professionals (e.g., APA) have taken a stand against racism and have urged mental health professionals to respond to the impact of racism-related events on mental health. Consequently, many mental health professionals are rightfully seeking additional trainings and consultation on how to engage in anti-racism practices and address the public health emergency that is systemic racism. Although APA has enhanced its multicultural guidelines which calls for improved culturally responsiveness training for psychologists (APA, 2017), they provide limited guidance for ethical considerations when requesting such training. Anti-racist mental health care recognizes issues related to racial discrimination and addresses their potential consequences, and the racialized experiences of BIPOC. Demand for trainings in anti-racism practices across the field, from teaching to research to clinical practice, is increasing. This growing demand must

be accompanied by an understanding of the difficult nature of this work and the efforts that go into providing these kinds of trainings and consultation, particularly when asking individuals with marginalized racial identities to provide this training or consultation.

This panel focuses on ethical considerations for seeking anti-racist training or consultation, such as being aware of the power dynamic between the trainee(s) and trainer, being mindful of requests that place additional burden on the trainer/consultant and ensuring that the appropriate supports are in place for the trainer/consultant. The session will begin with a discussion on anti-racism training and consultation models and the advantages thereof and recommendations for anti-racist ways to seek training/consultation. The session will also include recommendations for supporting trainers/consultants engaged in anti-racism work. Panelists will solicit questions from the audience to foster a collaborative approach to navigating these topics.

8:00 a.m. – 9:30 a.m.

Earn 1.5 continuing education credits

Skylobby, 16th Floor

Panel Discussion 2

Practice What You Preach: How Psychology and Systems Can Support Its Working Parents in Times of Emergency

MODERATORS: *Christine J. Cho, Psy.D.*, Kurtz Psychology Consulting PC
Andrea B. Temkin, Psy.D., Weill Cornell Medicine

PANELISTS: *Christine J. Cho, Psy.D.*, Kurtz Psychology Consulting PC
Andrea B. Temkin, Psy.D., Weill Cornell Medicine
Laura D. Seligman, ABPP, Ph.D., The University of Texas Rio Grande Valley
Simon A. Rego, ABPP, Psy.D., Montefiore Medical Center
Brian C. Chu, Ph.D., Rutgers University
Linda Oshin, Ph.D., Rutgers University
Sophie A. Palitz Buinewicz, Ph.D., Center for the Treatment and Study of Anxiety, Perelman School of Medicine, University of Pennsylvania

Primary Category: Professional/ Interprofessional Issues

Key Words: *Professional Issues, Student Issues, Training / Training Directors*

Individuals pursuing advanced degrees in psychology have a long road, beginning with several years of education and training, followed by a race against the tenure/promotion “clock.” For those interested in having children, this timeline often results in trainees and early career professionals having to navigate family planning and child-rearing precisely when they hold the least benefits, protections, financial security, and autonomy. Many are also forced to navigate this process with little to no guidance or institutional support. This already problematic dynamic has become exponentially more challenging for parent-trainees and parent-scholars in the context of the COVID-19 and racism pan-

demics. In addition to the social, childcare, and financial consequences of “pandemic parenting,” parent-trainees face disruptions to training opportunities and timeline. Junior faculty struggle with interrupted research, equal but inequitable “stop the clock” policies that can effectively disenfranchise women, and overwhelming clinical demand to meet community mental health needs. BIPOC parent trainees/scholars were further impacted in the wake of the murders of George Floyd and countless other Black lives, and sharp rise in anti-Asian violence. Forced to simultaneously cope with racism and violence, these communities shoulder a disproportionate responsibility to address anti-racism efforts and mentorship of minoritized students within their institutions while navigating family stressors. There are few protections for trainees with families, and little institutional support for trainees and early-career parent-scholars. This panel seeks to raise awareness of some of the personal and systemic struggles working parents face in training and early career stages, and discuss possible mechanisms of support. Panelists will relay their own diverse experiences as parents at various stages, and share insight and strategies for navigating recent crises while continuing to attend to personal and professional goals. Panelists serving in leadership positions within the field will also be represented to discuss active strategies for top-down support for those attempting to balance career and family amidst ongoing health and mental health emergencies.

8:00 a.m. – 9:30 a.m.

Earn 1.5 continuing education credits

Plymouth/Royale, 6th Floor

Clinical Round Table 8

Virtual Reality Interventions to Address Psychological Distress: Leveraging an Innovative Technology to Enhance Mental Health Care During a Global Mental Health Crisis

MODERATOR: *Rachel Waldman, Ph.D., Weill Cornell Medicine*

PANELISTS: *Michelle Pelcovitz, Ph.D., Weill Cornell Medicine*
Stephanie Cherestal, Ph.D., Weill Cornell Medicine
Dora Kanellopoulos, Ph.D., Weill Cornell Medicine
Abhishek Jaywant, Ph.D., Weill Cornell Medicine
William Lamson, Ph.D., Weill Cornell Medicine
Shira Ritholtz, Ph.D., Weill Cornell Medicine

Primary Category: Technology

Key Words: Anxiety, Telehealth/m-Health

The primary goals of this clinical roundtable are to (1) discuss applications of virtual reality (VR) interventions in outpatient and inpatient psychiatric and medical settings during the current global mental health crisis; and (2) explore the opportunities and challenges in using VR to respond to future global emergencies. The COVID-19 pandemic created widescale psychological distress and exacerbated the ongoing global mental health crisis and inequities in access to care. In this context, the panelists implemented VR interventions in a variety of settings. VR is known to be efficacious in pediatric and adult

medical settings for treatment goals including pain management, augmentation of physical therapy, and reduction of anxiety during medical procedures. VR interventions are also efficacious for anxiety, posttraumatic stress, and substance use disorders. VR has a high rate of acceptability and can increase patient engagement in treatment, particularly at times when traditional psychotherapeutic interventions are inaccessible or stigmatized. Immersive environments allow for realistic exposure stimuli, and guided visualizations and mindfulness exercises allow many patients to engage successfully in skill building. This widely experienced panel of researchers and clinicians from settings including outpatient and inpatient psychiatry and inpatient medicine, working with populations ranging from adolescents to older adults, will describe how they integrated VR into an array of interventions prior to and during this current global health crisis, including mindfulness training, skills rehearsal, and exposure. Specific examples will include discussion of VR exposure therapy for social anxiety, use of VR for medical patients and hospital-based healthcare workers, and use of VR in inpatient psychiatric and substance use settings. They will share their clinical experiences applying VR with a focus on practical tips for incorporating VR into existing treatment models and settings. Panelists will discuss unique considerations in the age of COVID-19 and possible uses for VR, including adaptations of VR for telehealth, to provide quick, targeted treatment that can make an impact in the context of the current global mental health crisis.

8:00 a.m. – 9:30 a.m.

Earn 1.5 continuing education credits

Marquis Ballroom B, 9th Floor

Mini Workshop 1

Use of Motivational Interviewing for Individuals with PTSD: Ways to Increase Treatment Engagement, Retention, and Readiness to Change

Debra Kaysen, ABPP, Ph.D., Stanford University
Denise Walker, Ph.D., University of Washington, Seattle

Primary Category: Trauma and Stressor Related Disorder and Disasters

Key Words: *Motivational Interviewing, PTSD (Posttraumatic Stress Disorder), Therapy Process*

Posttraumatic Stress Disorder (PTSD) is prevalent and associated with high individual and societal costs. There are effective interventions for PTSD which are increasingly disseminated throughout healthcare systems. However, individuals often do not access these treatments, and even for those who do, they may not receive an effective dose of treatment. Of those with PTSD, less than half ask for help, and of those referred to specialty care less than half complete the referral. Motivational interviewing has been recommended as one way to strengthen treatment engagement among those seeking treatment for PTSD. However, these recommendations do not typically provide guidance about how to deliver Motivational Interviewing (MI) for individuals with PTSD or how to integrate

these practices into an evidence-based PTSD intervention. The purpose of this workshop is to provide attendees the basics of delivering Motivational Interviewing for individuals with PTSD. MI is a widely applied and well-researched intervention (Miller & Rollnick, 2012) aimed at helping individuals resolve ambivalence for behavior change. Motivational Interviewing has been evaluated as a prelude to treatment (Kantor, et al., 2017), an adjunct to existing treatment such as CBT (Steinberg et al., 2002), stand-alone treatment (Project MATCH; Miller, 1992) and as aftercare or maintenance intervention (Walker et al., 2015, 2016). This workshop includes an overview on why MI can be particularly useful when working with individuals with PTSD and when MI may be appropriate. Following a review of research on MI, participants will receive an overview on the principles of MI. Lastly, we will discuss the StressCheck as one example of an MI-based intervention, with feedback. We will discuss using the StressCheck, as an example of the use of MI to increase treatment engagement. Specific topics such as how to MI skills to address ambivalence and avoidance behavior, use of MI to promote treatment selection and adherence, how to recognize change talk for people with PTSD, and using MI to address co-occurring problems will also be discussed.

Outline:

- 1. Overview on the core tenets of MI.
- 2. Review of common challenges in PTSD treatment.
- 3. How to use MI to address common challenges in PTSD treatment.
- 4. Use of MI skills to address ambivalence and avoidance behavior.
- 5. Use of MI to promote treatment selection and adherence.
- 6. Change talk for people with PTSD.
- 7. Using MI to address co-occurring problems.

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

- Review MI principles and techniques as applied to the treatment of PTSD.
- Assess when it is appropriate to use MI in PTSD treatment.
- Identify four areas of PTSD treatment and engagement that may benefit from the use of MI.
- Recognize examples of change talk for individuals with PTSD.
- Discuss how MI may be useful during PTSD treatment in addressing co-occurring disorders.

Recommended Readings: Seal, K. H., Abadjian, L., McCamish, N., Shi, Y., Tarasovsky, G., & Weingardt, K. (2012). A randomized controlled trial of telephone motivational interviewing to enhance mental health treatment engagement in Iraq and Afghanistan veterans. *General hospital psychiatry*, 34(5), 450-459. Marker, I., & Norton, P. J. (2018). The efficacy of incorporating motivational interviewing to cognitive behavior therapy for anxiety disorders: A review and meta-analysis. *Clinical Psychology Review*, 62, 1-10. Lundahl, B. W., Kunz, C., Brownell, C., Tollefson, D., & Burke, B. L. (2010). Research Article A Meta-Analysis of Motivational Interviewing: Twenty-Five Years of Empirical Studies. *Research on Social Work Practice*, 20(2), 137-160. <https://doi.org/10.1177/1049731509347850> Murphy, R. T., Thompson, K. E., Murray, M., Rainey, Q., & Uddo, M. M. (2009). Effect of a motivation enhancement intervention on veterans' engagement in PTSD treatment. *Psychological Services*, 6(4), 264-278. <https://doi.org/10.1037/a0017577> Westra, H. A., & Aviram, A. (2013). Core skills in motivational interviewing. *Psychotherapy*, 50(3), 273.

Earn 1.5 continuing education credits

Marquis Ballroom C, 9th Floor

FRIDAY

Mini Workshop 2

The Hope Institute - A Model for Next-day Care for Suicide Risk Using CAMS and DBT

Amy M. Brausch, Ph.D., Western Kentucky University
Derek Lee, LPCC, Perrysburg Counseling Services, LLC

Basic to Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Evidence-Based Practice, Suicide, Service Delivery*

Suicide risk remains high in the United States and the approval of 988 is expected to result in a significant increase of crisis calls from individuals who are experiencing suicide thoughts and behaviors. Many systems of care are not prepared for the impending influx of crisis referrals. Even now, individuals experiencing suicidal crises struggle to access mental health care and typically must wait weeks for comprehensive risk assessment and referrals to outpatient care. Next-day appointments are ideal for individuals at risk, yet most are not able to receive them. The Hope Institute was created as a model for connecting crisis referrals from 988 to next-day appointments. These institutes aim to provide in-person or telehealth services for suicidal patients, using the Collaborative Assessment and Management of Suicidality (CAMS) framework and DBT skills groups. Both CAMS and DBT are evidence-based treatments for suicide risk in adults and adolescents. The goal of both CAMS and DBT is to help suicidal patients manage suicide thoughts and behaviors on an outpatient basis as much as possible, while also addressing individualized drivers of suicide as a focus of treatment and learning alternate ways of coping. Both are focused on helping patients find hope and meaning and identify and strengthen reasons for living. Hope Institutes have the potential to provide services to a large number of patients in all types of geographic areas, including those that are underserved, while eventually becoming self-sufficient through reimbursements from insurance and Medicaid. This mini-workshop will provide an overview of the Hope Institute model, as well as the CAMS Framework® and its evidence base for decreasing suicide ideation and increasing hope in both adults and adolescents.

Outline:

- CAMS o Review CAMS treatment framework
- Therapeutic assessment
- Suicide-specific treatment framework that focuses on suicide risk first

- Treatment plan includes stabilization plan and interventions tailored to “drivers” of suicide, individualized for each client
- Focus on collaboration, honesty, and empathy o Implementation of CAMS
- Training model
- Overview of how to use CAMS in different settings
- Overview of using CAMS with adults and adolescents
- Face-to-face and telehealth adaptations
- Evidence-base for CAMS
- Randomized clinical trials
- On-going clinical trials for adolescents
- Meta-analysis of treatment studies
- The Hope Institute (THI) o Research shows: Inpatient hospitalization may cause more damage
- Most individuals are more suicidal upon discharge
- Current systems do not account for either of these factors
- THI follows research to create a new model of service delivery
- Next day appointments via outpatient or telehealth
- Evidence-based models and interventions using CAMS and DBT
- Stabilization in an average of 5-6 weeks
- Referrals to ongoing therapy for those that need additional services
- THI bridges “The Lethal Gap”
- THI Provides up to 4 sessions per week
- CAMS individual sessions with trained clinicians (1-2 per week)
- DBT skills group options (0-3 per week)
- Outcomes
- 100% success to date
- Successful closures
- Adults 6 weeks
- Adolescents 5.2 weeks
- Clinicians
- Appropriate training and supervision in models
- Structured approach providing support and building a team environment
- Weekly consultation meetings based on the DBT model

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

- Describe the CAMS framework for assessing, managing, and treating suicide risk.
- Describe the evidence-base for CAMS and understand how it can be applied in multiple clinical settings with adolescents and adults.
- Describe the model for The Hope Institute and its potential to provide next-day evidence-based care for individuals with suicide risk.

Long-term Goal: Become familiar with an evidence-based treatment for suicide (CAMS), and how it can be implemented into a next-day service-delivery model for suicidal patients to reduce hospitalizations.

Recommended Readings: Swift, J. K., Trusty, W. T., & Penix, E. A. (2021). The effectiveness of the Collaborative Assessment and Management of Suicidality (CAMS) compared to alternative treatment conditions: A meta-analysis. *Suicide and Life-Threatening Behavior*, DOI: 10.1111/sltb.12765 Brausch, A. M., O'Connor, S. S., Powers, J. T., McClay, M. M., Gregory, J. A., & Jobes, D. A. (2020). Validating the Suicide Status Form for the Collaborative Assessment and Management of Suicidality in a psychiatric adolescent sample. *Suicide and Life-Threatening Behavior*, 50, 263-276. DOI: 10.1111/sltb.12587 Adrian, M., Blossom, J. B., Chu, P. V., Jobes, D., & McCauley, E. (2021). Collaborative assessment

8:00 a.m. – 9:30 a.m.

Marquis Ballroom A, 9th Floor

Special Interest Group



**Native American Issues in Behavior
Therapy and Research SIG**

We will discuss cognitive-behavior therapy and research work in Native American/ American Indian/Indigenous Populations, including ways to make evidence-based therapy more culturally relevant for Native American/Indigenous people. We will discuss activities over the past year, including the two-part special issue series of the Behavior Therapist on Native American issues in behavior therapy and research. We will also discuss ideas for the next ABCT conference, including planning for symposia and panel discussions.

FRIDAY

Earn 1.5 continuing education credits

Juilliard/Imperial, 5th Floor

Symposium 18

Responses to Reward and Risk for Suicide Across Age, Context, and Levels of Analysis

- CHAIRS: Courtney Forbes, M.A., M.Ed., Emory University School of Medicine
Gabriela K. Khazanov, Ph.D., Corporal Michael J Crescenzo VA Medical Center
- DISCUSSANT: Michelle G. Craske, Ph.D., University of California Los Angeles

Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

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

Associations Between Neural Activity During Reward-based Decision-making and Suicidal Ideation in a Recently Traumatized Sample

Courtney Forbes, M.A., M.Ed., Emory University School of Medicine
Matthew Tull, Ph.D., University of Toledo
Andrew Cotton, M.D., University of Toledo Medical Center
Xin Wang, MD, Ph.D., University of Toledo Medical Center

Relationships Between Anhedonia and Suicidal Outcomes Among Veterans and Community Adults

Gabriela K. Khazanov, Ph.D., Corporal Michael J Crescenzo VA Medical Center
Courtney Forbes, M.A., M.Ed., Emory University School of Medicine
Michelle Gordon, MPH, Penn Center for the Prevention of Suicide, University of Pennsylvania, Perelman School of Medicine
Matthew Tull, Ph.D., University of Toledo
Kim L. Gratz, Ph.D., University of Toledo
Michael Thase, M.D., University of Pennsylvania, Perelman School of Medicine
James McKay, Ph.D., University of Pennsylvania, Perelman School of Medicine
Shari Jager-Hyman, Ph.D., University of Pennsylvania

Feedback Processing Among Suicidal Adolescents: An Event-related Potential Study

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

Emily Zhang, B.A., Department of Psychiatry, Columbia University

Alma Bitran, B.S., Department of Psychiatry, Columbia University

Gabrielle Craddock, Department of Psychology, Queen's University

Natasha Drobotenko, MSc, Department of Psychology, Queen's University

Randy Auerbach, Ph.D., ABPP, Department of Psychiatry, Columbia University

Unique and Specific Associations Between NSSI and Suicidal Thoughts and Behaviors with Reward Sensitivity and Impulsivity

Thomas Olino, Ph.D., Temple University

Julia Case, M.A., University of Miami/Jackson Behavioral Health Hospital

The Complex Inter-relations Among Anhedonia, Devaluing Reward, and Self-injury

E. Samuel Winer, Ph.D., The New School for Social Research

Amanda Collins, M.A., Mississippi State University

Courtney Mason, M.A., Mississippi State University

Michael R. Gallagher, B.S., Mississippi State University

Matt Hanna, B.A., The New School for Social Research

Hilary DeShong, Ph.D., Mississippi State University

8:30 a.m. – 9:30 a.m.

Gilbert, 4th Floor

Special Interest Group



Technology and Behavior Change SIG

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

Earn 2 continuing education credits

Majestic/Music Box, 6th Floor

Master Clinician Seminar 1

ticket

Addressing Treatment-interfering Behavior: An Integrative Cognitive Behavioral Approach

Alec Pollard, Ph.D., Saint Louis University

Moderate to Advanced level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Motivation, Psychotherapy Outcome, Treatment*

Though cognitive and behavioral therapies are effective with a variety of disorders, a substantial portion of patients do not respond adequately, often due to the presence of treatment-interfering behavior (TIB). For many years, CBT research devoted little attention to the management of TIB, but this trend has reversed over the past 2 decades. Interventions specifically designed to modify TIB or to otherwise promote therapy engagement have emerged from various cognitive and behavioral therapeutic orientations (e.g., CT, ACT, DBT). However, no single intervention addresses all of the potential factors associated with TIB. In this workshop, the presenter will describe a conceptual model that integrates the various factors associated with TIB and demonstrate how the model can be used to guide the clinical management and treatment of TIB. The workshop will include lecture, video demonstrations, and case presentations.

Outline:

- I. History and Evolution of the Concept: Treatment-Interfering Behavior (TIB)
- II. Current Efforts within CBT to Address TIB
- III. An Integrated Approach: Treatment Readiness Therapy
 - A. Navigating the focus of therapy from presenting problem to TIB
 - B. Identifying which TIB to treat
 - C. Developing operational outcome goals that indicate treatment readiness
 - D. Identifying factors contributing to the TIB
 - E. Developing interventions to address each factor driving the TIB
 - F. Implementing the interventions
 - G. Resuming treatment of the presenting problem

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

- Identify when to discontinue treatment of the presenting problem and direct the focus of therapy on treatment-interfering behavior.

- Administer an instrument designed to identify different types of treatment-interfering behavior.
- Develop clearly defined goals and objectives to delineate when treatment of the presenting problem can be successfully resumed.
- Describe a conceptual model for understanding the 4 factors that can drive treatment-interfering behavior.
- Develop and implement interventions designed to prevent, manage, or modify treatment-interfering behavior.

Long-term Goals:

- Increase their efficacy with patients often considered treatment-resistant.
- Reduce the time they spend administering ineffective therapy.

Recommended Readings: Pollard, C.A. (2006). Treatment readiness, ambivalence, and resistance. In M.M. Antony, C. Purdon, & L. Summerfeldt, Psychological treatment of OCD: Fundamentals and Beyond (pp. 61-75). Washington D.C.: APA Books. Chapman, A.L., & Rosenthal, M.Z. (2016). Managing therapy-interfering behavior: Strategies from Dialectical Behavior Therapy. APA: Washington, DC. VanDyke, M. & Pollard, C.A. (2005). Psychosocial treatment of refractory Obsessive- Compulsive Disorder: The St. Louis model. Cognitive and Behavioral Practice, 12, 30-39. Davis, M. et al. (2020). Clinicians' perspectives of interfering behaviors in the treatment of anxiety and obsessive-compulsive disorders in adults and children. Cognitive & Behavioral Therapy, 49, 81-96. Neziroglu, F., & Mancusi, L. (2014). Treatment resistant OCD: Conceptualization and treatment. Current Psychiatry Reviews, 10, 289-295.

Earn 2 continuing education credits

Winter Garden/Palace, 6th Floor

Master Clinician Seminar 2

ticket

**Can Head Knowledge Become Heart Knowledge?
The Use of Behavioral Experiments in the
Treatment of Insomnia and Other Sleep/circadian
Problems***Allison G. Harvey, Ph.D., University of California Berkeley*

Basic to Moderate level of familiarity with the material

Primary Category: Sleep / Wake Disorders

Key Words: *Sleep, Transdiagnostic, CBT*

Behavioral experiments are “planned experiential activities, based on experimentation or observation, which are undertaken by patients in or between ... therapy sessions. Their design is derived directly from a ... formulation of the problem, and their primary purpose is to obtain new information which ...[includes]... contributing to the development and verification of the ... formulation” (p. 8; Bennett-Levy, et al., 2004). Behavioral experiments encourage patients to become scientists (e.g., to make judgments in their lives based on data they collect, rather than based solely on their subjective feelings). Very often the experience of a behavioral experiment brings about profound disconfirmation of unhelpful beliefs or stunning demonstrations that certain behaviors or thoughts are important contributors to the sleep problem. Behavioral experiments can also provide deep experiential learning that new thoughts/beliefs/behaviors can reduce distress/anxiety and improve sleep. In this seminar, we will review the rationale for using behavioral experiments and present data that support the use of behavioral experiments. We will cover the steps for devising a behavioral experiment and a stock of behavioral experiments that we have found to be useful for patients with sleep problems. Also, we will emphasize that behavioral experiments should be personalized for each patient. As such, there are an infinite range of possibilities. The use of behavioral experiments in therapy creates opportunities to collaborate with your patient, being highly creative together, while making substantial progress in the treatment. We will emphasize that it is important that conducting behavioral experiments requires an openness to any outcome. The purpose of the experiment is to facilitate your patient to have new experiences and to discover new possibilities (even if they are not the experiences/outcomes you expected).

Outline:

- Rationale for behavioral experiments

- Steps for devising behavioral experiments Examples of behavioral experiments for unhelpful beliefs about sleep, monitoring for sleep-related threat and improving daytime functioning
- Practice in devising a behavioral experiment
- What if the outcome is not what you expected?
- Follow-up behavioral experiments

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

- Explain the rationale for using behavioral experiments.
- Identify data that support the use of behavioral experiments when treating insomnia and other sleep/circadian problems.
- Explain the steps for devising a behavioral experiment.
- Explain an example of a behavioral experiment that is useful for a patient with a sleep or circadian problem.
- Identify a behavior experiment to try yourself.

Long-term Goals:

- Collaboratively conduct behavioral experiments with clients who are experiencing sleep and circadian problems.
- Generalize the knowledge gained in this seminar to use behavioral experiments when treating clients who are experiencing a wide range of challenges (not just sleep and circadian problems).

Recommended Readings: Bennett-Levy, J. E., Butler, G. E., Fennell, M. E., Hackman, A. E., Mueller, M. E., & Westbrook, D. E. (2004). Oxford guide to behavioural experiments in cognitive therapy. Oxford University Press. Perlis, M. L., Aloia, M., & Kuhn, B. (Eds.). (2010). Behavioral treatments for sleep disorders: A comprehensive primer of behavioral sleep medicine interventions. Academic Press. Tang, N. K., & Harvey, A. G. (2006). Altering misperception of sleep in insomnia: behavioral experiment versus verbal feedback. *Journal of consulting and clinical psychology*, 74(4), 767. Harvey, A. G., Bélanger, L., Talbot, L., Eidelman, P., Beaulieu-Bonneau, S., Fortier-Brochu, É., ... & Morin, C. M. (2014). Comparative efficacy of behavior therapy, cognitive therapy, and cognitive behavior therapy for chronic insomnia: a randomized controlled trial. *Journal of consulting and clinical psychology*, 82(4), 670. Neitzert Semler, C., & Harvey, A. G. (2007). An experimental investigation of daytime monitoring for sleep-related threat in primary insomnia. *Cognition and emotion*, 21(1), 146-161.

Internship Training Site Overview

CHAIR: Shona N. Vas, Ph.D., ABPP – Associate Professor, University of Chicago

PANELISTS: Lauren Weinstock, Ph.D. – Professor, Alpert Medical School of Brown University
Karen Rowa, Ph.D., CPsych – Associate Professor, McMaster University, St. Joseph's Healthcare Hamilton
Binoy B. Shah, M.S. – Illinois Institute of Technology
Shona N. Vas, Ph.D., ABPP – Associate Professor, University of Chicago

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. This session does not offer continuing education credit.

Earn 3 continuing education credits

SoHo/Herald, 7th Floor

Workshop 1

ticket**Parent Child Interaction Therapy for Selective Mutism**

FRIDAY

Rachel Merson, Psy.D., Boston University Center for Anxiety and Related Disorders

Rachel Busman, Psy.D., Cognitive and Behavioral Consultants

Jami M. Furr, Ph.D., Florida International University

Basic to Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Anxiety

Key Words: *Child, Anxiety, Treatment*

Selective Mutism (SM) is an anxiety disorder characterized by a persistent inability to speak in some situations, such as at school or in the community, despite the ability to speak in other places, such as at home. SM affects about 1% of the population (APA, 2013). Often first diagnosed in early childhood, SM can persist for many years, and treatment can be more challenging as the disorder progresses. Although cognitive behavioral therapy is a widely used empirically-supported treatment for child anxiety (Walkup et al., 2008), this intervention, which relies heavily on the ability to share thoughts and feelings, does not always lead to meaningful change for youth with SM (Ooi et al., 2016). Rather, treatments that focus on behavioral interventions may result in more robust outcomes including increased speech and reduced anxiety (Bergman et al., 2013; Oerbeck et al., 2014). In particular, adaptations of Parent Child Interaction Therapy have shown promise treating internalizing disorders in young children (Carpenter et al., 2014), including SM (Catchpole et al., 2019; Cornaccio et al., 2019). Parent Child Interaction Therapy for Selective Mutism (PCIT-SM) offers a structured, yet individualized, approach for working with youth with SM and their caregivers. Child Directed Interaction (CDI) strategies strengthen parent-child relationships, build rapport with new speaking partners, and increase an anxious child's comfort in new settings. Verbal Directed Interaction (VDI) strategies offer a framework for practicing "brave talking" using shaping, fading, exposure, and positive reinforcement (see Furr et al., 2020 for more details). In our clinical experience, families seeking SM treatment have often struggled to find providers who are well versed in this impairing anxiety disorder. Even clinicians with expertise treating child anxiety more broadly often have difficulty effectively addressing SM. As such, this institute will provide attendees with a robust foundation in PCIT-SM through didactic content, live demonstrations, videos, role plays, and interactive activities. Attendees will learn CDI and

VDI strategies, ways to optimally involve caregivers in treatment, and how to support the generalization of gains from the clinic to real world settings.

Outline:

- Selective Mutism Psychoeducation
- Diagnostic criteria and prevalence rates
- Related features and comorbidity patterns
- Common SM misconceptions
- Factors that impact the development and maintenance of SM
- Parent-Child Interaction Therapy for SM (PCIT-SM)
- Overview and research base
- Child Directed Interaction (CDI)
- PRIDE skills
- Verbal Directed Interaction (VDI)
- Setting speaking goals/creating a “brave talking” hierarchy
- Using effective prompts for eliciting speech
- Positive reinforcement for brave behavior
- PCIT-SM Skills Implementation
- Transferring speech with fading and shaping
- In the clinic
- At school
- In the community

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

- Explain the negative reinforcement cycle that leads to the development and maintenance of selective mutism symptoms.
- Describe at least three assessment measures and procedures used in the evaluation/diagnosis of youth with selective mutism.
- Explain the skills used for warm up (Child Directed Interaction) and effectively prompting and reinforcing speech (Verbal Directed Interaction).
- Describe how to transfer speech to a new communication partner using principles such as shaping, fading, and positive reinforcement.
- List at least three strategies for generalizing speaking to school and community settings.

Long-term Goals:

- Recognize, diagnosis, and treat selective mutism with increased confidence, nuance, and sophistication.
- Describe selective mutism symptoms, educate caregivers and school personnel about SM, and correct common misperceptions about the disorder.

Recommended Readings: Carpenter, A., Puliafico, A., Kurtz, S., Pincus, D., & Comer, J. (2014). Extending Parent-Child Interaction Therapy for early childhood internalizing problems: New advances for an overlooked population. *Clinical Child and Family Psychological Review*, 17, 340-356. Catchpole, R., Young, A., Baer, S., & Salih, T. (2019). Examining a novel, parent-child interaction therapy informed behavioral treatment of selective mutism. *Journal of Anxiety Disorders*, 66, 102-112. Cornacchio, D., Furr, J. M., Sanchez, A. L., Hong, N., Feinberg, L. K., Tenenbaum, R., Del Busto, C., Bry, L. J., Poznanski, B., Miguel, E., Ollendick, T. H., Kurtz, S. M. S., & Comer, J. S. (2019). Intensive group behavioral treatment (IGBT) for children with selective mutism: A preliminary randomized clinical trial. *Journal of Consulting and Clinical Psychology*, 87, 720-733. Furr, J. M., Sanchez, A., Hong, N., & Comer, J. S. (2020). Exposure therapy in selective mutism. In Peris, T., Storch, E., & McGuire, J. (Eds.), *Exposure therapy for children with anxiety and OCD: Clinician's guide to integrated treatment* (pp.113-142). Amsterdam, Netherlands: Elsevier.

8:30 a.m. – 11:30 a.m.

Earn 3 continuing education credits

Gramercy/Olmstead, 7th Floor

FRIDAY

Workshop 2



Trauma Management Therapy for PTSD

Amie R. Newins, Ph.D., University of Central Florida
Deborah C. Beidel, ABPP, Ph.D., University of Central Florida

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: PTSD (*Posttraumatic Stress Disorder*), CBT, *Exposure*

Individuals exposed to traumatic events are at risk of developing posttraumatic stress disorder (PTSD), which is associated with significant social and occupational impairment. Furthermore, PTSD is a specific risk factor for suicidal behaviors. Trauma Management Therapy (TMT) is a cognitive-behavioral treatment protocol designed to treat PTSD in adults. This protocol can be administered in a standard outpatient format (i.e., weekly sessions) or intensive outpatient (IOP) format (i.e., daily sessions). TMT has been shown to be efficacious for treating combat-related PTSD in military personnel both in a standard outpatient format (Beidel et al., 2019) and an IOP format (Beidel et al., 2017). Furthermore, data from our clinic suggest this treatment is effective for first responders, survivors of mass violence, and survivors of sexual assault. TMT combines imaginal exposure to the patient's trauma memory to target re-experiencing symptoms of PTSD, in vivo exposure to trauma reminders and situations that elicit hypervigilance and startle responses, and skills training to target the cognitive, mood, and sleep disturbances that accompany PTSD. TMT includes four specific skills training modules: anger management; brief behavioral activation for depression; sleep hygiene; and social reintegration. These skills modules can be administered in individual or group therapy. In this workshop, participants will learn about the entire TMT protocol, including both types of exposure therapy and the four skills training modules. Recommendations for assessment and for determining whether TMT is the best fit for patients will be provided. The presenters will use case examples to demonstrate some of the key aspects of the treatment protocol. Common challenges in successful implementation of TMT will also be discussed.

Outline:

- Overview of Trauma Management Therapy (TMT) Components
- Role of Classical and Operant Conditioning in PTSD

- Emotional Processing Theory
- Imaginal Exposure Therapy for PTSD • In Vivo Exposure Therapy for PTSD
- Therapist accompanied o Program practice
- TMT Skills Training
- Brief Behavioral Activation
- Anger Management
- Sleep Hygiene o Social Reintegration

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

- Identify the two types of exposure used in Trauma Management Therapy (TMT).
- Describe the scene construction process for imaginal exposure for PTSD.
- Create an exposure hierarchy for a hypothetical patient with PTSD.
- Explain the differences between imaginal and in vivo exposure for PTSD.
- Describe at least two core aspects of each of the four TMT skills training modules.

Long-term Goals:

- Implement imaginal exposure for PTSD with at least one patient
- Use at least one TMT skills training module with at least one patient experiencing trauma-related symptoms

Recommended Readings: Turner, S. M., Beidel, D. C., & Frueh, B. C. (2005). Multi-component behavioral treatment for chronic combat-related posttraumatic stress disorder: Trauma management therapy. *Behavior Modification*, 29(1), 39-69. <https://doi.org/10.1177/0145445504270872> Beidel, D. C., Frueh, B. C., Neer, S. M., & Lejuez, C. W. (2017). The efficacy of Trauma Management Therapy: A controlled pilot investigation of a three-week intensive outpatient program for combat-related PTSD. *Journal of Anxiety Disorders*, 50, 23-32. <https://doi.org/10.1016/j.janxdis.2017.05.001> Jakupcak, M., Conybeare, D., Phelps, L., Hunt, S., Holmes, H. A., Felker, B., Klevens, M., & McFall, M. E. (2007). Anger, hostility, and aggression among Iraq and Afghanistan war veterans reporting PTSD and subthreshold PTSD. *Journal of Traumatic Stress*, 20(6), 945-954. <https://doi.org/10.1002/jts.20258> Stander, V. A., Thomsen, C. J., & Highfill-McRoy, R. M. (2014). Etiology of depression comorbidity in combat-related PTSD: A review of the literature. *Clinical Psychology Review*, 34(2), 87-98. <https://doi.org/10.1016/j.cpr.2013.12.002> Lopez, C. M., Lancaster, C. L., Gros, D. F., & Acierno, R. (2017). Residual sleep problems predict reduced response to Prolonged Exposure among veterans with PTSD. *Journal of Psychopathology and Behavioral Assessment*, 39, 755-763. <https://doi.org/10.1007/s10862-017-9618-6>

Earn 3 continuing education credits

Empire/Hudson, 7th Floor

Workshop 3

ticket

Transdiagnostic Brief Behavior Therapy (BBT) for Youth Anxiety and Depression*V. Robin Weersing, Ph.D., SDSU-UC San Diego JDP in Clinical Psychology**Michelle Rozenman, Ph.D., University of Denver**Araceli Gonzalez, Ph.D., California State University Long Beach*

Primary Category: Child / Adolescent - Anxiety

Key Words: Anxiety, Depression, Treatment

Anxiety and depression are collectively the most common mental health concerns in childhood and adolescence and co-occur with each other at staggering rates. Transdiagnostic interventions aim to address core processes common to anxiety and depression, and may therefore be more efficient with regards to time, clinician effort, and youths' skill-building as compared to sequencing separate treatments for anxiety and depression. One such transdiagnostic intervention, Brief Behavioral Therapy (BBT; Weersing et al., 2021), has demonstrated efficacy for youth ages 8-16 with anxiety and/or depression when implemented by Master's-level clinicians in pediatric primary care. BBT is brief (8-12 sessions), results in functional improvement and symptom reduction (Weersing et al., 2017) with effects sustained over the course of 32-week follow-up (Brent et al., 2020), and is cost-saving compared to community mental health treatment (Lynch et al., 2021). Recent preliminary data also support a video-visit version of BBT to increase intervention access for youth in low-resource settings (R56MH125159); this work in particular, may be especially relevant in current times of national and world-wide physical and mental health crises. This clinician-focused workshop aims to introduce BBT as a treatment option for youth with anxiety, depression, or their co-occurrence. Following an introduction to the scientific evidence and theoretical underpinnings of this transdiagnostic approach, clinicians are presented with a step-by-step guide to BBT session content. Specific foci of the workshop targeting anxious avoidance and depressive withdrawal with "graded engagement" or increased approach and reduced behavioral avoidance, and use of the intervention's problem-solving module to address symptoms, familial communication, and treatment non-compliance. Case examples and sample intervention materials are utilized throughout to supplement attendee experience.

Outline:

- Evidence base and rationale provided for BBT as a transdiagnostic intervention for youth anxiety, depression, and/or their comorbidity.
- Overall description of BBT components and trajectory.
- Session-by-session content provided: psychoeducation, relaxation and pleasant activity scheduling, problem solving, graded approach/behavioral activation.

- Problem solving typical treatment challenges.

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

- Describe theoretical and empirical rationale for why a transdiagnostic approach may be well-suited to treating youth anxiety and depression.
- Become familiar with and describe how core treatment techniques might be packaged and implemented using a behavioral transdiagnostic approach.
- Describe youth characteristics and symptoms that may be particularly well-suited for the Brief Behavior Therapy protocol.
- Describe and understand the session content and sequencing of skills in the Brief Behavior Therapy protocol.
- Discuss implementation considerations when using Brief Behavior Therapy with internalizing youth.

Long-term Goals:

- Identify when a transdiagnostic approach might be appropriate for youth symptom presentation in clinical practice.
- Incorporate a graded engagement/transdiagnostic approach to treatment of youth with anxiety/depression comorbidity.

Recommended Readings: Weersing, V. R., Brent, D. A., Rozenman, M. S., Gonzalez, A., Jeffreys, M., Dickerson, J. F., ... & Iyengar, S. (2017). Brief behavioral therapy for pediatric anxiety and depression in primary care: a randomized clinical trial. *JAMA psychiatry*, 74(6), 571-578. Weersing, V. R., Gonzalez, A., & Rozenman, M. (2021). *Brief Behavioral Therapy for Anxiety and Depression in Youth: Therapist Guide*. Oxford University Press. Rozenman, M., Gonzalez, A., & Weersing, V. R. (2020). Transdiagnostic exposure-based intervention for anxiety and depression in children and adolescents. In *Exposure Therapy for Children with Anxiety and OCD* (pp. 361-382). Academic Press. Weersing, V. R., Rozenman, M. S., Maher-Bridge, M., & Campo, J. V. (2012). Anxiety, depression, and somatic distress: Developing a transdiagnostic internalizing toolbox for pediatric practice. *Cognitive and behavioral practice*, 19(1), 68-82. Brent, D. A., Porta, G., Rozenman, M. S., Gonzalez, A., Schwartz, K. T., Lynch, F. L., ... & Weersing, V. R. (2020). Brief behavioral therapy for pediatric anxiety and depression in primary care: A follow-up. *Journal of the American Academy of Child & Adolescent Psychiatry*, 59(7), 856-867.

Earn 1 continuing education credit

Invited Address 1

Addressing the Mental Health Crisis Facing Youth: We Need to Respond Now to Promote the Growth of our Youth!

Melissa Brymer, Ph.D., Psy.D., UCLA School of Medicine and Duke University

FRIDAY

Moderate level of familiarity with the material

Primary Category: Disaster Mental Health

Key Words: *Disaster Mental Health, Public Health, Child and Adolescent*

At the end of 2021, the U.S. Surgeon General's Office released an advisory report regarding the urgent mental health crisis facing youth, exacerbated by the COVID-19 pandemic. In March of this year, the CDC also released new data shining additional light on the mental health consequences of the pandemic on youth disproportionately. Specifically, more than 140,000 U.S. youth have lost a primary or secondary caregiver due to the pandemic and there has been a significant rise in emergency room visits for suspected suicide attempts, especially for adolescent girls. Youth and their families have also experienced additional adversities including abuse; financial, home, and food insecurities; missed milestones/rites of passage; other community traumas (disasters, violence, hate), and lost time with peers in school, extracurricular activities, and cultural/religious activities. Additionally, the pandemic has shone a spotlight on discrimination, racism, and health disparities in the U.S. These reports recognize that mental health is an essential part of a youth's overall health and that we need to act now to positively shape our youth's development. This presentation will review key resources that educate and empower families to support their children and how we need to enhance youth's connectedness at school. A public behavioral health approach will be discussed on how to identify and treat youth based on their current need for service using a DEI lens. The presentation will review different trauma and grief informed evidence-based interventions that can be used for different developmental levels and for different child serving systems. Finally, this presentation will also address the toll the pandemic has had on our workforce and ways to enhance provider wellness and mitigate secondary traumatic stress.

Outline:

- Review the mental health consequences of COVID-19 on youth
- Discuss a public behavioral health approach for addressing the long-term impact of COVID
- Identify resources that can assist providers and the families they serve to empower youth impacted by the pandemic

- Identify the impact of COVID on the workforce and identify resources to enhance provider wellness

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

- Name at least two action steps to address ways to enhance a youth's mental health.
- Name three trauma and grief informed evidence-based interventions for youth.
- Describe how to create a PRN coping plan to enhance my wellness.

Long-term Goal: Participants will be able to describe the elements for implementing a child and adolescent public behavioral health approach for addressing the mental health impacts of COVID-19.

Recommended Readings: Protecting our Youth: The US Surgeon General's Advisory (2021) <https://www.hhs.gov/sites/default/files/surgeon-general-youth-mental-health-advisory.pdf> Jones SE, Ethier KA, Hertz M, et al. Mental Health, Suicidality, and Connectedness Among High School Students During the COVID-19 Pandemic – Adolescent Behaviors and Experiences Survey, United States, January–June 2021. MMWR Suppl 2022;71(Suppl-3):16–21. DOI: <http://dx.doi.org/10.15585/mmwr.su7103a3Mpofu> JJ, Cooper AC, Ashley C, et al. Perceived Racism and Demographic, Mental Health, and Behavioral Characteristics Among High School Students During the COVID-19 Pandemic – Adolescent Behaviors and Experiences Survey, United States, January–June 2021. MMWR Suppl 2022;71(Suppl-3):22–27. DOI: <http://dx.doi.org/10.15585/mmwr.su7103a4external icon>

Earn 1.5 continuing education credits

Cantor/Jolson, 9th Floor

Mini Workshop 3

Sexual and Gender Minority Stress: Pride and Prejudice in the Era of Covid and Increased Discrimination

Joel L. Becker, Ph.D., UCLA

Greg Stanford, Psy.D., UCLA Department of Psychology

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

Jae A. Puckett, Ph.D., Michigan State University

Basic to Moderate level of familiarity with the material

Primary Category: LGBTQ+

Key Words: LGBTQ+, Stress, Resilience

This mini-workshop will give participants the basic knowledge and skills to assess Sexual and Gender Minority Stress and intervene. In this current moment both the pandemic and the increase in anti-SGM legislation have exacerbated already existing stressors. For members of the SGM community this is an emergency. Suicide rates have increased and psychotherapists offices are full. Furthermore, research demonstrates that oppressive sociopolitical contexts can exacerbate mental health disparities for SGM populations. Research will be presented about the effects of both distal and proximal stressors on mental health for SGM populations and how to integrate this information into clinical practice with SGM clients. Dr. Stanford will begin by giving the participants a working knowledge of the concept. He will be presenting the use of some standardised assessments as well as a new worksheet designed to formulate treatment based on stressors and interventions. . Dr. Puckett will be reviewing some of their research and how to particularly adapt both assessment and treatment for trans and non-binary clients. They will provide an overview of the unique stressors that trans and non-binary clients may experience to aid therapists in identifying these in their work with clients. They will also provide a case example of how to use this information in clinical practice. Dr. Puckett will also review novel experiences of resilience and how to promote resilience for trans and non-binary clients. Our third workshop leader, Dr. Hart, will bring his insights from his research with gay men to the formulation. He will teach attendees how to tailor psychoeducation, cognitive restructuring, exposures, and behavioral experiments for the minority stressors and strengths of sexual and gender minority clients. Dr. Becker, who is a Clinical Professor in the UCLA Ph.D. program and a former chair of the SGM SIG, will discuss his over 40 years of experience in working with this population. He will serve as facilitator and encourage interaction between the workshop leaders and the participants.

Outline:

- Defining SGM Stress.
- Assessment Tools for SGM Stress.
- Minority Stress Models.
 - Affirmative SGM therapy.
 - Review unique forms of minority stressors specific to transgender and gender diverse people.
 - Provide a conceptual model for case conceptualization with transgender and gender diverse clients.
 - Review resilience literature with transgender and gender diverse samples.
 - Provide case examples related to integrating resilience and minority stress into clinical practice.
- Provide an overview of the research using minority stress and affirmative behavior therapies with sexual minority men.
- Provide guidance on how to tailor psychoeducation, cognitive restructuring, exposures, and behavioral experiments for the minority stressors and strengths of sexual and gender minority clients.
- Provide case examples from work with sexual minority men demonstrating how to incorporate minority stressors into behavioral therapies.
- Provide resources for behavior therapists working with SGM people.

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

- Name and use an assessment tool for SGM stress.
- Define at least two SGM stressors.
- Identify and apply two evidence-based practices for SGM stress.
- Practice applying the SGM stress model and design an appropriate intervention.
- Describe and assess the various resilience factors which mediate SGM stress.

Long-term Goals:

- Recognize how SGM-tailored assessment and minority stress models enhance affirmative therapy.
- Identify actionable steps to improve clinical practice with sexual and gender minority clients.
- Identify resources to improve knowledge and skills working with SGM populations.

Recommended Readings: Testa, R. J., Habarth, J., Peta, J., Balsam, K., & Bockting, W. (2015). Development of the Gender Minority Stress and Resilience Measure. *Psychology of Sexual Orientation and Gender Diversity*, 2(1) 65-76. Perry, N. S., Chaplo, S. D., & Baucum, K. J. (2017). The impact of cumulative minority stress on cognitive behavioral treatment with gender minority individuals: case study and clinical recommendations. *Cognitive and Behavioral Practice*, 24(4), 472-483. Puckett, J. A., Aboussouan, A. B., Ralston, A. L., Mustanski, B., & Newcomb, M. E. (2021). Systems of cissexism and the daily production of stress for transgender and gender diverse people. *International Journal of Transgender Health*. Advanced online publication. DOI: 10.1080/26895269.2021.1937437

Earn 1.5 continuing education credits

Ziegfeld, 4th Floor

Symposium 9

Amplifying Stakeholder Voices: Using Qualitative and Mixed Methods to Reduce Treatment Barriers for Anxiety and Obsessive- Compulsive Disorders

CHAIRS: Gabriella T. Ponzini, M.S., West Virginia University
Shari A. Steinman, Ph.D., West Virginia University

DISCUSSANT: Sara J Becker, Ph.D., Brown University School of Public health

Basic level of familiarity with the material

Primary Category: Adult Anxiety

Key Words: OCD (*Obsessive-Compulsive Disorder*), Anxiety, Stakeholder Relevant

A Mixed Methods Evaluation of Stereotypes Towards Obsessive Compulsive Disorder Symptom Subtypes

Gabriella T. Ponzini, M.S., West Virginia University
Shari A. Steinman, Ph.D., West Virginia University

Understanding OCD Attitudes and Knowledge: A Mixed-methods Study Investigating Mental Health Literacy About OCD and Its Treatment

Isabelle E. Siegel, Ph.D., Rutgers University
Gabriella T. Ponzini, M.S., West Virginia University
Casey A. Schofield, Ph.D., Skidmore College

Parent-identified Barriers to Accessing Exposure Therapy: A Qualitative Study Using Process Mapping

Hannah E. Frank, Ph.D., The Warren Alpert Medical School of Brown University
Grace Cain, B.A., The Warren Alpert Medical School of Brown University
Jennifer Freeman, Ph.D., The Warren Alpert Medical School of Brown University
Kristen G. Benito, Ph.D., Alpert Warren Medical School of Brown University, Pediatric Anxiety Research Center, Bradley Hospital

Erin O'Connor, Ph.D., The Warren Alpert Medical School of Brown University
Josh Kemp, Ph.D., The Warren Alpert Medical School of Brown University
Bo Kim, Ph.D., VA Center for Healthcare Organization and Implementation Research

Exposure Acceptability Among Pregnant Latinas with Anxiety: A Qualitative Content Analysis

Carolyn Ponting, Ph.D., University of California San Francisco

Emma Ong, Ph.D., UCLA

Christine Dunkel Schetter, Ph.D., UCLA

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

What It Takes to Provide Culturally Responsive Ebps for Anxiety and OCD: Stakeholder Perspectives

Amanda Sanchez, Ph.D., George Mason University

Michal Weiss, B.S., Perelman School of Medicine at the University of Pennsylvania

Temma L. Schaechter, Ph.D., University of Pennsylvania School of Medicine

Emily M. Becker-Haimes, Ph.D., University of Pennsylvania

10:00 a.m. – 11:30 a.m.

Earn 1.5 continuing education credits

O'Neill, 4th Floor

Symposium 10

Examining Intra-daily Fluctuations in Psychological Processes Among Suicidal Individuals

CHAIRS: Ki Eun (Kay) Shin, Ph.D., Long Island University - Post
Christine B. Cha, Ph.D., Teachers College, Columbia
University

DISCUSSANT: Matthew 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, Risk / Vulnerability Factors

Daily Emotion Dynamics in Anxious and Depressed Adults: Association with Suicidal Ideation and Attempt

Ki Eun (Kay) Shin, Ph.D., Long Island University - Post

Christine B. Cha, Ph.D., Teachers College, Columbia University

Michelle G. Newman, Ph.D., Penn State University

Examining the Quality and Daily Experience of Prospection Among Suicidal Adolescents

Christine B. Cha, Ph.D., Teachers College, Columbia University

Ki Eun (Kay) Shin, Ph.D., Long Island University - Post

Neha Parvez, M.A., Teachers College, Columbia University

Rachel J. Nam, Ph.D., Teachers College, Columbia University

Do People Know How Suicidal They Will Be? Understanding Suicidal Proseption

Daniel Coppersmith, M.A., Harvard University

Adam Jaroszewski, Ph.D., Massachusetts General Hospital

Samuel Gershman, Ph.D., Harvard University

Christine B. Cha, Ph.D., Teachers College, Columbia University

Alexander Millner, Ph.D., Franciscan Children's Hospital

Rebecca G Fortgang, Ph.D., Harvard University

Evan M. Kleiman, Ph.D., Rutgers, The State university of new jersey

Matthew Nock, Ph.D., Harvard University

Examining Cognitive and Affective Mechanisms Linking Sleep Problems to Suicidal Thinking Among High-risk Adolescents

Jaclyn C. Kearns, M.A., University of Rochester

Catherine Glenn, Ph.D., Old Dominion University

Evan M. Kleiman, Ph.D., Rutgers, The State university of new jersey

Kinjal Patel, B.A., Old Dominion University

Yeates Conwell, M.D., University of Rochester Medical Center

Linda Alpert-Gillis, Ph.D., University of Rochester Medical Center

Wilfred Pigeon, Ph.D., University of Rochester Medical Center

10:00 a.m. – 11:30 a.m.

Earn 1.5 continuing education credits

Carnegie & Alvin, 5th Floor

Symposium 11

Advancing Equitable and Inclusive Cultures in Higher Education

CHAIR: *Christin A. Mujica, M.A., University of Arkansas*

DISCUSSANT: *Ana J. Bridges, Ph.D., University of Arkansas*

All level of familiarity with the material

Primary Category: Culture / Ethnicity / Race

Key Words: *Education and Training, Race, Ethnicity*

Protecting the Mental Health of POC Racial Justice Activists at Predominantly White Institutions

Christin A. Mujica, M.A., University of Arkansas

Taylen Day, University of Arkansas

Evan Hinchliffe, University of Arkansas

Ana J. Bridges, Ph.D., University of Arkansas

Efficacy of Collective Action: Protecting Asian Students from Anxiety Associated with Departmental Racism

Akanksha Das, M.A., Miami University

Elise Clerkin, Ph.D., Miami University

Rose Marie Ward, Ph.D., Miami University

Mobilizing Clinical Psychology Programs to Support AAPI Trainees Through an Anti-racism Framework

Kevin Narine, PhD, William James College

Cindy Chang, Psy.M., Rutgers University

Erike Ho, M.S., M.Phil., Yale University

Christine Francis, BA, William James College

Lindsey Davis, PhD., William James College and Harvard University

Catherine Vuky, Ph.D., Williams James College

Applying Equity, Diversity and Inclusion to Apa's Standards of Accreditation for Health Service Psychology

Milton Fuentes, Psy.D., Montclair State University

Joshua W. Madsen, PhD, ABPP, The University of British Columbia

10:00 a.m. – 11:30 a.m.

Earn 1.5 continuing education credits

Edison/Booth, 5th Floor

Symposium 12

Mindfulness- and Acceptance-based Treatments for Eating Disorders

CHAIRS: *Margaret Sala, Ph.D., Ferkauf Graduate School of Psychology*
Corey R. Roos, Ph.D., Yale University School of Medicine

DISCUSSANT: *Hedy Kober, Ph.D., Yale University*

Moderate level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Eating, Anorexia, Mindfulness*

A Pilot Open Trial of a Digital Mindfulness-based Intervention for Anorexia Nervosa

Margaret Sala, Ph.D., Ferkauf Graduate School of Psychology

Cheri Levinson, Ph.D., University of Louisville

Hedy Kober, Ph.D., Yale University

Corey R. Roos, Ph.D., Yale University School of Medicine

A Virtual Mindful Self-compassion Group Workshop Improves Self-compassion and Eating Disorder Symptoms Among Individuals with a Current Eating Disorder Diagnosis

Brenna Williams, M.S., University of Louisville

Cheri Levinson, Ph.D., University of Louisville

Mindfulness Practices Reduce Shape Concern and Urge to Purge in Participants High in Eating Disorder Compensatory Behaviors

Irina Vanzhula, Ph.D., Johns Hopkins School of Medicine

Cheri Levinson, Ph.D., University of Louisville

Interactive Effects of Momentary Mindfulness and Affect in the Prediction of Momentary Eating Disorder Behaviors Among Individuals with Anorexia Nervosa

Corey R. Roos, Ph.D., Yale University School of Medicine

Margaret Sala, Ph.D., Ferkauf Graduate School of Psychology

Cheri Levinson, Ph.D., University of Louisville

Hedy Kober, Ph.D., Yale University

10:00 a.m. – 11:30 a.m.

Earn 1.5 continuing education credits

Julliard/Imperial, 5th Floor

Symposium 13

Interpersonal Risk Factors Across the Psychotic Spectrum Disorder Illness Trajectory

CHAIR: *Daisy Lopez, M.S., University of Miami*

DISCUSSANT: *Carrie E. Bearden, Ph.D., UCLA School of Medicine*

Moderate level of familiarity with the material

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *Psychosis / Psychotic Disorders, Suicide, Severe Mental Illness*

Extending Suicide Theory to Subclinical Psychosis

Daisy Lopez, M.S., University of Miami

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

Family Rumors, Subclinical Symptoms of Psychosis, and Suicidal Ideation

Genesis M. Saenz-Escalante, PhD, University of Miami

Daisy Lopez, M.S., University of Miami

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

The Role of Right-wing Authoritarianism and Perceived Audience Legitimacy in Predicting Police Officers' Mental Health Stigma Towards Individuals with Schizophrenia

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

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

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

Daisy Lopez, M.S., University of Miami

Genesis Saenz, M.A., University of Miami

Alex Piquero, Ph.D., University of Miami

Maha McCain, MFA, University of Miami

Interpersonal Risk Factors and Wellbeing in Psychotic Spectrum Disorders During the COVID-19 Pandemic

Emily E. Carol, Ph.D., McLean Hospital/Harvard Medical School

Feasibility, Acceptability, and Preliminary Effectiveness of Two Novel Suicide Prevention Interventions for People with Serious Mental Illness: Safety and Recovery Therapy (START) and Caring Cards

Emma Parrish, M.S., San Diego State University / University of California San Diego
Joint Doctoral Program in Clinical Psychology

Cara Pozun, M.A., LMFT, VA San Diego Healthcare System

Samantha Chalker, Ph.D., VA San Diego Healthcare System

Camila Martinez-Ceren, B.S., VA San Diego Healthcare System

Christen Shriver, B.S., VA San Diego Healthcare System

Jillian Carter, B.S., VA San Diego Healthcare System / University of California San Diego

Brandon Ferragut, B.S., VA San Diego Healthcare System

Avery Quynh, B.S., UCSD Department of Psychiatry

Vanessa Scott, B.S., UCSD Department of Psychiatry

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

Eric Granholm, Ph.D., UCSD

Dimitri Perivoliotis, Ph.D., VA San Diego Healthcare System / University of California San Diego

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

Colin Depp, Ph.D., VA San Diego Healthcare System / University of California San Diego

Blair Ehret, Ph.D., University of California San Diego

Earn 1 continuing education credit

Broadhurst/Belasco, 5th Floor

FRIDAY

Symposium 14

**Developments in Child Maltreatment Services and
Future Directions to Support Community Providers**

CHAIR: *Elizabeth A. McGuier, Ph.D., University of Pittsburgh School
of Medicine*

DISCUSSANT: *Rochelle F. Hanson, Ph.D., Medical University of South
Carolina*

All level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Evidence-Based Practice, Service Delivery, Implementation*

**Online and In-person Training in AF-CBT: Provider Characteristics,
Engagement, and Impact**

David J. Kolko, Ph.D., University of Pittsburgh School of Medicine

Elizabeth A. McGuier, Ph.D., University of Pittsburgh School of Medicine

Barbara Baumann, Ph.D., University of Pittsburgh school of medicine

Jeffrey Rounds, B.S., University of Pittsburgh Medical Center

Kevin Rumbarger, B.A., University of Pittsburgh Medical center

**Supporting Providers and Reaching Kids (SPARK): A Novel Approach to Help
Providers Deliver High Quality Child Mental Health Care**

Tatiana Davidson, Ph.D., Medical University of South Carolina

Hannah Espeleta, Ph.D., Medical University of South Carolina

Leigh Ridings, Ph.D., Medical University of South Carolina

Hannah Sebald, B.S., Medical University of South Carolina

Nicole S. Litwitskiy, B.S., Medical University of South Carolina

Gabriela Becerra, Undergraduate, Medical University of South Carolina

Rochelle F. Hanson, Ph.D., Medical University of South Carolina

Lynne Nemeth, Ph.D., Medical University of South Carolina

Kenneth Ruggiero, Ph.D., Medical University of South Carolina

**Integrating Teacher-child Interaction Training (TCIT) into a Large-scale Head
Start Mental Health Consultation Program**

Angela Moreland, Ph.D., Medical University of South Carolina

Earn 1.5 continuing education credits

Shubert/Uriis, 6th Floor

Symposium 15

Innovations in Evidence-based Assessments: Novel Strategies for Supporting Public Health, Policy, Research, and Practice

CHAIR: *Tristan Maesaka, M.A., University of Hawai'i at Manoa*

DISCUSSANT: *Michael A. Southam-Gerow, Ph.D., Virginia Commonwealth University*

All level of familiarity with the material

Primary Category: Assessment

Key Words: Assessment, Dissemination, Transdiagnostic

The Social-emotional, Evidence-based Developmental Strengths (SEEDS) Survey: A Transdiagnostic Element-based Assessment for Prevention and Treatment Services

Marina M. Matsui, M.A., University of Hawai'i at Manoa

Brad Nakamura, Ph.D., University of Hawai'i at Manoa

Gauging the Blast: Developing a New Assessment of Explosive Outbursts in a Nationally Representative Sample of Youth

Joshua A. Langfus, M.A., University of North Carolina at Chapel Hill

Cecil Reynolds, Ph.D., Texas A&M University

Robert Findling, M.D., MBA, Virginia Commonwealth University

Eric A. Youngstrom, Ph.D., University of North Carolina at Chapel Hill; Helping Give Away Psychological Science

Redefining Retention Failure in Youth Community Care

Nichole Baker, M.A., University of Texas at Austin

Amanda Bowling, M.A., University of Texas at Austin

Rafaella Sale, Ph.D., Virginia Commonwealth University

Rebecca Woo, M.A., University of Texas at Austin

Sarah Kate Bearman, Ph.D., The University of Texas at Austin

Assessing Scale-up in a Public Mental Health System: Methodology and Case Example

Cole Hooley, Ph.D., LCSW, Brigham Young University

Deborah Salvo, Ph.D., Washington University in St. Louis

Lauren Brookman-Frazee, Ph.D., University of California, San Diego

Anna S. Lau, Ph.D., University of California, Los Angeles

Debbie Innes-Gomberg, Ph.D., Los Angeles County Department of Mental Health

Enola Proctor, Ph.D., MSSW, Washington University in St. Louis

Earn 1.5 continuing education credits

Chelsea/Gotham, 7th Floor

Symposium 16

A Queer Eye on Psychotherapy: A Look at Evidence-based Treatments for Sexual and Gender Minority Clients

- CHAIRS: *Eve Rosenfeld, Ph.D.*, VA Palo Alto Health Care System/
Stanford
Donovan Edward, B.S., VA Palo Alto Health Care System/
Stanford
- DISCUSSANT: *Debra Hope, Ph.D.*, University of Nebraska-Lincoln

Basic level of familiarity with the material

Primary Category: LGBTQ+

Key Words: *Evidence-Based Practice, LGBTQ+, Treatment*

Reading Between the Lines: What Interventions Do Transgender and Gender Diverse Individuals and Providers Recommend for Addressing Intersecting Trauma and Minority Stress?

- Nicholas Livingston, Ph.D.*, National Center for PTSD
Anna Salomaa, Ph.D., VA Boston Healthcare System
Danielle S. Berke, Ph.D., Hunter College, City University of New York
Cara Herbitter, Ph.D., VA Boston Healthcare System
Kelly Harper, Ph.D., National Center for PTSD
William Bryant, Ph.D., Ralph H. Johnson VA Medical Center
Colleen A. Sloan, Ph.D., VA Boston Healthcare System & Boston University School of Medicine
Lisa Gyuro, B.A., National Center for PTSD
Zig Hinds, B.S., National Center for PTSD
Sarah E. Valentine, Ph.D., Boston University School of Medicine and Boston Medical Center
Jillian Shipherd, Ph.D., VA Central Office

The Perceived Influence of Gender Identity on Trauma Exposure and Posttraumatic Adjustment Among Transgender and Gender Diverse Adults: Implications for PTSD Treatment Adaptation

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

Joelle Taknint, Ph.D., Boston Medical Center

Lorenzo Guani, MPH, Boston Medical Center / Boston University School of Public Health

Laura Godfrey, B.S., Boston Medical Center

Treatment Goals of LGBTQ Participants in a Cognitive-behavioral Mutual Help Group for Substance Use

Briana McGeough, Ph.D., MSW, University of Kansas

M Greenwood, B.A., University of Kansas

Nicole Cohen, M.A., University of Kansas

Tailoring Evidence-based Violence Prevention Programming for Trans Women and Trans Femmes: Findings from a Community-based Clinical Trial

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

Maiya Hotchkiss, B.S., Hunter College of the City University of New York

An Examination of Sexual Minority Status in the Context of an Inpatient Psychotherapy Trial for Suicide Prevention

Matthew F. Thompson, M.S., Uniformed Services University of the Health Sciences

Jeremy Luk, Ph.D., National Institutes of Health

Jessica LaCroix, Ph.D., Uniformed Services University of the Health Sciences

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

Kanchana Perera, M.S., Uniformed Services University of the Health Sciences

Joshua Gray, Ph.D., Uniformed Services University of the Health Sciences

Marjan Ghahramanlou-Holloway, Ph.D., Uniformed Services University of the Health Sciences

10:00 a.m. – 11:00 a.m.

Astor Ballroom, 7th Floor

Internship Meet & Greet

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

Earn 1.5 continuing education credits

Odets, 4th Floor

Clinical Round Table 2

Training the Next Generation of Telebehavioral Health Providers: Looking Beyond COVID-19MODERATOR: *Mariah Stickley, Ph.D., Texas A & M University*PANELISTS: *Kaylee Jackson, M.A., Texas A & M University**Katie Console, Texas A & M University**Grace Anderson, B.S., Texas A & M University**Kelly Sopchak, Ph.D., Texas A & M University**Meredith Williamson, ABPP, Ph.D., Texas A & M University**Carly McCord, Ph.D., Texas A & M University*

Primary Category: Telehealth/m-Health

Key Words: *Telehealth/m-health, Training / Training Directors, Public Policy*

This clinical round table focuses on the current shift toward telehealth and how training programs and organizations can continue using telebehavioral health services sustainably, with intention and best practices. The current COVID-19 pandemic has confirmed the necessity for telehealth providers, but this need is not novel. Evidence has been building for over a decade regarding the efficacy of telehealth and its ability to increase equity in mental health care. However, there are few guidelines on training the next generation of clinicians in telehealth services outside of a global crisis or the policy shifts needed to sustain this practice. Panelists will explicate the current evidence regarding conducting behavioral and cognitive interventions via telehealth, interweaving real-world applications, and lessons from over a decade of experience operating a telebehavioral health training clinic serving rural Texas. The widely experienced panelists consist of experts in telehealth training, integrated behavioral health, school-based services, and doctoral students who have undergone much of their training utilizing telehealth modalities. The primary goal of this clinical round table will be to discuss a telebehavioral health training model, core competencies of telehealth training and practice, and the necessity of community relationships. Panelists will explore unique ethical considerations with special populations (e.g., children) and how telehealth can increase equity for underserved communities. Further, they will discuss direct to consumer service delivery models, hub and spoke models, and the impact of building relationships with community stakeholders on both training and practice. Finally, panelists will highlight the connection between current policy and sustainable telehealth practice, with suggestions for areas with ongoing reform needs.

Earn 1.5 continuing education credits

Plymouth/Royale, 6th Floor

FRIDAY

Clinical Round Table 3

The Mental Health Crisis in Pediatric Medical Settings: Applying Evidence-based Approaches to Support Physicians

MODERATORS: *Abigail Zisk, Ph.D.*, NewYork-Presbyterian Hospital/Weill Cornell Medicine

Eliana Butler, M.A., Geisinger Health Systems

PANELISTS: *Corinne Catarozoli, Ph.D.*, Weill Cornell Medicine

Alexandra Huttie, M.D., NewYork-Presbyterian Hospital/Weill Cornell Medicine

Stephanie N. Rohrig, Ph.D., Weill Cornell Medicine

Becky H. Lois, Ph.D., Department of Child & Adolescent Psychiatry, Hassenfeld Children's Hospital at NYU Langone

Christina Moore, Ph.D., Dartmouth-Hitchcock Medical Center

Primary Category: Primary Care / Integrated Care

This clinical round table aims to demonstrate the application and utility of cognitive and behavioral strategies to support providers in pediatric medical settings in responding to the mental health crisis secondary to the COVID-19 pandemic. Initial research shows dramatic increases in youth anxiety, depression, sleep problems, suicidality, and externalizing behaviors during the pandemic. These risks are particularly pronounced in traditionally underserved communities. Pre-pandemic efforts have shown the value of integrating mental health services in medical settings to increase access to psychological screening and intervention. Now, physicians are being confronted with more mental health concerns during medical appointments than ever before. Further, increased demand has saturated mental health programs with referrals and long waitlists, placing physicians on the front lines of the pandemic's mental health crisis. Supporting these providers is imperative in order to best serve these youth in need.

The panelists represent a range of providers from urban and rural pediatric medical settings who have implemented innovative approaches to target challenges currently facing medical providers, namely assessing for and managing suicidality, depression, and other emotional and behavioral health concerns during medical visits as well as supporting medical providers' own mental health. Several programs will be discussed, including a Zero Suicide initiative using standardized patients to train pediatric residents in suicide risk assessment and safety planning, a partnership with the American Board of Pediatrics to build provider competencies in addressing emotional and behavioral health needs of patients in medical subspecialty settings, adaptation of the Collaborative Care Model to provide mental health services in rural pediatric primary cares, and implementation of wellness sessions for pediatric physicians using CBT strategies to manage their own burn-

out related to behavioral health demands. Implications for increasing access to mental health services and supporting medical providers' competency and self-efficacy in addressing mental health concerns will be discussed.

10:00 a.m. – 11:30 a.m.

Earn 1.5 continuing education credits

Skylobby, 16th Floor

Clinical Round Table 4

Meeting the Mental Health Needs of the Climate Crisis: Considerations in the Application of Cognitive-behavioral Theory and Approaches

MODERATORS: *Kelsey Hudson, Ph.D.*, Boston University, Center for Anxiety and Related Disorders
Katherine Crowe, Ph.D., Home for Anxiety, Repetitive Behaviors, OCD, and Related Disorders (HARBOR)

PANELISTS: *Anthony Puliafico, Ph.D.*, Columbia University Medical Center
Eric Lewandowski, Ph.D., NYU Langone Medical Center
Sandra Pimentel, Ph.D., Montefiore Medical Center-AECOM
Kyle Hill, M.P.H., Ph.D., University of North Dakota

Primary Category: Climate Change

Key Words: *Climate Change, Disaster Mental Health, Public Health*

Climate change represents an immediate and increasingly severe global threat. The immensity of climate change and its current and future consequences provoke a range of strong emotions, including fear, anger, despair, and grief. Climate-related events are associated with increased psychological distress, hospitalizations, and suicide rates (Charlson, et al., 2021). Moreover, a recent global study found that over 45% of young people report that climate-related emotions impair their daily functioning (Hickman et al., 2021). As climate change advances, it will be incumbent on mental health professionals to provide support for those experiencing normative but distressing emotional reactions, as well as for those having more clinically significant emotional and psychological experiences. With a strong evidence base in treating anxiety, depression, trauma, and grief, CBT holds promise as a modality to support many whose mental health is impacted by climate change. Unfortunately, there is a dearth of literature on applying cognitive-behavioral theory and interventions to the mental health needs of the climate crisis. This clinical roundtable will review conceptualizations of climate-relevant emotions and experiences with an emphasis on normalizing and validating the range of reactions to climate change, while also identifying ways in which climate-related concerns may provoke excessive and interfering symptoms. Speakers will discuss how we can adapt CBT approaches to meet the needs of patients and the public now and in years to come, drawing in part on personal clinical examples. Specifically, speakers will outline how current therapies (e.g., behavior activation, ACT, exposure therapy, and treatment for complicated grief) may be applied to climate-related mental health concerns. Speakers will also emphasize the utilization of culturally informed

strategies when working with those with varying climate concerns and histories. Further, they will discuss the limitations of CBT to address idiomatic experiences of climate-related grief and loss—particularly with Indigenous and other historically disenfranchised populations—and broader considerations for supporting such communities.

10:00 a.m. – 11:30 a.m.

Earn 1.5 continuing education credits

Marquis Ballroom B, 9th Floor

Mini Workshop 4

When the Pandemic Isn't the Worst Thing That's Happened: Practical Tools for Complex PTSD Survivors in Our Troubled Times

Tamar Gordon, Ph.D., Gordon Therapy Group

Susan Paula, Ph.D., American Institute for Cognitive Therapy

Primary Category: Trauma and Stressor Related Disorder and Disasters

Key Words: *Trauma, Cognitive Schemas / Beliefs, Treatment*

More than 63% of children report experiencing at least one traumatic event before the age of 16. Approximately 30% of women and 15% of men experience childhood sexual abuse, and 20% of all children experience physical abuse. Recent studies show that those with previous exposure to trauma are likely to experience a worsening of psychiatric symptoms during the COVID-19 pandemic compared to non-traumatized peers. This mini-workshop will teach attendees how to assess trauma history comfortably at intake, and how to promote resilience when disaster strikes. We will learn how to improve optimism and reduce social isolation using some specific clinical skills from Dr. Marylene Cloitre's STAIR/NT treatment model (Skills Training in Interpersonal and Affective Regulation/Narrative Therapy). STAIR/NT is a treatment approach that is being used in the U.S. Veteran's Administration and has been shown to be effective in treating PTSD, depression, and interpersonal functioning deficits. Areas addressed will include how a complex trauma history can impact response to current stressors such as the pandemic and natural and man-made disasters. We'll teach the physiological, cognitive, behavioral, and interpersonal coping skills designed for use with survivors of complex trauma contained in STAIR.

Outline:

- Trauma Assessment
 - How to ask about trauma
 - Managing avoidance
 - Assessment of exposure
 - Assessment of symptoms
- Understanding trauma and PTSD
 - Types of traumatic experiences - DSM-V and beyond

- Adverse impact of trauma on social and emotional functioning
- How prior trauma exposure can impact response to subsequent trauma
 - Resource loss model
 - The impact of adversity learning
- Using STAIR (Skills Training in Affective and Interpersonal Regulation) to promote resilience in the face of trauma exposure
 - Physiological coping skills
 - Cognitive coping skills
 - Behavioral coping skills
 - Interpersonal coping skills
- Using Narrative Therapy to decrease trauma-related symptoms
 - Imaginal exposure
 - Revising the narrative of traumatic experiences
 - Separating past from present

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

- Describe how exposure to previous trauma can impact response to subsequent traumatic events such as disease outbreaks, natural disasters, and man-made disasters.
- State specific ways to ask about trauma without engaging therapist and client avoidance.
- Select and explain physiological, cognitive, and behavioral coping skills that take trauma history into account.
- Teach assertive communication skills to clients using Cloitre's model of interpersonal schemas.

Long-term Goal: Attendees will be able to assess for trauma exposure and symptoms, provide effective psychoeducation about trauma and its effects, and design and implement trauma-focused treatment plans.

Recommended Readings: Cloitre M, Stovall-McClough KC, Nooner K, Zorbas P, Cherry S, Jackson CL, Gan W, Petkova, E. (2010). Treatment for PTSD related to Childhood Abuse: A Randomized Controlled Trial. *American Journal of Psychiatry*, 167; 915-924. Chen, S., & Bonanno, G. A. (2020). Psychological adjustment during the global outbreak of COVID-19: A resilience perspective. *Psychological Trauma: Theory, Research, Practice, and Policy*, 12(S1), S51-S54. Cloitre M, Stolbach B, Herman JL, van der Kolk B, Pynoos R, Wang J, Petkova E. (2009) Child and adult cumulative trauma as predictors of symptom complexity. *Journal of Traumatic Stress* 2009; Vol. 22, 399-408.

Earn 1.5 continuing education credits

Marquis Ballroom C, 9th Floor

FRIDAY

Mini Workshop 5

Introduction to the Coping Long-term with Active Suicide Program (CLASP)

Ivan W. Miller, Ph.D., Brown University & Butler Hospital
Brandon A. Gaudiano, Ph.D., Brown University & Butler Hospital
Lauren Weinstock, Ph.D., Brown University

Basic level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Telehealth/m-Health, Prevention*

Suicidal behavior is a major public health problem in this country. Despite the significance of this issue, relatively few interventions to reduce suicidal behavior have been developed and empirically tested/validated. We have developed a new intervention called Coping Long Term with Active Suicide Program (CLASP) that targets multiple risk factors for suicide using a unique combination of formats (in-person and telephone) and therapeutic strategies (values-goals clarification, problem solving, significant other support). The CLASP intervention is an adjunctive intervention specifically designed to reduce subsequent suicidal behavior in high risk populations during times of acute risk or transition. CLASP has three major components: 1) three individual, in-person meetings, 2) one significant other/family meeting and 3) and 11 brief (15-30 min) phone contacts with the patient and his/her significant other. The strategies used in CLASP are adapted from two main therapeutic approaches: Acceptance and Commitment Therapy (ACT) and the McMaster Model of Family Functioning. Recent research has demonstrated that CLASP produces significant reductions suicidal behavior in high risk patients transitioning from emergency departments and psychiatric inpatient units. This mini-workshop will provide an overview of the CLASP intervention, intervention materials, case examples and empirical research.

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

- Have an In-depth understanding of the CLASP intervention, its components, and empirical research.
- Appreciate the advantages and challenges of providing a telephone-based intervention to high-risk, potentially suicidal, individuals.
- Explain the need for more cost-effective interventions for suicide prevention.

- Describe how the CLASP intervention integrates individual therapy, family intervention and case management.
- Identify the importance of values in suicide prevention.

Recommended Readings: Miller, I., Gaudiano, B., & Weinstock, L. (2016). The Coping Long Term with Active Suicide Program (CLASP): description and pilot data. *Suicide and Life-Threatening Behavior*, 46, 752-761. Miller, I., Camargo, C., Arias, S., Sullivan, A., Allen, M., Goldstein, A., Manton, A., Espinola, J., Jones, R., Hasegawa, K., & Boudreaux, E. (2017). Suicide Prevention in an Emergency Department Population: the ED-SAFE Study. *JAMA-Psychiatry*, 74(6) 563-570. published online 4/29/2017, doi:10.1001/Dunlap, L., Orme, S., Zarkin, G., Arias, S., Miller, I., Camargo, C., Sullivan, A., Allen, M., Goldstein, A., Manton, A., Clark, R., & Boudreaux, E. (2019). Screening and Intervention for Suicide Prevention: A Cost-Effectiveness Analysis of the ED-SAFE Interventions, *Psychiatric Services*, 70, 1082-1087

10:00 a.m. – 11:30 a.m.

Gilbert, 4th Floor

Special Interest Group



Latinx SIG

Awards presentation, student research presentations, and networking.

10:00 a.m. – 11:00 a.m.

Marquis Ballroom A, 9th Floor

Special Interest Group



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 and/or Pacific Islander and seek to connect with others of AAPI origins. We also welcome individuals who are interested in supporting, studying, and advocating for the mental health needs of AAPI populations. In this meeting we will process the mental health impact of the COVID pandemic on our AAPI communities. We will develop ideas on how to strengthen our SIG presence within the ABCT and provide support for our SIG members. We will also spend time discussing research collaboration opportunities.

ABCT Lifetime Achievement Award Address: Cognitive Processing Therapy for PTSD: Where We Have Come and What is Next

Patricia A. Resick, Ph.D., ABPP, Professor of Psychiatry and Behavioral Sciences at Duke Health and Adjunct Professor, Medical University of South Carolina

Friday, 11:00 a.m. – 12:00 p.m.

Earn 1 continuing education credit

Broadway Ballroom, 6th Floor

All level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: *Cognitive Therapy, Comorbidity, PTSD (Posttraumatic Stress Disorder)*

Patricia A. Resick, Ph.D., ABPP is Professor of Psychiatry and Behavioral Sciences at Duke Health and Adjunct Professor, Medical University of South Carolina. After graduating with her Ph.D. in Psychology from the University of Georgia, Dr. Resick served as an Assistant and Associate Professor at the University of South Dakota. She also served as Associate to Full Professor at the University of Missouri-St. Louis and was awarded an endowed professorship, Curator's Professor in 2000. During that period, she also founded and was the first Director of the Center for Trauma Recovery. In 2003, Dr. Resick became the Director of the Women's Health Sciences Division of the National Center for PTSD, VA Boston Healthcare System and Professor of Psychiatry at Boston University. In 2013, she moved to Duke University. Dr. Resick's specialty is in understanding and treating the effects of traumatic events, particularly posttraumatic stress disorder (PTSD). In 1988, she developed Cognitive Processing Therapy (CPT) for PTSD, a brief evidence-based treatment and has overseen multiple clinical trials. The treatment manual for CPT has been translated into 12 languages and has been formally disseminated throughout the Department of Veterans Affairs in the US, Canada and Australia, and now the Democratic Republic of Congo. CPT is considered a first line therapy for PTSD. Dr. Resick's research has been continuously funded for 40 years; she has published over 350 articles and chapters and 11 books on PTSD. She has served as the President of both the International Society for Traumatic Stress and the Association for Behavioral and Cognitive Therapies. She has won research and mentoring awards, as well as Lifetime Achievement Awards from the Trauma Division (56) of the American Psychological Association, the International Society for Traumatic Stress Studies and the Association for Behavioral and Cognitive Therapies.

Cognitive Processing Therapy (CPT) was first developed 34 years ago, focusing on victims of rape. Since clinical testing and a first study, CPT has been the subject or com-

parison group for dozens of randomized controlled trials, development studies, program evaluation studies, and many case studies with a range of traumas and populations across many countries. Because CPT has been disseminated throughout the Department of Veterans Affairs since 2007, many studies of predictors of dropout, improvement, and completion have been conducted as well as newer studies on therapist factors on outcomes. As I look ahead to my next retirement, I will look back at the evolution of CPT, in its various iterations and formats and then will anticipate the next stages of development with both the therapy protocol itself, as well as issues in implementation. The greatest challenge ahead is shared by other therapies as well, the regular adoption and use of evidence-based treatments in practice. The next frontier is not the development of more therapies for PTSD but getting treatments that work into the hands of patients who need them and helping practitioners and agencies to adopt them as usual practice.

Outline:

Introduction of history of cognitive processing therapy (CPT)

- Evolution of CPT
- Randomized Controlled Trials
- Dismantling CPT
- Flexible Length CPT
- Massed CPT
- Adaptations across cultures
- Predictors of dropout and outcomes
- Patient predictors
- Therapist predictors
- Dissemination of CPT
 - Department of Veterans Affairs
 - Follow-up studies on dissemination
- How do we increase uptake and adoption into usual practice?

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

- Identify components of cognitive processing therapy
- Describe at least three different formats of cognitive processing therapy
- Discuss problems with dissemination, implementation of evidence-based therapies for PTSD

Recommended Readings: Resick, P.A., Monson, C.M., Chard, K. M. (2017). *Cognitive Processing Therapy for PTSD: A Comprehensive Manual*. New York: Guilford. Moring, J. C., Dondanville, K. A., Fina, B. A., Hassija, C., Chard, K., Monson, C., LoSavio, S. T., Wells, S. Y., Morland, L. A., Kaysen, D., Galovski, T. E., & Resick, P. A. (2020). Cognitive Processing Therapy for Posttraumatic Stress Disorder via Telehealth: Practical Considerations During the COVID-19 Pandemic. *Journal of traumatic stress*, 10.1002/jts.22544. Advance online publication. <https://doi.org/10.1002/jts.22544> Resick, P.A., Wachen, J.S. Dondanville, K.A., LoSavio, S.T., Young-McCaughan, S. Yarvis, J.S., Pruiksma K.E., Blankenship, A., Jacoby, V., Peterson, A. L., Mintz, J; for the STRONG STAR Consortium (advanced online, 2021). Variable-Length Cognitive Processing Therapy for Posttraumatic Stress Disorder in Active Duty Military: Outcomes and Predictors, *Behaviour Research and Therapy*, <https://doi.org/10.1016/j.brat.2021.103846>

Earn 2 continuing education credits

Majestic/Music Box, 6th Floor

Master Clinician Seminar 3

ticket

Developing a Case Formulation and Using It to Guide CBT

FRIDAY

Jacqueline Persons, Ph.D., Oakland Cognitive Behavior Therapy Center and University of California, Berkeley

Primary Category: Transdiagnostic

Key Words: *Case Conceptualization / Formulation, Change Process / Mechanisms*

A case formulation is a hypothesis about the psychological mechanisms that maintain the patient's symptoms, disorders, and problems. The formulation helps the therapist in many ways, including by helping the therapist select intervention targets and solve problems that arise in treatment. In this Master Clinician presentation, Dr. Persons teaches some of the basic skills of developing and using a case formulation in CBT. She presents didactic material and video examples of her work with a woman who sought treatment for insomnia and OCD. Dr. Persons teaches strategies for developing a transdiagnostic case formulation and using the formulation to guide intervention and solve problems, including this patient's wish to prematurely terminate her treatment. Dr. Persons provides numerous handouts and recommends online tools that therapists can use to implement a case formulation-driven approach to treatment in their own practice.

Outline:

- Case formulation-driven CBT: A conceptual model
- Developing a case formulation
 - Obtaining a comprehensive problem list
 - Developing mechanism hypotheses
- Using the case formulation in treatment
 - Using the formulation to target mechanisms instead of problems/disorders
 - Using the formulation to guide decision-making
 - Using the formulation to handle treatment failure

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

- List 2 elements of a case formulation.
- List 3 common transdiagnostic mechanisms that maintain mood and anxiety and related symptoms in adults.
- List 4 domains the clinician will want to assess in order to obtain a comprehensive problem list.
- Offer 2 examples of clinical problems the case formulation can help the therapist solve.

- Identify 2 assessment tools that are useful in developing a case formulation for an adult patient who seeks treatment for anxiety or depression or a related problem.

Long-term Goals:

- Identify 1 transdiagnostic mechanism for every depressed adult patient they treat.
- Develop a collaborative list of idiographic treatment goals for every adult patient they treat.

Recommended Readings: Persons, J. B. (2008). The case formulation approach to cognitive-behavior therapy. New York: Guilford Press. Persons, J. B., Beckner, V. L., & Tompkins, M. A. (2013). Testing case formulation hypotheses in psychotherapy: Two case examples. *Cognitive and Behavioral Practice*, 20, 399-409. Scott, K., & Lewis, C. C. (2015). Using measurement-based care to enhance any treatment. *Cognitive and Behavioral Practice*, 22(1), 49-59. <https://doi.org/10.1016/j.cbpra.2014.01.010> Gates, V., Hsiao, M., Zieve, G. G., Courry, R., & Persons, J. B. (2021). Relationship to CBT outcome and dropout of decision support tools of the written case formulation, list of treatment goals, and plot of symptom scores. *Behaviour Research and Therapy*, 142, 103874. Persons, J. B., Brown, C., & Diamond, A. (2019). Case formulation-driven cognitive-behavioral therapy. In K. Dobson & D. Dozois (Eds.), *Handbook of cognitive-behavioral therapies* (4th edition, pp. 145-168). New York: Guilford.

11:00 a.m. – 1:00 p.m.

This session does not offer continuing education credit.

Winter Garden/Palace, 6th Floor

Research & Prof. Develop. 1

Women Supporting Women: Building Female Mentoring Networks in Academic Medicine

PANELISTS: Victoria E. Cosgrove, *Ph.D.*, Stanford University School of Medicine
 Amy E. West, *Ph.D.*, Children's Hospital Los Angeles/
 University of Southern California School of Medicine
 Louisa G. Sylvia, *Ph.D.*, Massachusetts General Hospital
 Caryn R. R. Rodgers, *Ph.D.*, Albert Einstein College of Medicine

All level of familiarity with the material

Primary Category: Professional / Interprofessional Issues

Key Words: *Professional Development*

Women constitute 30% of biomedical researchers worldwide. Underrepresentation is in part due to discrimination and stereotyping. Faculty members routinely rate male candidates as more competent and hireable than females. Individual factors, including

childbearing, child rearing, and external pressure to nurture rather than achieve career success undeniably affect advancement of female faculty across academic lines. Mid-career female academics regularly leave academia for more attractive careers in industry or other paths. Barriers include subtle and non-subtle gender discrimination in the workplace; gender-based pay gaps; coping with gender bias; balancing family and work in the career building years; managing the burden of work and family “mental load,” etc. The protracted impact of the pandemic has further aggravated impediments for many females. These barriers may not be apparent to trainees. The NIH has largely taken the approach of addressing advancement gaps via policy changes (i.e., reducing mean age of first-time R01s favoring young investigators) with hope to accelerate their independence, although little success has been realized. These initiatives are in direct conflict with a disproportionate increase in delayed childbearing nationally and the inverse relationship between academic advancement and childrearing. There is strong evidence that female trainees and junior faculty benefit from senior female mentorship. Further, formal and informal female mentoring networks can serve as a bulwark against inevitable challenges. Drs. Cosgrove, Rodgers, Sylvia, and West all have pursued academic careers while simultaneously serving in other personally demanding life roles. Through active discussion and hands-on attendee participation, the aims of this Workshop will be to (1) increase awareness about the underrepresentation of women in biomedical science, with a specific emphasis on inclusion of women scientists in biopsychosocial clinical research; (2) understand personal and professional challenges that often influence a woman’s decision to pursue a career in biopsychosocial clinical research; and (3) promote female mentoring networks as a powerful way to create and sustain a meaningful career in academic medicine.

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

- Increase awareness about the underrepresentation of women in biomedical science, with a specific emphasis on inclusion of women scientists in biopsychosocial clinical research.
- Understand personal and professional challenges that often influence a woman’s decision to pursue a career in biopsychosocial clinical research.
- Promote female mentoring networks as a powerful way to create and sustain a meaningful career in academic medicine.

Recommended Readings: Beck, Makini; Nganga, Christine; Unterreiner, Ann; Aragon, Antonette; Esnard, Talia; Cobb-Roberts, Deirdre; Agosto, Vonzell; Karanxha, Zorka; Wu, Ke. (2022). Mentoring From Within: Developing a Virtual Mentoring Curriculum for a Network of Culturally Diverse Women Faculty. *The Journal of Faculty Development*, 36 (1), 71-81. Amna Mohyud Din Chaudhary, Sadiq Naveed, Javed Siddiqi, Ashraf Mahmood & Faisal Khosa. (2020) US Psychiatry Faculty: Academic Rank, Gender and Racial Profile. *Academic Psychiatry*, 44: 260–266. Nayanee Henry-Noel, Maria Bishop, Clement K. Gwede, Ekaterina Petkova & Ewa Szumacher. (2019) Mentorship in Medicine and Other Health Professions. *Journal of Cancer Education*; 34: 629–637.

This session does not offer continuing education credit.

Columbia/Duffy, 7th Floor

Postdoctoral Paths for Professional Development

Co-CHAIRS: *Shona N. Vas, Ph.D.*, ABPP – Associate Professor, University of Chicago
Jessica Lohnberg, Ph.D. – Clinical Psychologist, Behavioral Medicine Program, Acting Director of Postdoctoral Training, Psychology Service, VA Palo Alto Health Care System

PRESENTERS: *Debra Kaysen, ABPP, Ph.D.* – Professor, Stanford University
Jessica Lohnberg, Ph.D. – Clinical Psychologist, Behavioral Medicine Program, Acting Director of Postdoctoral Training, Psychology Service, VA Palo Alto Health Care System
Shona N. Vas, Ph.D., ABPP – Associate Professor, University of Chicago

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

11:30 a.m. – 1:00 p.m.

Marquis Ballroom A, 9th Floor

Special Interest Group



Suicide & 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, and Rising Star Award winners, Research Data Blitz presentations, and breakout discussions and research consultation with senior faculty.

12:00 p.m. – 1:30 p.m.

Earn 1.5 continuing education credits

Ziegfeld, 4th Floor

Symposium 17

Dealing with Uncertainty: New Research Findings on Intolerance of Uncertainty and Psychopathology

CHAIR: Hannah C. Broos, M.S., University of Miami
DISCUSSANT: Norman Schmidt, Ph.D., Florida State University

Moderate level of familiarity with the material

Primary Category: Cognitive Science/ Cognitive Processes

Key Words: Cognitive Vulnerability, Transdiagnostic, Cognitive Biases / Distortions

Small Prediction Errors Drive Learning of Inaccurate Real-world Expectations in Neurotic Individuals

William J. Villano, Ph.D., University of Miami
Noah Kraus, B.S., University of Miami
Travis Reneau, B.S., Washington University in St. Louis
Brittany A. Jaso, Ph.D., Boston University Center for Anxiety and Related Disorders
Anthony Otto, Ph.D., McGill University
Aaron Heller, Ph.D., University of Miami

Covid-specific Stress Response and Intolerance of Uncertainty Separately Shape Perceived Risk of COVID-19 Exposure

Amelia Dev, Ph.D., University of Miami
Maria M. Llabre, Ph.D., University of Miami
Patrice G. Saab, Ph.D., University of Miami
Kiara R. Timpano, Ph.D., University of Miami

Covid-specific Intolerance of Uncertainty Predicts Affective Symptoms During the COVID-19 Pandemic

Hannah C. Broos, M.S., University of Miami
Maria M. Llabre, Ph.D., University of Miami
Patrice G. Saab, Ph.D., University of Miami
Kiara R. Timpano, Ph.D., University of Miami

FRIDAY

Posttraumatic Stress Symptoms and Intolerance of Uncertainty as Predictors of Threat-related Interpretation Biases in Individuals Exposed to Trauma

Kimberly A. Arditte Hall, Ph.D., Framingham State University

Stephanie Arditte, Ph.D., Touro College of Osteopathic Medicine

A Pilot Randomized Controlled Trial of a Single-session Mindfulness-based Intervention for Intolerance of Uncertainty and Anxiety Sensitivity

Emily M. O'Bryan, Ph.D., Endicott College

Kristen M. Kraemer, Ph.D., Beth Israel Deaconess Medical Center/Harvard Medical School

Christina M. Luberto, Ph.D., Harvard Medical School

Anishka Jean, Ph.D., Department of Psychology, West Virginia University

Kate Everhardt, B.S., The Institute of Living

Liya Mammo, Ph.D., Nova Southeastern University

Gretchen J. Diefenbach, Ph.D., The Institute of Living

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

12:00 p.m. – 1:30 p.m.

Earn 1.5 continuing education credits

O'Neil, 4th Floor

Clinical Round Table 1

The Impact of COVID-19 on CBT in Inpatient Psychiatric Care: Responses and Adjustments from Early Pandemic to Omicron Surge

MODERATOR: Nadine A. Chang, Ph.D., Gracie Square Hospital

PANELISTS: Victoria M. Wilkins, Ph.D., Weill Cornell Medicine/
NewYork-Presbyterian Hospital

Dora Kanellopoulos, Ph.D., Weill Cornell Medicine

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: Psychosis / Psychotic Disorders, Severe Mental Illness, Aggression / Disruptive Behavior / Conduct Problems

Behavioral healthcare settings are among the hardest hit by the COVID-19 pandemic, requiring organizations to balance patient treatment and milieu adaptation in response to community surges and changing virus variants. Hospitalized individuals with psychosis and other serious and persistent mental illness (SPMI), whose vaccination rates are reportedly lower than those of the general population, face particular challenges due to the pandemic. Notably, cognitive functioning, altered thought processes and erratic behavior impede treatment engagement and adherence in times of acute crisis. The presenters provide cognitive and behavioral treatments in adult inpatient psychiatric settings. We will review lessons learned as clinicians quickly adapted to evolving circumstances on the units throughout the pandemic thus far. We will discuss the changing nature of psychiatric symptoms in the context of subsequent spikes in cases of COVID-19 during waves of the Delta and Omicron variants, including: 1) modifications to existing inpatient hospital

protocols and practices in response to COVID-19 safety and healthcare guidelines; 2) challenges of enforcing adherence to safety guidelines in inpatient psychiatric settings, including masking and contact isolation procedures; 3) cognitive and behavioral interventions, both virtual and in-person, for individuals with SPMI, including behavioral management of aggression and disorganized behavior; and 4) disposition challenges, such as homelessness, limited outpatient treatment options, and virtual vs. in-person services. Finally, we will discuss the broader impact of the pandemic, as it applies to future emergencies and disasters, on issues including the relationship of crises to emerging psychotic symptoms (i.e., delusional content), increasing substance use, functional impairment and safety within this marginalized and underserved population in New York City and across the US.

12:00 p.m. – 1:00 p.m.

Earn 1 continuing education credit

Carnegie & Alvin, 5th Floor

Symposium 19

Combatting Anti-asian Racism and Supporting AAPI Community

CHAIRS: *Xin Zhao, M.S., University of Washington School of Medicine*
Lu Dong, Ph.D., RAND Corporation

DISCUSSANT: *Janie J. Hong, Ph.D., Stanford University School of Medicine and Redwood Center for CBT and Research*

Moderate level of familiarity with the material

Primary Category: Culture / Ethnicity / Race

Key Words: *Asian Americans, Culture, Race*

Public Interest in Racial Charged Terms and Mental Health Treatment Relevant Searches: An Examination of Google Trends

Xin Zhao, M.S., University of Washington School of Medicine
Lu Dong, Ph.D., RAND Corporation
Stacy L. Frazier, Ph.D., Florida International University

Addressing Anti-asian Racism in the Era of COVID-19: Next Steps for a Research Agenda

Lu Dong, Ph.D., RAND Corporation
Jennifer Bouey, M.D., Ph.D., RAND Corporation
Douglas Yeung, Ph.D., RAND Corporation

Body Positivity for Asian Americans: Development and Evaluation of the Pride in Asian American Appearance Scale

Thomas Le, M.S., University of Maryland- College Park

Derek Iwamoto, Ph.D., University of Maryland, College Park

Zachary A. Soulliard, Ph.D., Yale School of Public Health

12:00 p.m. – 1:30 p.m.

Earn 1.5 continuing education credits

Juilliard/Imperial, 5th Floor

Symposium 20

Addressing the Mental Health Crisis on University Campuses: Innovations and Challenges in Adapting Evidence-based Interventions

CHAIRS: *Emily E. Bernstein, Ph.D., Massachusetts General Hospital*
Nicole LeBlanc, Ph.D., Massachusetts General Hospital

DISCUSSANT: *Stephanie L. Pinder-Amaker, Ph.D., McLean Hospital/*
Harvard Medical School

Basic to Moderate level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *College Students, Technology / Mobile Health, Transdiagnostic*

A Virtual Single-session CBT Workshop for Graduate Students by Graduate Students: Success, Challenges, and Opportunities

Emily E. Bernstein, Ph.D., Massachusetts General Hospital

Nicole LeBlanc, Ph.D., Massachusetts General Hospital

Richard J. McNally, Ph.D., Harvard University

Feasibility and Initial Efficacy of a Brief Video-based Intervention to Teach Dialectical Behavior Therapy Skills to College Students

Evan M. Kleiman, Ph.D., Rutgers, The State University of New Jersey

Jesse Finkelstein, M.A., Rutgers, The State University of New Jersey .

Annamarie Wachta-Montes, Psy.D., Northwell Health

April L. Yeager, Ph.D., Rutgers, The State University of New Jersey .

Allison K. Ruork, Ph.D., Rutgers, The State University of New Jersey.

Qingqing Yin, M.S., Rutgers, The State University of New Jersey .

John Kellerman, M.A., Rutgers, The State University of New Jersey

Joanne Kim, M.A., Rutgers, The State University of New Jersey

Molly Stern, PsyM, Rutgers, The State University of New Jersey

Linda Oshin, Ph.D., Rutgers, The State University of New Jersey.

Shireen L. Rizvi, ABPP, Ph.D., Rutgers, The State University of New Jersey.

Implementing and Evaluating a Single-session Workshop Plus Smartphone-based Cognitive-behavioral Skills Practice for Emotion Management in College Students

Kate Bentley, Ph.D., Massachusetts General Hospital

Adam Jaroszewski, Ph.D., Massachusetts General Hospital

Madison E. Taylor, B.A., Rutgers, The State University of New Jersey

Olivia Lozy, B.A., Rutgers, The State University of New Jersey

Kaileigh P. Conti, Ph.D., Rutgers, The State University of New Jersey

W. Reese Mayer, Ph.D., Rutgers, The State University of New Jersey

Annamarie Wachta-Montes, Psy.D., Northwell Health

Evan M. Kleiman, Ph.D., Rutgers, The State University of New Jersey

An Examination of College Counseling Center Clinician and Student Experiences with the Pandemic-related Shift to Telehealth

Emily G. Lattie, Ph.D., Northwestern University Feinberg School of Medicine

Emily Hersch, M.A., Northwestern University Feinberg School of Medicine

Katherine Cohen, M.A., Stony Brook University

Clarisa Wijaya, Ph.D., Northwestern University

Kofoworola Williams, M.P.H., Ph.D., Feinberg School of Medicine, Northwestern University

Bayley Taple, Ph.D., Northwestern University

Mental Healthcare on College Campuses During COVID-19: Comparing Telehealth, In-person, and Hybrid Modes of Delivery

Katherine Cohen, M.A., Stony Brook University

Divya Manikandan, BS, The University of Michigan Ann Arbor

Matthew Jirsa, MHSA, The University of Michigan Ann Arbor

Amy Gatto, MPH, Active Minds

Sasha Zhou, PhD, Wayne State University

Earn 1.5 continuing education credits

Broadhurst/Belasco, 5th Floor

Symposium 21

Evaluating the Role of Substance Use Stigma in Treatment Delivery, Access, and Outcomes for Diverse Populations

CHAIRS: Kristen S. Regenauer, M.S., University of Maryland
Jessica F. Magidson, Ph.D., University of Maryland
DISCUSSANT: Abigail W. Batchelder, M.P.H., Ph.D., MGH/Harvard Medical School

Basic level of familiarity with the material

Primary Category: Addictive Behaviors

Key Words: Stigma, Substance Abuse, Behavioral Medicine

Piloting a Community Health Worker Training to Reduce Substance Use and Depression Stigma in the Context of HIV/TB Care in South Africa

Kristen S. Regenauer, MS, University of Maryland
Yuche Jacobs, M.A., South African Medical Research Council
Nonceba Ciya, South African Medical Research Council
Sibabalwe Ndamase, B.S., B.A., South African Medical Research Council
Kim Johnson, M.A., South African Medical Research Council
Alexandra L. Rose, MSc, University of Maryland
Jennifer M. Belus, Ph.D., Swiss Tropical and Public Health Institute
Bronwyn Myers, Ph.D., Curtin University
Jessica F. Magidson, Ph.D., University of Maryland

Stigma, Discrimination, and Sexual Risk-taking in Men Who Have Sex with Men Who Have HIV and Endorse Substance Use: The Impact of Injection Drug Use

Kaitlyn R. Gorman, M.A., University of Massachusetts Boston
Jacklyn D. Foley, Ph.D., Massachusetts General Hospital
Abigail W. Batchelder, M.P.H., Ph.D., MGH/Harvard Medical School

Substance Use and Addiction Concerns Among Patients with Cancer on Opioid Therapy

Miryam Yusuf, Ph.D., Dana-Farber Cancer Institute

Kathryn I. Pollak, Ph.D., Duke Cancer Institute

Hanneke Poort, Ph.D., Dana-Farber Cancer Institute

Yvan Beaussant, M.D., Dana-Farber Cancer Institute

Elise Tarbi, Ph.D., Dana-Farber Cancer Institute

Richard E. Leiter, M.D., M.A., Dana-Farber Cancer Institute

James A. Tulsky, M.D., Dana-Farber Cancer Institute

Understanding How Peers Can Shift Stigma to Retain Low-income, Medically Underserved Individuals in Opioid Treatment

Morgan Anvari, Ph.D., University of Maryland, College Park

Mary B. Kleinman, M.P.H., M.S., University of Maryland, College Park

Valerie D. Bradley, MPS, University of Maryland

Dwayne Dean, Project HEAL, University of Maryland

Tolulope M. Abidogun, MPH, University of Maryland

C. J. Seitz-Brown, Ph.D., University of Maryland

Abigail C. Hines, B.S., University of Maryland

Annabelle M. Belcher, Ph.D., University of Maryland School of Medicine

Aaron D. Greenblatt, M.D., University of Maryland School of Medicine

Julia W. Felton, Ph.D., Henry Ford Health System

Jessica F. Magidson, Ph.D., University of Maryland

Change in HIV and Alcohol Use Stigmas over Time in a Trial of a Peer-delivered Behavioral Intervention in Cape Town, South Africa

Jennifer M. Belus, Ph.D., Swiss Tropical and Public Health Institute

Hongjie Ke, MSc, University of Maryland

Tianzhou (Charles) M.A., Ph.D., University of Maryland

Kristen S. Regenauer, M.S., University of Maryland

Bronwyn Myers, Ph.D., Curtin University

Jessica F. Magidson, Ph.D., University of Maryland

Earn 1.5 continuing education credits

Shubert/Uriis, 6th Floor

Symposium 22

Sleep and Circadian Functioning: Unpacking Clinician Training and Treatment Delivery in Routine Care Settings

CHAIRS: Nicole B. Gumport, Ph.D., Stanford University
Catherine Callaway, PhD, University of California at Berkeley
DISCUSSANT: Shannon Wiltsey Stirman, Ph.D., Stanford University

All level of familiarity with the material

Primary Category: Sleep / Wake Disorders

Key Words: Sleep, Transdiagnostic, Underserved Populations

Therapist Training in Treating Sleep Problems: A Survey Study of Clinical Practice

Nicole B. Gumport, Ph.D., Stanford University
Caitlin Gasperetti, M.A., University of California, Berkeley
Garret Zieve, M.A., University of California, Berkeley
Allison G. Harvey, Ph.D., University of California, Berkeley

Innovative Solutions to Behavioral Sleep Medicine Challenges: Development and Launch of Web-based Provider Trainings for Cognitive Behavioral Therapy for Insomnia (CBT-I) and for Nightmares (CBT-N)

Kristi Pruiksma, Ph.D., University of Texas Health Science Center at San Antonio

The Impact of Module Dosage on Treatment Response in a Modular Transdiagnostic Intervention

Catherine Callaway, Ph.D., University of California, Berkeley
Laurel D. Sarfan, Ph.D., University of California, Berkeley
Nicole B. Gumport, Ph.D., Stanford University
Allison G. Harvey, Ph.D., University of California, Berkeley

The Transdiagnostic Intervention for Sleep and Circadian Dysfunction (TranS-C) in Community Mental Health: Comorbidity and Use of Modules Under the Microscope

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

Heather Hilmoe, Ph.D., California State University, Sacramento

Nicole B. Gumpert, Ph.D., Stanford University

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

Improving Access to Sleep Health Care for Adolescents: Feasibility, Acceptability and Preliminary Efficacy of a Digital Sleep Health Intervention

Lauren Asarnow, Ph.D., University of California San Francisco

12:00 p.m. – 1:30 p.m.

Earn 1.5 continuing education credits

Plymouth/Royale, 6th Floor

Symposium 23

Promoting Strong African American Families (ProSAAF): Building Resilience to External Stressors by Strengthening Family Relationships

CHAIR: *Olutosin Adesogan, B.S., University of Georgia*

DISCUSSANT: *Steven Beach, Ph.D., University of Georgia*

All level of familiarity with the material

Primary Category: Prevention

Key Words: *African Americans / Black Americans, Prevention, Resilience*

Strengthening Couple Functioning Promotes Resilience to covid-19-related Stressors Among Black Americans

Olutosin Adesogan, B.S., University of Georgia

Steven Beach, Ph.D., University of Georgia

Man-Kit Lei, Ph.D., University of Georgia

Justin Lavner, Ph.D., University of Georgia

Sierra Carter, Ph.D., Georgia State University

Allen Barton, Ph.D., University of Illinois Urbana-champaign

Prosaaf Enhances Relationship Functioning and Buffers African American Couples from the Effects on Financial Strain on Biological Aging

Justin Lavner, Ph.D., University of Georgia

Man-Kit Lei, Ph.D., University of Georgia

Sierra Carter, Ph.D., Georgia State University

Olutosin Adesogan, B.S., University of Georgia

Steven Beach, Ph.D., University of Georgia

Building Family-based Resilience to Racial Discrimination Among Black Youth: Indirect Buffering Effects of the Prosaaf Intervention on Depressive Symptoms

Ariel R. Hart, M.S., University of Georgia

Ariel R. Hart, M.S., University of Georgia

Man-Kit Lei, Ph.D., University of Georgia

Justin Lavner, Ph.D., University of Georgia

Sierra Carter, Ph.D., Georgia State University

Steven Beach, Ph.D., University of Georgia

Considerations for the Measurement of the Biological Embedding of Racial Trauma Among Black Americans: A Risk and Resilience Approach

Sierra Carter, Ph.D., Georgia State University

Frederick Gibbons, Ph.D., University of Connecticut

Steven Beach, Ph.D., University of Georgia

Earn 1.5 continuing education credits

Chelsea/Gotham, 7th Floor

Symposium 24

LGBTQ-affirmative CBT: From Theory to Trial to Community Dissemination and Implementation

CHAIRS: *Mark Hatzenbuehler, Ph.D., Harvard University*
John E. Pachankis, Ph.D., Yale School of Public Health
DISCUSSANT: *Joanne Davila, Ph.D., Stony Brook University*

Basic to Moderate level of familiarity with the material

Primary Category: LGBTQ+

Key Words: LGBTQ+, Stigma, Dissemination

Identifying Psychosocial Mechanisms Linking Stigma and Psychopathology Among Sexual Minorities: Research Evidence and Intervention Implications of the Psychological Mediation Framework

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

LGBTQ-affirmative CBT: A 3-arm Randomized Controlled Trial of a Transdiagnostic Minority Stress Approach with Sexual Minority Young Men

John E. Pachankis, Ph.D., Yale School of Public Health
Audrey Harkness, Ph.D., University of Miami
Erin McConocha, MPH, University of Tennessee at Knoxville
Roxanne Winston, MPH, MSN, RN, Columbia University
Oluwaseyi Adeyinka, MD, MPH, New York University Grossman School of Medicine
Kriti Behari, MA, Yale School of Public Health
Timothy J. Sullivan, M.A., Stony Brook University
Denise Esserman, Ph.D., Yale University
Kirsty A. Clark, Ph.D., Vanderbilt University
Richard Richard Bränström, Ph.D., Department of Clinical Neuroscience, Karolinska Institutet, Sweden
Mark Hatzenbuehler, Ph.D., Harvard University
Steven A. Safren, Ph.D., ABPP, University of Miami

Training Community Mental Health Providers in LGBTQ-affirmative CBT: A Randomized Controlled Trial Across the US

Zachary A. Soulliard, Ph.D., Yale School of Public Health

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

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

Eric K. Layland, Ph.D., Yale School of Public Health

Kirsty A. Clark, Ph.D., Vanderbilt University

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

Acceptability and Feasibility of a Group Treatment to Address Intersectional Stigma, Mental Health, and HIV Risk Among Black and Latino Gay and Bisexual Men

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

Krystn Wagner, MD, Ph.D., Augusta University

Mike Yepes, MPH, Yale School of Public Health

Tyler Harvey, MPH, Yale University

Jackson Higginbottom, MPH, Yale University

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

12:00 p.m. – 1:00 p.m.

Skylobby, 16th Floor

Special Interest Group



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 international webinar series, SIG election results, and enhancements to our student mentorship program.

Earn 1 continuing education credit

Marquis Ballroom B, 9th Floor

Symposium 25

Couple Functioning in the Face of Internal and External Relationship Threats

CHAIRS: Mollie E. Shin, *Ph.D.*, University of Colorado Denver
Corey Petit, *M.A.*, University of Virginia

DISCUSSANT: Hannah Williamson, *Ph.D.*, The University of Texas at Austin

Moderate level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Stress, Coping*

Interaction of Service Member PTSD Symptoms and Couple Dedication as a Predictor of Longitudinal Marital Outcomes

Mollie E. Shin, *Ph.D.*, University of Colorado Denver
Elizabeth Allen, *Ph.D.*, University of Colorado Denver
Kayla Knopp, *Ph.D.*, VA San Diego Health Care System
Howard Markman, *Ph.D.*, University of Denver
Scott Stanley, *Ph.D.*, University of Denver

Disentangling the Effects of Physical and Psychological Violence on Emotional Communication in Distressed Couples Seeking Therapy

Alexandra K. Wojda-Burlij, *M.A.*, University of North Carolina at Chapel Hill
Donald Baucom, *Ph.D.*, University of North Carolina at Chapel Hill
Danielle M. Weber, *M.A.*, University of North Carolina at Chapel Hill
Andrew Christensen, *Ph.D.*, University of California Los Angeles

Dating the Green-eyed Monster: Cross Partner Associations Between Jealousy, Power, and Relationship Satisfaction in Young Dating Couples

Corey Petit, *M.A.*, University of Virginia
meghan costello, *M.A.*, University of Virginia
Gabrielle Hunt, *Ph.D.*, University of Virginia
Jessica Kansky, *Ph.D.*, Ralph H Johnson VA Medical Center
Joseph Allen, *Ph.D.*, University of Virginia

Reactivity and Recovery in Romantic Relationships Following a Stressful Film
Paradigm: Examining Sympathetic Nervous System Activation in Couples
Melissa Gates, Ph.D., Binghamton University
Eileen Barden, M.S., Binghamton University
Christina Balderrama-Durbin, Ph.D., Binghamton University

12:00 p.m. – 1:30 p.m.

Earn 1.5 continuing education credits

Odets, 4th Floor

Panel Discussion 3

The Impact of COVID-19 on Rural Clinical Training: Adapting Telehealth Services and Supervisee Experiences Across Multiple Training Settings

MODERATOR: Karen Kelley, M.S., Mississippi State University

PANELISTS: Nathan Barclay, M.S., Mississippi State University

Acacia R. Lopez, M.S., Mississippi State University

Emily S.H. Stafford, Ph.D., Mississippi State University

Ty Stafford, Ph.D., Mississippi State University

Michael R. Nadorff, Ph.D., Mississippi State University

Primary Category: Telehealth/m-Health

Key Words: *Education and Training, Evidence-Based Practice, Underserved Populations*

The need for telehealth training, supervision, and intervention services has markedly increased over the course of the pandemic, and the demand for telehealth services and training is likely to persist. With the rise and continued demand of telehealth, psychology training programs have faced unprecedented challenges in developing experiences and curriculum that equip rising clinicians and faculty with the skills necessary to provide these services. Further, these training challenges are exacerbated within communities that have limited access to telehealth options. Panelists with diverse perspectives on clinical training at the program and internship level will discuss ongoing efforts to facilitate the training of doctoral level trainees and provide evidence-based telehealth services throughout the COVID-19 pandemic. Directors of an APA-accredited internship, a program training clinic, and a clinical psychology doctoral program will share accounts of the numerous factors that have impacted the telehealth adaptation process and clinical training of supervisees within a rural community, such as protocol selection, technological capabilities, personnel concerns, and budgetary considerations. Additionally, doctoral level psychology trainees will share student perspectives of the implementation of emergency response procedures and how curriculum changes have impacted the next generation of psychologists. Initial discussions will focus on the development of web-based assessment protocols and the provision of virtual therapy services that are consistent with evidence-based clinical practices and APA guidelines. Next, strategies for addressing training and administrative challenges will be presented. These topics will include assessing the validity of assessment data, confidentiality, data security, and developing trainee competencies in telehealth practices. Finally, we will describe unique barriers to providing evidence-based services within rural

populations and underserved communities. This discussion will include ethical considerations related to the provision of telehealth services to high-risk clients within underserved communities and supervision considerations related to telehealth crisis training.

12:00 p.m. – 1:30 p.m.

Earn 1.5 continuing education credits

Edison/Booth, 5th Floor

Panel Discussion 29

Modifying CBT to “save” CBT: Incorporating Context, Culture, Comorbidity, and Companionable Theories

MODERATORS: *Elizabeth R. Halliday, M.S., University of Miami*
Jill Ehrenreich-May, Ph.D., University of Miami

PANELISTS: *Jessica Schleider, Ph.D., Stony Brook University*
Stefan G. Hofmann, Ph.D., Boston University
Monnica T. Williams, ABPP, Ph.D., University of Ottawa
Allison G. Harvey, Ph.D., University of California Berkeley
Aaron J. Fisher, Ph.D., University of California, Berkeley

Primary Category: Treatment - CBT

Key Words: *Change Process / Mechanisms, Psychotherapy Process, Culture*

Despite the proven efficacy of “standard” cognitive-behavioral therapy (CBT), this approach has recognized clinical limitations and poses challenges for wide-spread implementation. Even with the field’s efforts and progress in reaching individuals and increasing access to evidence-based care, and in improving the quality and breadth of CBT manuals and techniques, the mental health crisis in the United States continues to intensify. In light of the pandemic and increased attention to the complicated, contextual factors affecting clients in need of services (e.g., trauma, systemic inequity, financial strain, political and climate concerns, etc.), this panel will discuss how the reality of effective, personalized treatment may be more contextually- or culturally-specific, transdiagnostic or transtheoretical than CBT traditionally defines itself to be. The panel aims to discuss the potential clinical, research, and public health benefits of a paradigm shift to alternative frameworks of evidence-based psychotherapy. Expert panelists will present their innovative visions for the future of intervention and treatment research and discuss how these innovative approaches to psychotherapy may increase client reach, retention, and psychotherapy effectiveness. We explore how an emphasis on these alternative frameworks to psychotherapy could 1) foster a more flexible, responsive, and personalized approach compared to traditional CBT; 2) affect the future of psychotherapy research; and 3) cultivate collaboration among stakeholders, streamline implementation and increase the scalability of interventions.

Earn 3 continuing education credits

Soho/Herald, 7th Floor

Workshop 8

ticket

Lessons from Pandemic Parenting: Clinical Approaches and Tools to Help Parents and Caregivers Face Growing Youth Mental Health Concerns

Andrea B. Temkin, Psy.D., Weill Cornell Medicine

Lisa W. Coyne, Ph.D., Harvard Medical School

Samuel Fasulo, Ph.D., New York University Langone Child Study Center

Anthony Puliafico, Ph.D., Columbia University Medical Center

Moderate level of familiarity with the material

Primary Category: Parenting / Families

Key Words: *Treatment, Parenting, Families*

Researchers and clinicians have seen a significant rise in youth and young adult mental health concerns over the course of the pandemic. Isolation from peers, delayed milestones, interrupted opportunities, unprecedented academic hurdles, and a barrage of changes to family systems and daily life have unsurprisingly left our kids, teens, and emerging adults reeling. Parents have been overwhelmed with this reality- faced with the impossible task of trying to support their children while themselves struggling to cope with the personal and professional fallout caused by the pandemic. While parent involvement has long been considered an important component within many youth and young adult treatments, the impact of COVID-19 on our youth has emphasized the importance of working with parents and caregivers to support their children. This is particularly true given the impact of the pandemic on developmental and contextual factors, such as decreased opportunity for youth to practice independence and increased time spent together in close quarters. This workshop will highlight a number of key approaches and tools that are particularly important for parents helping children and adolescents in moments of crisis. The presenters will provide insight from a range of perspectives, including Cognitive-Behavioral Therapy, Acceptance and Commitment Therapy, Dialectical Behavior Therapy, and Parent Management Training. Discussion will focus on the strengths of each approach in helping parents tackle some of the most challenging moments in their children's lives, from plummeting academics and peer isolation, to increased risk of self-harm and suicide.

Skills covered will include parent coping, validation, de-escalation, and minimizing accommodation. In addition to live role-plays, this workshop will allow for participation and practice from audience members to ensure a solid understanding of the skills discussed and increased comfort in delivery.

Outline:

- 1. Speaker introduction and brief description of primary modality used by each.
- 2. Provide rationale for viewing parenting support as a key element of youth treatment, particularly during a crisis, and demonstrate language to use to parents to increase buy-in for parent involvement.
- 3. Read Case Example 1
 - a. Speaker discussion around key elements or strategies each modality would focus on
 - b. Role Play 1 from PMT perspective
 - c. Role Play 2 from ACT perspective
 - d. Speaker and audience discussion and Q&A portion highlighting rationale for choices, key distinctions, similarities, and strengths of each approach
- 4. Read Case Example 2
 - a. Speaker discussion around key elements or strategies each modality would focus on Role Play 1 from DBT perspective
 - b. Role Play 2 from CBT perspective
 - c. Speaker and audience discussion and Q&A portion highlighting rationale for choices, key distinctions, similarities, and strengths of each approach
- 5. Read Case Example 3
 - a. Speaker discussion around key elements or strategies each modality would focus on
 - b. Attendee Role Play 1: ask attendees to split into groups of 2-3 to role play, with instruction to identify one principle or strategy to focus on
 - c. Attendee Role Play 2: ask attendee groups to switch roles and repeat role-play, with the new “therapist” identifying a principle or strategy to focus on Speaker and audience discussion and Q&A portion

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

- Describe at least one key principle and the theoretical focus of CBT, DBT, ACT, and PMT-oriented approaches to parenting treatment.
- Identify three strategies parents can use to help youth struggling with anxiety, depression, attentional difficulties, and other mental health concerns.
- Demonstrate how to explain a new parenting skill, such as validation or emotion regulation, to a caregiver in session.
- Help parents practice and use parenting strategies in moments of youth mental health crisis.

Long-term Goal:

- Provide a rationale for prioritizing different parenting approaches based on presenting problem.

Recommended Readings: Whittingham, K., & Coyne, L. (2019). Acceptance and commitment therapy: the clinician’s guide for supporting parents. Academic Press. Albano, A. M., & Pepper, L. (2013). You and your anxious child: Free your child from fears and worries and create a joyful family life. Avery. Robin, A. L., & Foster, S. L. (2002). Negotiating parent-adolescent conflict: A behavioral-family systems approach. Guilford Press. Russell, B. S., Hutchison, M., Tambling, R., Tomkunas, A. J., & Horton, A. L. (2020).

Initial challenges of caregiving during COVID-19: Caregiver burden, mental health, and the parent-child relationship. *Child Psychiatry & Human Development*, 51(5), 671-682. Fitzpatrick, O., Carson, A., & Weisz, J. R. (2021). Using mixed methods to identify the primary mental health problems and needs of children, adolescents, and their caregivers during the coronavirus (COVID-19) pandemic. *Child Psychiatry & Human Development*, 52(6), 1082-1093.

12:00 p.m. – 3:00 p.m.

Earn 3 continuing education credits

SoHo/Herald, 7th Floor

Workshop 4

ticket

The New School Refusal - Logged on or Logged Off, but Still Checked Out: Managing Chronic School Disengagement During COVID-19

Brian C. Chu, Ph.D., Rutgers University

Laura Skinner, Ph.D., The Center for Stress, Anxiety, and Mood

Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Anxiety

Key Words: *School, Anxiety, Child*

The initial, ongoing, and returning spread of COVID-19 has forced substantial changes in all domains of life. Perhaps no domain of life has been impacted as much as the schooling and education of our youth. Schools have had to make difficult and creative decisions to meet the demands of an ever-evolving health climate and uncertain information about risk, protections, and community preferences. Even with increasing vaccination rates and tentative returns to “normality,” school attendance, student engagement, and student supports require continued and thoughtful reconceptualization. How is attendance conceptualized in remote, in-person, and hybrid formats? How is engagement monitored and encouraged in each variation? How does this context resemble other traumatized contexts? How has this pandemic disproportionately impacted under-resourced school districts in communities of color? Drawing from examples and data across the United States and the state of New Jersey, this webinar will discuss models (e.g., the National Association of School Psychologists, COVID-19 School Adjustment Risk Matrix) for identifying students at risk for emotional distress and discuss their relevance for school attendance and engagement. The workshop will focus on illustrating established CBT interventions/strategies, adapted to this new context. An additional focus will help attendees consider engagement as a key outcome beyond school/classroom attendance. Multiple case studies will be presented and attendees will work in small groups to offer solutions.

Attendees may also bring local examples for group consultation. Presenters will moderate a discussion of effective interventions and help attendees tailor established interventions to their local contexts. This workshop is designed for clinicians with moderate direct clinical experience conducting CBT with school-aged youth or consulting with schools.

Outline:

- Appearance of School attendance, school refusal, and school engagement in context of ongoing management of COVID-19.
- Describe NASPs system for identifying at-risk students, making use of school and home environments.
- Review effective strategies for addressing school attendance problems and poor engagement.
- Functional Analytic Approach, motivational interviewing.
- Working with parents: daily renewable reward.
- Coordinating with schools: active collaboration.
- Practice role-plays using prepared vignettes.
- Consultation of cases from audience.

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

- Assess school structures related to COVID-19 and how they impact school attendance metrics for school-age youth.
- Evaluate schools climates for 3 levels of risk factors according to the NASP COVID-19 School Adjustment Risk Matrix and its implications for triage of at-risk students.
- Analyze a youth's school refusal behavior across 5 domains, including attendance and engagement, by using functional assessment strategies to identify maintaining functions.
- Apply decisional analysis to analyze motivating reasons to increase engagement and attendance at school.
- Analyze environmental contingencies and plan "daily renewable reward" plans with caregivers to reinforce youth approach behaviors.

Long-term Goals:

- Educate fellow school professionals about school and student factors that contribute to engagement problems.
- Provide psychoeducation about student struggles in school engagement.

Recommended Readings: Kearney, C. A., & Childs, J. (2021). A multi-tiered systems of support blueprint for re-opening schools following COVID-19 shutdown. *Children and Youth Services Review*, 122, 105919. Heyne, D., Gren-Landell, M., Melvin, G., & Gentle-Genitty, C. (2019). Differentiation between school attendance problems: Why and how?. *Cognitive and Behavioral Practice*, 26(1), 8-34. Chu, B. C., & Pimentel, S. (In press). *Treatment Plans and Interventions: Child and Adolescent Mood and Anxiety Disorders (Translating Evidence-Based Treatments into Personalized Therapies)*. New York: Guilford Press. National Association of School Psychologists. (2020). *Returning to School Following COVID-19 Related School Closures: The COVID-19 School Adjustment Risk Matrix (C-SARM)* [handout]: The COVID-19 School Adjustment Risk Matrix (C-SARM). Waite, P., Button, R., Dodd, H., & Creswell, C. (2020). Supporting children and young people with worries about COVID-19. Online handout downloaded at: https://emergingminds.org.uk/wp-content/uploads/2020/03/COVID19_advice-for-parents-and-carers_20.3_.pdf

Earn 3 continuing education credits

Olmstead, 7th Floor

Workshop 5

ticket

Socratic Questioning 2.0: Dialectical and Contextual Strategies for Lasting Change

Scott H. Waltman, ABPP, Psy.D., Center for Dialectical and Cognitive Behavior Therapies

Lynn M. McFarr, Ph.D., CBT CALIFORNIA

Dennis Tirsch, Ph.D., The Center for CFT

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

Moderate to Advanced level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: ACT (*Acceptance & Commitment Therapy*), DBT (*Dialectical Behavior Therapy*), *Cognitive Therapy*

Socratic Questioning is a critical skill across several evidence-based practices, serving as an element of an effective and empathically attuned rapport. This workshop builds on previous ABCT trainings on Socratic Questioning. It is geared to the broad tent of ABCT, highlighting how therapists of any behavior therapy variation may use the Socratic process to think “with the client and not for them” effectively. An overview of a conceptual framework for Socratic strategies, integrating third-wave behavioral approaches that have often placed less emphasis on Socratic Questioning as a treatment tool, will be included. Participants will learn how traditional cognitive strategies can be adapted to make their use consistent with the principles of mindfulness, acceptance, and compassion-focused approaches such as DBT, ACT, and CFT. A barrier to using Socratic strategies with DBT clients is exploring beliefs can be impeded by high levels of emotion dysregulation. Trainers will cover principles of Movement, Speed, and Flow, and risk for invalidation and dysregulation. Previous barriers to integrating these strategies into ACT have been perceptions that traditional cognitive interventions are incompatible with acceptance and defusion strategies. Strategies that are consistent with an ACT perspective will be explored, specifically, Socratic use of the hexaflex model of psychological flexibility will be demonstrated with an emphasis on experiential work that supports the Socratic method. Finally, rather than using the Socratic process to explicitly pursue cognitive change, the CFT therapist aims to embody and train compassion for self and others through a mindful relational process. Socratic Questioning in CFT facilitates turning towards suffering and unwanted thought and feelings in the context of the therapeutic dyad, opening up new ways of responding with compassionate action. Compassion-focused Socratic dialogue with the

therapist serves as a “guide on the side” rather than the “sage on the stage.” Throughout this workshop, participants will learn direct strategies and tools that allow mindfulness, acceptance, and compassion-oriented therapists to build their competency and fluency in Socratic dialogue, opening new possibilities for recovery.

Outline:

- Provide brief didactic overview of Socratic questioning
- Group Discussion about Socratic strategies within mindfulness-based and acceptance-based CBTs
- Instruction and Demonstration of Socratic strategies from a DBT perspective
- Instruction and Demonstration of Socratic strategies from an ACT perspective
- Instruction and Demonstration of Socratic strategies from a Compassion-Focused Therapy perspective
- Group Skills Practice
- Consolidation of Learning

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

- Describe a 4-step model for Socratic Dialogue.
- Use Socratic strategies in a manner that is consistent with relational frame theory and acceptance and commitment therapy with at least two clinical presentations.
- Utilize two Socratic questions to promote psychological flexibility.
- Use two Socratic strategies in a manner that is consistent with the DBT model.
- Complete one cognitive chain analysis.

Long-term Goals:

- Increase capacity to use contextual, compassionate, and dialectical thinking in a collaborative therapy dyad
- Improve ability to empower clients and facilitate therapeutic experiential processes

Recommended Readings: Waltman, S. H., Codd, R. T., McFarr, L. M. & Moore, B. A. (2020). Socratic Questioning for Therapists and Counselors: Learn How to Think and Intervene like a Cognitive Behavior Therapist. New York: Routledge. www.routledge.com/9780367335199 Brock, M. J., Batten, S. V., Walser, R. D., & Robb, H. B. (2015). Recognizing common clinical mistakes in ACT: A quick analysis and call to awareness. *Journal of Contextual Behavioral Science*, 4, 139-143. Bonavitacola, L., Miller, A. L., McGinn, L. K., & Zoloth, E. C. (2019). Clinical guidelines for improving dialectical thinking in DBT. *Cognitive and Behavioral Practice*, 26(3), 547-561. Tirsch, D., Silberstein-Tirsch, L. R., Codd, R. T., Brock, M. J., & Wright, M. J. (2019). Experiencing ACT from the inside out: A self-practice/self-reflection workbook for therapists. Guilford Publications. Padesky, C. A. (2019, July). Action, dialogue & discovery: Reflections on Socratic Questioning 25 years later. Invited Address presented at the meeting of the Ninth World Congress of Behavioural and Cognitive Therapies, Berlin, Germany. https://padesky.com/pdf_padesky/SocDialogue-2019-padesky.pdf

Earn 3 continuing education credits

Empire/Hudson, 7th Floor

Workshop 6

ticket

Pain Reprocessing Therapy: A Framework for Resolving Chronic Pain

Yoni K. Ashar, Ph.D., University of Colorado School of Medicine
Daniella Deutsch, MSW, Pain Reprocessing Therapy Center

Basic level of familiarity with the material

Primary Category: Health Psychology / Behavioral Medicine - Adult

Key Words: *Pain*

Chronic pain is the leading cause of disability nationally, and its prevalence is increasing across age groups. Medical treatments for chronic pain are often ineffective, hindered by difficulties identifying peripheral tissue causes of pain. Psychological treatments typically view pain as a lifelong, chronic condition to be managed, aiming to help patients live gracefully with pain; their effects on pain intensity are typically small. Here, we introduce a novel therapeutic framework, Pain Reprocessing Therapy (PRT), integrating advances from neuroscience, psychology, and medicine to more effectively treat chronic pain. PRT rests on the premise that many cases of chronic pain are driven primarily by fear-avoidance learning and maladaptive functional changes in predictive processing and pain construction—termed “primary” or “neuroplastic” pain. Critically, this suggests that cases of primary chronic pain can be “unlearned”—with symptoms mostly or completely eliminated. A core component of PRT is the reappraisal of somatosensory and interoceptive sensations as brain-generated and non-dangerous. In a recently completed clinical trial (N = 151), 66% of patients randomized to PRT were pain-free or nearly so at post-treatment, as compared to less than 20% of controls, with gains largely maintained for 1 year post-treatment (Ashar et al., 2022 JAMA Psych). This workshop will provide clinicians an introduction to the PRT framework. It will provide clinical tools to assess for primary (vs. secondary) chronic pain and a collection of psychotherapeutic techniques integrating mindfulness, cognitive restructuring, and exposure-based approaches aiming to eliminate or nearly eliminate chronic pain.

Outline:

- Review of primary (nociplastic) pain model, describing how fear-avoidance learning, predictive processing, stress, and perceived threats can drive chronic pain in the absence of peripheral tissue injury
- Learn how to conduct assessments distinguishing primary vs. secondary chronic pain

- Learn how to provide primary pain patient education to support pain recovery
- Learn cognitive behavioral techniques, including somatic tracking, supporting the recovery from chronic pain

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

- Describe psychological and neurobiological processes driving primary pain.
- Acquire the skills and knowledge to conduct an assessment distinguishing primary vs. secondary chronic pain.
- Demonstrate effective patient education for the primary pain diagnosis.
- Demonstrate effective structuring of interoceptive exposures (including somatic tracking) and behavioral exposures for primary chronic pain.

Long-term Goal:

- Learn skills and knowledge to support patients' recovery from primary chronic pain.

Recommended Readings: 1. Ashar YK, Gordon A, Schubiner H, et al. Effects of Pain Reprocessing Therapy vs Placebo and Usual Care for Patients with Chronic Back Pain: A Randomized Clinical Trial. *JAMA Psychiatry*. 2022;79:13-23. doi:10.1001/jamapsychiatry.2021.26691. Lumley MA, Schubiner H. Psychological Therapy for Centralized Pain: An Integrative Assessment and Treatment Model. *Psychosom Med*. 2019;81(2):114-124. doi:10.1097/PSY.00000000000006541. Gordon A, Ziv A. *The Way Out: A Revolutionary, Scientifically Proven Approach to Healing Chronic Pain*. Avery Publishing; 2021.1. Donnino MW, Thompson GS, Mehta S, et al. Psychophysiologic symptom relief therapy for chronic back pain: a pilot randomized controlled trial. *PAIN Reports*. 2021;6(3):e959. doi:10.1097/pr9.00000000000009591. Barrett LF. The theory of constructed emotion: an active inference account of interoception and categorization. *Soc Cogn Affect Neurosci*. 2017;12(1):1-23. doi:10.1093/scan/nsw154

Earn 1.5 continuing education credits

Marquis Ballroom C, 9th Floor

Mini Workshop 6

How Can I Possibly Validate Everyone: A Live, Annotated Demonstration of Family Therapy in DBT-A

Alison M. Yaeger, Psy.D., McLean Hospital/ Harvard Medical School

Ashley Maliken, Ph.D., University of California San Francisco

Stephanie L. Haft, Ph.D., University of California, Berkeley

Esme A. Shaller, Ph.D., UCSF

Aaditi Vijay, Ph.D., Private Practice/Georgetown University

Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Adolescents, Families, Suicide*

Dialectical Behavior Therapy (DBT) is the most efficacious and effective treatment for many multi-problem, high risk adolescents. Family therapy is considered a crucial component of DBT with this age group, as it allows clinicians to leverage the power of the family to support positive change in their teen while also identifying and intervening when an unskillful home environment is impacting an adolescent's ability to improve (Miller, Rathus and Linehan 2006). However, although it is briefly described in the DBT-A treatment manual (Miller, Rathus, & Linehan, 2005) and in other sources (Miller et al, 2002; Fruzzetti, Santisteban, & Hoffman, 2007) there is little formal training available in DBT-informed family therapy. Not only can this make family therapy particularly challenging and anxiety-provoking to implement but can also lead to unintentional reinforcement of behaviors which are at odds with the goals each family member has identified for treatment. DBT-A family therapy sessions represent a dialectical dance, in which movement, speed and flow is critical: therapists must simultaneously strive to keep adolescents connected to the session and to treatment, while also validating and supporting parents. The nuances of this dance can be difficult for novice and advanced clinicians alike, especially when working with families struggling with exquisite sensitivity, emotion dysregulation, and chronic invalidation. The goal of this workshop is to provide concrete strategies and guidance on how to navigate DBT-A family therapy sessions. It will include three components: 1) didactic of key acceptance, change and dialectical strategies, which are the tools required to achieve movement and flow within the DBT family session. The didactics will also review structural elements of a DBT-A family therapy session, with an emphasis on how it may differ from traditional family therapy approaches 2) a live role play of a DBT family therapy session, where the strategies presented in didactic will be coded and

presented alongside the role play; and 3) opportunity for discussion generated through audience question and answer.

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

- Learn three ways to structure a DBT family therapy session.
- Identify at least two ways DBT family therapy differs from other approaches.
- Implement at least two change strategies for adolescents and parents.
- Identify and reinforce three validation strategies.

Recommended Readings: Dialectical Behavior Therapy with Suicidal Youth (Miller, Rathus and Linehan), 2006 Fruzetti, A. E., & Payne, L. G. (2020). Assessment of parents, couples, and families in dialectical behavior therapy. *Cognitive and Behavioral Practice*, 27(1), 39-49. Fuzzetti, A.E., Payne, L.G., Hoffman, P. (2019) Dialectical behavior therapy with families In Dialectical behavior therapy in clinical practice: Applications across disorders and settings (2nd Ed.) Rathus, Bevin, Miller and Smith (2015). Treatment Acceptability Study of Walking The Middle Path, a New DBT Skills Module for Adolescents and their Families. *American Journal of Psychotherapy* (69)2, 163 - 178

12:00 p.m. – 1:30 p.m.

Earn 1.5 continuing education credits

Cantor/Jolson, 9th Floor

Mini Workshop 7

Doing Cognitive Behavior Therapy with LGBTQ Youth & Their Families: A Live Demonstration

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

Basic to Moderate level of familiarity with the material

Primary Category: LGBTQ+

Key Words: LGBTQ+, Treatment, Adolescents

Due to ongoing anti-LGBTQ+ stigma in society, LGBTQ+ youth experience higher rates of mental health concerns relative to their cisgender, heterosexual peers. Fortunately, families with LGBTQ+ children tend to be more likely to seek mental health treatment, offering an exciting opportunity for mental health professionals to help shift these vulnerable youths' mental health trajectories. Without improved training for our mental health workforce, disparities for this minoritized group will persist, and the impact of evidence-based practice, including CBT, may be limited. This mini-workshop aims to provide attendees with the basic tools needed to use evidence-based clinical practice (i.e., CBT)

with LGBTQ+ youth and their families using a minority stress-informed, affirming lens. Using live demonstrations, Drs. Cohen and Seager van Dyk will teach attendees how to conceptualize cases using this lens, as well as how to adapt existing CBT techniques (e.g., exposures, cognitive flexibility) to be sensitive to the unique needs and challenges experienced by this population (e.g., gender dysphoria, coming out). Finally, this mini-workshop will highlight strategies for navigating difficult conversations with family members of LGBTQ+ youth (e.g., parents, caregivers).

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

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

Long-term Goal:

- Reduce mental health disparities for LGBTQ+ youth by providing evidence-based and affirming care.

Recommended Readings: Cohen, J. M. & Feinstein, B. A. (2020). Adapting cognitive and behavioral strategies to meet the unique needs of sexual and gender minorities. *The Behavior Therapist*, 43(3), 81 – 86. Zullo, L., Seager van Dyk, I., Ollen, E. W., Ramos, N., Asarnow, J.R., & Miranda, J. (2021). Treatment recommendations and barriers to care for suicidal LGBTQ youth: A quality improvement study. *Evidence-Based Practice in Child and Adolescent Mental Health*, 6(3), 393-409. Craig, S. L., Iacono, G., Pascoe, R., & Austin, A. (2021). Adapting clinical skills to telehealth: Applications of affirmative cognitive-behavioral therapy with LGBTQ+ youth. *Clinical Social Work Journal*, 49(4), 471-483.

12:00 p.m. – 1:00 p.m.

Gilbert, 4th Floor

Special Interest Group



Mindfulness and Acceptance SIG

The ABCT Mindfulness & Acceptance SIG meeting at the 2022 Annual Convention will include a brief mindfulness practice and a review of the current state of the literature regarding topics associated with mindfulness and acceptance. We will also highlight our selected SIG posters and have a presentation from the student award winner.

12:15 p.m. – 1:15 p.m.

Astor Ballroom, 7th Floor

Postdoctoral Meet and Greet

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

Friday, 12:30 p.m. – 2:00 p.m.

Earn 1.5 continuing education credits

Broadway Ballroom, 6th Floor

FRIDAY

Invited Panel 1

Psychological Science’s Role in Addressing Mental, Physical and Social Health Epidemics: A Call to Action

MODERATOR: *Rosaura Orengo-Aguayo, Ph.D.*, Associate Professor,
Medical University of South Carolina

PANELISTS: *Melissa Brymer, Ph.D., Psy.D.*, Program Director, Terrorism and
Disaster Program at NCCTS, UCLA School of Medicine
and Duke University

Eduardo A. Lugo-Hernandez, Ph.D., Associate Professor,
Psychology Department, University of Puerto Rico,
Mayaguez Campus

Celia B. Fisher, Ph.D., Director, Center for Ethics
Education, Fordham University

Neetu S. Abad, Ph.D., Demand for Immunization Team
Lead, US Centers for Disease Control and Prevention

Lauren Weinstock, Ph.D., Professor, Brown University

Basic level of familiarity with the material

Primary Category: Improved Use of Research Evidence

Key Words: *Public Health, Translational Research, CBT*

This year’s ABCT convention theme is: “Emergency & Disaster Preparedness and Response: Using Cognitive and Behavioral Science to Make an Impact.” The COVID-19 pandemic has revealed incredible strengths and formidable weaknesses in our preparedness and response to a global health emergency. While many questioned how vaccines were brought to market seemingly quickly, it was years of basic science and theory development that provided the foundation for effective translation to practice. Public discussions

around changing behavior to end the COVID-19 pandemic were often not led by scientists with expertise in behavior change and consequently many efforts were not empirically based. Concurrently, additional emergencies were revealed, some of which were caused or exacerbated by COVID, others were longstanding but became more noticeable (e.g., police brutality, mass shootings, hate-based crimes, opiate addiction, youth suicide, increases in depression and anxiety, rise in disasters due to climate change). This invited panel will bring together leading experts in different fields including: suicide, substance use, racism, trauma, gun and mass violence, climate change, disaster response, etc. to discuss the biggest challenges in attending to these epidemics and syndemics, with a special focus on what psychological science, specifically CBT, has to offer. Panelists will provide a brief overview of the state of the evidence in their particular field of study and the impacts of the COVID-19 pandemic, followed by open-ended questions from the moderator with the goal of generating thought provoking dialogue around how we can better use research, clinical practice, and public policy to tackle these mental, physical and social health epidemics and syndemics.

Outline:

- Panelists will provide a brief overview of the state of the evidence in their particular field of study and the impacts of the COVID-19 pandemic
- The moderator will pose key open-ended questions with the goal of generating thought provoking dialogue around how we can better use research, clinical practice, and public policy to address these mental, physical and social health epidemics and syndemics.

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

- Describe the prevalence and impacts of the various mental, physical and social health epidemics and syndemics facing adults and youth in the US.
- Describe how the COVID-19 pandemic impacted and/or exacerbated these already occurring epidemics/syndemics, specifically the impacts on BIPOC, LGBTQI+ and other historically marginalized populations.
- List critical gaps and next steps in research, clinical practice and policy for one or more of these mental, physical and social health epidemics.

Long-term Goals:

- The COVID-19 pandemic has made visible and exacerbated pre-existing mental, social and physical health epidemics and syndemics including suicide, substance use, depression, anxiety, racism, trauma, mass violence, among others.
- The field of psychological science, and CBT in particular, are in a unique position to address these epidemics and syndemics through research, clinical practice and policy.

Recommended Readings: Kessler, R.C. et al. (2022). Changes in prevalence of mental illness among US adults during compared with before the COVID-19 pandemic. *Psychiatry Clinics of North America*, 45 (1), P1-28. <https://doi.org/10.1016/j.psc.2021.11.013> Samji, H. et al. (2022). Review: Mental health impacts of the COVID-19 pandemic on children and youth- a systemic review. *Child and Adolescent Mental Health*, 27 (2), 173-189. doi:10.1111/camh.12501 Andrasik, M.P. et al. (2022). Awakening: The unveiling of historically unaddressed social inequities during the COVID-19 pandemic in the United States. *Infectious Disease Clinics of North America*, 36 (2), 295-308. <https://doi.org/10.1016/j.idc.2022.01.009>

Earn 1.5 continuing education credits

Columbia/Duffy, 7th Floor

FRIDAY

Symposium 26

Barriers to Treatment Access Among High Mortality and Underserved Mental Health Populations in the United States

CHAIRS: *Samantha P. Spoor, B.S., University of Wyoming*
Julia K. Nicholas, B.S., University of Louisville

DISCUSSANT: *Jessica L. Schleider, Ph.D., Stony Brook University*

All level of familiarity with the material

Primary Category: Health Care System / Public Policy

Key Words: *Public Health, Transdiagnostic, Suicide*

Eating Disorder Assessment and Treatment Practices in Primary Care in a Rural State: Leveraging a State Research Council to Identify Provider-focused Barriers to Treatment

Julia K. Nicholas, B.S., University of Louisville
Taylor E. Penwell, Ph.D., University of Louisville
Caroline Christian, M.S., University of Louisville
Kate Overberg-Wagoner, MSSW, Kentucky Eating Disorders Council
Nicholas Peiper, Ph.D., MPH, University of Louisville
Cheri Levinson, Ph.D., University of Louisville

Barriers to Quality Eating Disorder Treatment Access in the United States: Estimates of Perceived Inequities Among Reported Treatment Seekers

Taylor E. Penwell, Ph.D., University of Louisville
Samantha P. Spoor, B.S., University of Wyoming
Rebecca Eyre, M.A., Project HEAL
Cheri Levinson, Ph.D., University of Louisville

Understanding Service Utilization Among Youth with Co-occurring Suicidal Behaviors and Substance Use

Philip Baiden, Ph.D., The University of Texas at Arlington
Hannah Szlyk, LCSW, Ph.D., Washington University School of Medicine
Chioma Muoghalu, M.D., Plains Regional Medical Center
Henry Onyeaka, MB, ChB, Harvard Medical School

Characterizing Military Service Members' Perceptions of Therapy

April Smith, Ph.D., Auburn University

1:30 p.m. – 3:30 p.m.

Earn 2 continuing education credits

Majestic/Music Box, 6th Floor

Master Clinician Seminar 4



Positive Affect Treatment for Depression and Anxiety

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

Alicia E. Meuret, Ph.D., Southern Methodist University

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Depression, Anxiety, Treatment*

Individuals with depression or anxiety often experience a loss of pleasure, interest, or joy in usual activities. Low positive affect (a core feature of anhedonia) is a risk factor for poor prognosis and suicidality, and yet treatments to date have been relatively ineffective in targeting it. Based on advances in behavioral and neuroscience, Positive Affect Treatment (PAT) was developed to specifically target areas of reward sensitivity that are believed to contribute to anhedonia. These include the anticipation and motivation for reward, the response to reward attainment, and the learning of associations between actions and reward outcomes. PAT is a 15-session intervention composed of three modules targeting behaviors (Actions Toward Feeling Better), cognitions (Attending to the Positive), and Building Positivity. Each module has a set of skills that focuses on building the capacity to look forward to attend to, enjoy and savor, and learn about positive and rewarding experiences. The premise is that by building capacity for reward, not only will rewarding experiences be felt more strongly (rather than being dismissed), but negative experiences (internal or external) will also become less predominant. Randomized controlled trials comparing PAT to cognitive behavior therapy for individuals with moderate to severe depression or anxiety resulted in higher positive affect, lower negative affect, and superior reduction in symptoms of depression, anxiety, and suicidality.

Outline:

- Individuals with depression or anxiety often experience a loss of pleasure, interest, or joy in usual activities.

- Low positive affect (a core feature of anhedonia) is a risk factor for poor prognosis and suicidality, yet treatments to date have been relatively ineffective in targeting it.
- Our 15-session Positive Affect Treatment (PAT) was developed to target deficits in reward sensitivity contributing to anhedonia.
- Attendees will learn about the three PAT modules targeting behaviors (Actions Toward Feeling Better), cognitions (Attending to the Positive), and Building Positivity and the set of skills that focuses on building the capacity to look forward to, attend to, enjoy and savor, and learn about positive and rewarding experiences.

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

- Describe the three reward sensitivity subdomains.
- Explain the results of the two randomized-controlled trials for PAT.
- Demonstrate the skills on targeting behaviors (Actions Towards Feeling Better), cognitions (Attending to the Positive), and Building Positivity.
- Identify at least 3 challenges that present during the treatment with patients low in positive affect.

Long-term goal:

- Utilize positive affect treatment in their clinical practice.

Recommended Readings: Craske, M.G., Meuret, A.E. Ritz, T., Rosenfield, D., Treanor, M., & Dour, H. (2019). Positive Affect Treatment for Depression and Anxiety: A Randomized Clinical Trial for a Core Feature of Anhedonia. *Journal of Consulting and Clinical Psychology*, 87, 457-471. Craske, M.G., Meuret, A.E., Ritz, T., Treanor, M., & Dour, H. (2016). Treatment for anhedonia: Neuroscience driven approach. *Depression and Anxiety*, 33, 927-938. Meuret, A.E., Dour, H., Loerinc Guinyard, A., & Craske, M.G., (2022). *Positive Affect Treatment for Depression and Anxiety, Workbook*. New York, NY: Oxford University Press. Craske, M.G., Dour, H., Treanor, M., & Meuret, A.E (2022). *Positive Affect Treatment for Depression and Anxiety. Therapist Guide*. New York, NY: Oxford University Press. Thomsen, K. R., Whybrow, P. C. & Kringelbach, M. L. Reconceptualizing anhedonia: Novel perspectives on balancing the pleasure networks in the human brain. *Frontiers in Behavioral Neuroscience* vol. 9 (2015).

This session does not offer continuing education credit

Winter Garden/Palace, 6th Floor

Research & Prof. Develop. 2

Growing Your Mental Health System: How to Build an IOP/PHP Level of Care

PANELIST: *Micaela Thordarson, Ph.D.*, Children's Health Orange County

Advanced level of familiarity with the material

Primary Category: Program / Treatment Design

Key Words: *Treatment/ Program Design, Service Delivery, Suicide*

Since 2020, life as we know it has been turned upside-down by the COVID-19 pandemic. In late 2021, the US Surgeon General acknowledged the presence of a second “pandemic:” youth mental health crisis. Although no formal announcement was made for adult mental health, recent studies reveal skyrocketing rates of mental health conditions in adults. Mental health systems of care across the nation are being taxed in unprecedented ways as people desperately seek support and services. As part of emergency preparedness, we must consider the deleterious lingering needs. To address what is likely to be a years-long second “pandemic,” many organizations are looking to build new programs to serve the explosive demand for mental health care. Intensive outpatient and partial hospitalization programs (IOP/PHPs) are levels of care that fall in between the traditional outpatient and inpatient settings. IOP/PHPs are often able to divert from higher levels of care, provide substantial support for people with more severe pathologies, and stand out in psychology as programs that are typically revenue-generating. The development of IOP/PHPs requires individuals who are versed in a broad range of domains: evidence-based clinical care, billing, managed care contracting, EMR design, HR law and practice, hiring, training, marketing, legal/ethical considerations, and customer service. Psychologists are often not trained in many of these elements. Despite the knowledge gaps, psychologists are well-poised to successfully design and operate IOP/PHPs given skills in understanding mechanisms of action of intervention and maintenance factors of pathology, “translating” difficult concepts to common language, skillfully navigating challenging conversations, and interacting fluently in interpersonal situations. Thus, the biggest barrier of missing information is one readily addressed. To successfully expand a professional career beyond service delivery and research, psychologists must become proficient in new domains. This workshop empowers attendees with several ways to do so: understanding business, billing and managed care needs, adapting EBTs, developing efficient workflows, and indicated steps to building the interdisciplinary team needed for IOP/PHP services.

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

- Identify the steps needed to adapt relevant EBTs to IOP/PHP service delivery model.

- Describe billing codes and identify the essential ingredients needed to bill for IOP & PHP levels of care.
- Outline a workflow to respond to and care for patients from the information-seeking phase through the discharge phase of care.
- Identify three or more practices to put in place to build and maintain a cohesive interdisciplinary team.

Recommended Readings: Kennard et al., 2019 The development and feasibility outcomes of a youth suicide prevention intensive outpatient program Zulman et al., 2017 Effect of an intensive outpatient program to augment primary care for high-need Veterans Affairs patients: A randomized clinical trial Leffler, Junghans-Rutelonis, & McTate 2020 Feasibility, acceptability, and considerations for sustainability of implementing an integrated family-based partial hospitalization program for children and adolescents with mood disorders

1:30 p.m. – 2:30 p.m.

Marquis Ballroom A, 9th Floor

Special Interest Group



Aging Behavior & Cognitive Therapy SIG

The Aging Behavior and Cognitive Therapy SIG will be meeting to welcome returning and new members and discuss aging events of interest at the 2022 convention.

Earn 1.5 continuing education credits

Odets, 4th Floor

Symposium 27

Impact of the COVID-19 Pandemic on Provider Training, Supervision, Clinical Practice, and Youth Outcomes

CHAIR: Rochelle F. Hanson, Ph.D., Medical University of South Carolina

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

Moderate level of familiarity with the material

Primary Category: Telehealth/m-Health

Key Words: Telehealth/m-health, Implementation, Evidence-Based Practice

Trauma-informed Care in Puerto Rico - Transition to Trauma-informed Telehealth Services During the COVID-19 Pandemic: Perspectives of Providers, Administrators, and Families

Andel V. Nicasio, Ph.D., Other, Albizu University

Regan Stewart, Ph.D., Medical University of South Carolina

Aubrey Dueweke, Ph.D., East Tennessee State University

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

Therapist Participation in a Learning Collaborative on Trauma-focused Cognitive Behavioral Therapy: Impact of Covid-related Stressors and Challenges

Kelsey McCoy, M.A., Medical University of South Carolina

Angela Moreland, Ph.D., Medical University of South Carolina

Samuel Peer, Ph.D., Idaho State University

Shelby Wade, Ph.D., Medical University of South Carolina

Rochelle F. Hanson, Ph.D., Medical University of South Carolina

A Case Example of Community-based Supervision to Leverage Telehealth and Support the Implementation of Evidence-based Practice

Simone Schrager, M.A., University of Pennsylvania

Austin Boroshok, M.A., University of Pennsylvania

Anika Khan, M.A., University of Pennsylvania

Leah Wang, M.A., University of Pennsylvania

Emily M. Becker-Haimes, Ph.D., University of Pennsylvania

Comparison of Youth Outcomes with Trauma-focused Cognitive Behavioral Therapy (TF-CBT) During Pre- versus Peri-covid Statewide Learning Collaboratives

Rochelle F. Hanson, Ph.D., Medical University of South Carolina

Hannah Espeleta, Ph.D., Medical University of South Carolina

Samuel Peer, Ph.D., Idaho State University

Shelby Wade, PhD, Medical University of South Carolina

2:00 p.m. – 3:30 p.m.

Earn 1.5 continuing education credits

Ziegfeld, 4th Floor

Symposium 28

Mental Health and Resilience During a Global Stressor: Examination of Mechanistic Affective Cognitive Processes During COVID-19 Pandemic and Efficacy of Online Training Procedures

CHAIR: Malwika Godara, Ph.D., Max Planck Society

DISCUSSANT: Bethany Teachman, Ph.D., University of Virginia

All level of familiarity with the material

Primary Category: Cognitive Science/ Cognitive Processes

Key Words: *Cognitive Biases / Distortions, Change Process / Mechanisms, Technology / Mobile Health*

The Oxford COSIE Study - Using Neurocognitive Assessments of Affective Bias to Investigate Depression Vulnerability During the COVID-19 Pandemic

Amy Gillespie, Ph.D., University of Oxford

The Role of Cognitive Biases and Emotion Regulation on Psychological Adjustment During Major Stress: An Ecological Study During the COVID-19 Lockdown

Ivan Blanco, PhD, Autonomous University of Madrid

Differential Influences of Online Socio-emotional and Mindfulness-based Interventions on Mental Health and Resilience During COVID-19 Pandemic: The Mediating Role of Affective Cognitive Biases

Malwika Godara, Ph.D., Max Planck Society

FRIDAY

Enhancing Psychological Adjustment to COVID-19 Major Stress Through a Novel Smartphone-based App Promoting Resilient Processing: The Online Contingent Attention-interpretation Training (OCAT)

Alvaro Sanchez-Lopez, Ph.D., Complutense University of Madrid

Ernst Koster, Ph.D., Ghent University

Rudi De Raedt, Ph.D., Ghent University

Oscar Martin-Garcia, M.A., Complutense University of Madrid

Ivan Blanco, Ph.D., Autonomous University of Madrid

2:00 p.m. – 3:30 p.m.

Earn 1.5 continuing education credits

Carnegie & Alvin, 5th Floor

Symposium 29

The Intersection of Identity Factors and Traumatic Stress: Examining the Roles of Gender, Sexuality, Race, Ethnicity, and Occupation

CHAIR: *Carter E. Bedford, Ph.D., Florida State University*

DISCUSSANT: *Tracy K. Witte, Ph.D., Auburn University*

All level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: *Trauma, Mental Health Disparities, Vulnerable Populations*

Differential Experiences of Minority Stress Are Associated with Mental Health Outcomes Among LGBTQ-identified and Cisgender-heterosexual Sexual Assault Survivors

Carter E. Bedford, Ph.D., Florida State University

Aoife Trotter, High School Diploma, Florida State University

Norman Schmidt, Ph.D., Florida State University

PTSD Symptoms in Firefighters: Demographic and Service-related Correlates

Danielle M. Morabito, M.S., Florida State University

Savannah J. Woller, B.S., Florida State University

Norman Schmidt, Ph.D., Florida State University

Anka A. Vujanovic, Ph.D., University of Houston

Network Structural Invariance of Post-traumatic Stress Disorder and Suicidal Thoughts and Behaviors in High-risk Urban Emerging Adults: The Role of Ethno-racial Differences

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

Lee Robertson, PhD, Florida state University

Marielle Gomez, B.S., Florida State University

Thomas Joiner, Ph.D., Florida state University

Network Structure of Post-traumatic Stress Disorder in Latina Victims of Sexual Violence

Marielle Gomez, B.S., Florida State University

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

Thomas Joiner, Ph.D., Florida state University

2:00 p.m. – 3:30 p.m.

Earn 1.5 continuing education credits

Edison/Booth, 5th Floor

Symposium 30

Social Safety Net for Children: Building Preparedness for Mental Health Supports in Routine Community Settings

CHAIR: *Erum Nadeem, Ph.D., Rutgers University*

DISCUSSANT: *Kimberly Hoagwood, Ph.D., New York University School of Medicine*

Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Underserved Populations, Community-Based, Implementation*

Parenting Supports in a Primary Care Setting: Provider Knowledge and Experience

Dominique N. Egger, M.A., University of Texas at Austin

Sarah Kate Bearman, Ph.D., University of Texas at Austin

Chinwendu Duru, M.S., University of Texas at Austin

Antara Gupta, Student, University of Texas at Austin

Jennifer Duc, DO, Dell Medical School

Michelle Gallas, DO, Dell Medical School

Tara Greendyk, M.D., Dell Medical School

Building Trauma-informed Care in School-based Health Centers: A Mixed Methods Study of Screening, Integrated Behavioral Health, and Provider Perspectives

Erum Nadeem, Ph.D., Rutgers University

Whitney Greswold, MPA, La Clinica de la Raza, Inc.

Laura Zepeda Torres, MPH, La Clinica de la Raza, Inc.

Haley Johnson, Ph.D., McREL International

Opportunities for Promoting Staff and Youth Well-being in Multi-site Urban After-school Programs Within the COVID-19 Pandemic

Rachel R. Ouellette, Ph.D., Yale University School of Medicine

Melanie Tran, Ph.D., University of Illinois at Chicago

Enid A. Moreira, Ph.D., Florida International University

Stacy L. Frazier, Ph.D., Florida International University

The Multifaceted Roles and Well-being of Sports-based Youth Development (SBYD) Staff: Supporting Marginalized Youth Through Multiple Public Health Crises

Melanie Tran, Ph.D., University of Illinois at Chicago

Tara Mehta, Ph.D., University of Illinois at Chicago

Earn 1.5 continuing education credits

Juilliard/Imperial, 5th Floor

FRIDAY

Symposium 31

**Exploring Distress Due to the COVID-19 Pandemic
Across the Developmental Spectrum**

CHAIRS: *Nicholas P. Allan, Ph.D., Ohio University*
 Ashley A. Knapp, M.A., Ph.D., Northwestern University
 Feinberg School of Medicine
DISCUSSANT: *Norman Schmidt, Ph.D., Florida State University*

Moderate level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Transdiagnostic, Anxiety*

Pilot Testing a Virtual Group Intervention for COVID-19 Distress

Nicholas P. Allan, Ph.D., Ohio University
Catherine Accorso, M.A., Ohio University
Brandon Koscinski, M.S., Ohio University
Sierra Flynt, B.A., Ohio University
Carmen Sanchez, B.A., Ohio University
Megan Austin, Ph.D., Ohio University
Julie Suhr, Ph.D., Ohio University

**Asynchronous Remote Research Investigating Adolescent Perspectives on
Navigating Mental Health During the COVID-19 Pandemic**

Ashley A. Knapp, M.A., Ph.D., Northwestern University Feinberg School of Medicine
Ashley Walker, M.S., Northwestern University
Emily Hersch, M.A., Northwestern University Feinberg School of Medicine
Anny Yang, Undergraduate, Northwestern University
Clarisa Wijaya, Ph.D., Northwestern University
Deepika Kour Sodhi, M.D., Northwestern University
Madhu Reddy, Ph.D., University of California, Irvine

COVID-19 Distress and Anxiety Sensitivity: Evidence from an Ongoing Randomized Controlled Clinical Trial Designed to Target Anxiety Sensitivity Social Concerns

Kevin Saulnier, M.S., Ohio University

Sierra Flynt, B.A., Ohio University

Catherine Accorso, M.A., Ohio University

Brandon Koscinski, M.S., Ohio University

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

Leveraging Telehealth to Deliver a Group-based Transdiagnostic Treatment During the COVID-19 Pandemic

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

Kate Clauss, M.A., Southeast Louisiana Veterans Health Care System

Chelsea Ennis, Ph.D., Southeast Louisiana Veterans Health Care System

Laurel Franklin, Ph.D., Southeast Louisiana Veterans Health Care System

Examining the Unique and Joint Associations Between Parent-level Factors and Child Responses to Stress in the Context of the COVID-19 Pandemic

Kelsey R. Eackles, B.S., Ohio University

Darcey Allan, Ph.D., Ohio University

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

Julie Sarno Owens, Ph.D., Ohio University

Frances Wymbs, Ph.D., Ohio University

Earn 1.5 continuing education credits

Broadhurst/Belasco, 5th Floor

Symposium 32

Embedding Evidence-based Practices into Youth's Daily Lives: From Children's Books to Paraprofessionals

CHAIR: *Alexandra Werntz, Ph.D., University of Massachusetts Boston*

DISCUSSANT: *Miya Barnett, Ph.D., University of California Santa Barbara*

FRIDAY

Basic to Moderate level of familiarity with the material
Primary Category: Dissemination & Implementation Science

Key Words: *Adolescents, Underserved Populations, Dissemination*

Wemberly Worried, the Daring Donkey, and Other Stories of Child Anxiety: A Systematic Review of Evidence Based Practices for Anxiety in Children's Literature

Margaret E. Crane, M.A., Temple University

Julia Spandorfer, M.A., Temple University

Katherine Phillips, M.A., Temple University

Jonathan Rabner, M.A., Temple University

Anthony Leon, Ph.D., University of Pennsylvania

Abigail Farina, B.A., Devereux Children's Behavior Health Services

Madison Brown, B.A., Towson University

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

Racial and Ethnic Differences in Caregivers' Attitudes About Mental Health Treatment

Cyanea Poon, M.A., University of Massachusetts Boston

Alexandra Werntz, Ph.D., University of Massachusetts Boston

Selen Amado, Ph.D., University of Massachusetts Boston

Jean Rhordes, Ph.D., University of Massachusetts Boston

Knowledge Access to Action: Care Extender Models to Promote Youth Mental Health in Under-resourced Schools

Allison C. Goodman, M.S., Florida International University

Giuseppi "Joe" Castaldi, Ph.D., City Year Miami

Cherie N. Cancio, B.S., City Year Miami

Katherine Bryant, Ph.D., City Year Miami

Stacy L. Frazier, Ph.D., Florida International University

Scaling School Mental Health Through Paraprofessional Mentoring: Lessons Learned and Future Directions

Samuel D. McQuillin, Ph.D., University of South Carolina

Mackenzie Hart, M.A., University of South Carolina

Heather McDaniel, Ph.D., University of Virginia

2:00 p.m. – 3:30 p.m.

Earn 1.5 continuing education credits

Shubert/Uris, 6th Floor

Symposium 33

Sleepless Night: Examining the Role of Sleep in Suicidal Ideation Among Diverse Populations

CHAIR: Jiyoun Song, Ph.D., University of California, Berkeley

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

All level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Sleep, Transdiagnostic*

Sleep and Emotion Dysregulation Prospectively Predict Suicide Ideation in Adolescents

Amy M. Brausch, Ph.D., Western Kentucky University

Sleep Problems Mediate the Relation Between Discrimination and Suicidal Ideation Among Black Americans

Shruti S. S. Kinkel-Ram, M.A., Miami University

Jonathan Kunstman, Ph.D., Auburn University

April Smith, Ph.D., Auburn University

Sequential Relationships Between Sleep, Loneliness, and Suicidal Ideation in a Naturalistic Sample

Jiyoun Song, Ph.D., University of California, Berkeley

Bertus Jeronimus, Ph.D., University of Groningen

Aaron J. Fisher, Ph.D., University of California, Berkeley

Nightmares and Fear of Sleep Following Traumatic Injury and Their Prospective Relationship with Suicidal Ideation

Anthony N. Reffi, Ph.D., Henry Ford Health System

Symposium 34

Helping the Helpers: Introducing Resiliency and Coping Interventions for Healthcare and Frontline Workers

CHAIR: *Alexandra K. Gold, M.A., Massachusetts General Hospital*

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

Basic level of familiarity with the material

Primary Category: Disaster Mental Health

Key Words: *Disaster Mental Health, Resilience, Coping*

Determining Whom to Target: Examination of Moderators Amongst Frontline Clinicians in a Stress Management Virtual Group During COVID-19

Louisa G. Sylvia, Ph.D., Massachusetts General Hospital

Dustin J. Rabideau, Ph.D., Biostatistics, Massachusetts General Hospital

Joanna Streck, PhD, Harvard Medical School/Massachusetts General Hospital

Gregory Fricchione, MD, Massachusetts General Hospital

Elyse Park, PhD, MPH, Harvard Medical School/Massachusetts General Hospital

Boosting Positive Mood in Medical and Emergency Personnel During the COVID-19 Pandemic: Preliminary Evidence of Efficacy, Feasibility and Acceptability of a Novel Online Ambulatory Intervention

David J. Disabato, Ph.D., Kent State University

Karin Coifman, PhD, Kent State University

Promoting Mental Health Resilience in Healthcare Workers During the COVID-19 Pandemic

Nicole R. DeTore, Ph.D., Massachusetts General Hospital

Louisa G. Sylvia, Ph.D., Massachusetts General Hospital

Elyse Park, PhD, MPH, Harvard Medical School/Massachusetts General Hospital

Anne S. Burke, Ph.D., Massachusetts General Hospital

Felipe Jain, M.D., Harvard Medical School / Massachusetts General Hospital

Julie Levison, MD, MPhil, Harvard Medical School/Massachusetts General Hospital

Daphne Holt, MD, PhD, Harvard Medical School/Massachusetts General Hospital

A Tiered Intervention to Reduce Distress Among Healthcare Workers in Post-disaster Contexts

Tara Powell, M.P.H., Ph.D., MSW, University of Illinois Urbana Champaign

Paula Yuma, Ph.D., MPH, Colorado State University

Jen Scott, Ph.D., MSW, Louisiana State University

Earn 1.5 continuing education credits

Chelsea/Gotham, 7th Floor

Symposium 35

Psychosocial and Structural Influences on Mental Health and Health Behaviors Among Sexual and Gender Minority Older Adults

CHAIR: *Brian Feinstein, Ph.D.*, Rosalind Franklin University of Medicine and Science

DISCUSSANT: *Mark Brennan-Ing, Ph.D.*, Brookdale Center for Healthy Aging, Hunter College, CUNY

All level of familiarity with the material

Primary Category: LGBTQ+

Key Words: LGBTQ+, Older Adults, Stigma

The Roles of Discrimination and Aging Concerns in the Mental Health of Sexual Minority Older Adults

Brian Feinstein, Ph.D., Rosalind Franklin University of Medicine and Science

Benjamin W. Katz, Ph.D., University of Wisconsin-Milwaukee

Isabel K. Benjamin, Ph.D., Rosalind Franklin University of Medicine and Science

Taylor Macaulay, M.S., Rosalind Franklin University of Medicine and Science

Christina Dyar, Ph.D., The Ohio State University

Ethan Morgan, Ph.D., The Ohio State University

Longitudinal Associations of Relationship Support and Strain and Internalized Homophobia with Mental Health Among Middle-age and Older Gay and Bisexual Men

Nicholas Perry, Ph.D., University of Denver

Tamar Goldenberg, Ph.D., University of North Carolina Greensboro

David Huebner, Ph.D., MPH, George Washington University School of Public Health

Andre Brown, Ph.D., University of Pittsburgh School of Public Health

Deanna Ware, MPH, Georgetown University Medical Center

Steven Meanley, Ph.D., University of Pennsylvania School of Nursing

Sabina Haberlen, Ph.D., Bloomberg School of Public Health, Johns Hopkins University

Mark Brennan-Ing, Ph.D., Brookdale Center for Healthy Aging, Hunter College, CUNY

James Egan, Ph.D., University of Pittsburgh School of Public Health

Linda Teplin, Ph.D., Feinberg School of Medicine, Northwestern University

Ken Ho, M.D.; MPH, University of Pittsburgh School of Medicine

Roger Detels, M.D., M.S., UCLA School of Public Health

M. Reuel Friedman, Ph.D., MPH, University of Pittsburgh School of Public Health

Michael Plankey, Ph.D., Georgetown University School of Medicine

Examining Social and Behavioral Correlates of Mental Health Among Low-income Sexual and Gender Minority Older Adults

Jason D. Flatt, Ph.D., University of Nevada, Las Vegas

Factors Associated with Antiretroviral Therapy Adherence Among a Community-based Sample of Sexual Minority Older Adults

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

Alyssa Lozano, M.S., University of Miami

Daniel E. Jimenez, Ph.D., University of Miami Miller School of Medicine

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

Earn 1 continuing education credit

Marquis Ballroom B, 9th Floor

Symposium 36

Novel Adaptations to Dyadic Clinical Research for High-risk and Underserved Populations During the COVID-19 Pandemic

CHAIRS: McKenzie K. Roddy, *Ph.D.*, VA Tennessee Valley Healthcare System

Karen Rothman, *Ph.D.*, Together CBT

DISCUSSANT: Christina Balderrama-Durbin, *Ph.D.*, Binghamton University

Moderate level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Underserved Populations, Behavioral Medicine*

Feasibility, Acceptability, and Effectiveness of Ourrelationship for Older Adults

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

Madeline Jubran, *B.S.*, Nova Southeastern University

Jillian Crocker, *B.S.*, Nova Southeastern University

Ashley Stripling, *PhD*, Nova Southeastern University

Early Patient Attrition for a Type 2 Diabetes Self-care Support Intervention Trial Is Associated with Lack of Available Support Person Co-participant

McKenzie K. Roddy, *Ph.D.*, VA Tennessee Valley Healthcare System

Merna E-Rifai, *M.A.*, Vanderbilt University Medical Center

James Aikens, *Ph.D.*, University of Michigan

Ruth Wolever, *Ph.D.*, Vanderbilt University Medical Center

Lindsay S. Mayberry, *M.S., Ph.D.*, Vanderbilt University Medical Center

Use of Community-based Participatory Research (CBPR) Principles to Adapt the Cdc's National Diabetes Prevention Program Curriculum for Delivery to Couples Across Diverse Communities

Madelyn Whitaker, B.S., M.A., Department of Psychology, University of Utah

Monique C. Aguirre, B.S., BSW, Department of Psychology, University of Utah

Carmen Ramos, B.S., M.S., Office of Wellness and Integrative Health, University of Utah

Natalie Klein, B.S., M.S., Utah Department of Health

Yeny Arones, B.S., Hispanic Health Care Task Force

Jeannette Villalta, CHW, Alliance Community Services

Jeanne Munzero Uwizeye, Best of Africa

Cathy Wolfsfeld, B.S., Calvary Baptist Church

Marc Wolfsfeld, Ph.D., Calvary Baptist Church

Ed Napia, B.S., MS, Office of American Indian and Alaska Native Health Affairs, Utah Department of Health

O. Fahina Tavake-Pasi, M.S., National Tongan American Society

Kristie L. Hinton, M.S., Urban Indian Center of Salt Lake

Tamara Sher, Ph.D., Rosalind Franklin University of Medicine and Science

Debra L. Simmons, M.D., MS, FACE, FACP, Department of Internal Medicine, University of Utah and Salt Lake City VA

Timothy W. Smith, Ph.D., Department of Psychology, University of Utah

Lauren Clark, Ph.D., RN, FAAN, School of Nursing, University of California, Los Angeles

Katherine J.W. Baucom, Ph.D., Department of Psychology, University of Utah

Culturally-sensitive Family-based Diabetes Prevention for Hispanic Communities in Utah: A Community-based Approach

Brynn Meulenberg, Ph.D., Department of Psychology, University of Utah

Sara Carbajal-Salisbury, B.S., Alliance Community Services

Jeannette Villalta, CHW, Alliance Community Services

Manuel Gutierrez Chavez, B.S., University of Utah

Madelyn Whitaker, B.S., M.A., Department of Psychology, University of Utah

Anu Asnaani, Ph.D., University of Utah

Ana Sanchez-Birkhead, Ph.D., University of Utah

Katherine J.W. Baucom, Ph.D., University of Utah

Earn 1 continuing education credit

Marquis Ballroom C, 9th Floor

Symposium 37

A Free, Open-access, Internet-based CBT Training Platform for Clinicians Working with Children on the Autism Spectrum: Development and Initial Evaluation

CHAIR: Jeffrey J. Wood, Ph.D., UCLA

DISCUSSANT: Aaron Hogue, Ph.D., Partnership to End Addiction

All level of familiarity with the material

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: Autism Spectrum Disorders, Implementation, CBT

Treatment Fidelity and Outcome in CBT for Youth with Autism: The MEYA Fidelity Scale

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

A Multiple-baseline Evaluation of Community Therapist Fidelity in CBT for Autism-related Symptoms and Comorbid Clinical Needs in the Context of a Free Internet-based Training Program

Karen S. Wood, Ph.D., University of California Los Angeles

Jeffrey J. Wood, Ph.D., University of California Los Angeles

Kashia Rosenau, Ph.D., University of California Los Angeles

An-Chuen Cho, Ph.D., University of California Davis

(Sym 37) User Evaluation of a Free, Open-access, Internet-based CBT Training Platform for Clinicians Working with Children on the Autism Spectrum: A Qualitative Study

Amanda R. Johnson, University of California, Los Angeles

An-Chuen Cho, Ph.D., University of California Davis

Kashia Rosenau, Ph.D., University of California Los Angeles

Earn 1.5 continuing education credits

Skylobby, 16th Floor

Symposium 38

Diversity in Digital Mental Health Interventions

CHAIRS: Alison Darcy, Ph.D., Woebot Health

Athena Robinson, Ph.D., Woebot Health

DISCUSSANT: Carolyn J. Greene, Ph.D., University of Arkansas for
Medical Sciences

All level of familiarity with the material

Primary Category: Disaster Mental Health

Key Words: *Evidence-Based Practice, Technology / Mobile Health*

Common Practices for Demographic and Self-identity Data Collection in App-delivered Mental Health Intervention Research: A Systematic Literature Review

Andrew Kirvin-Quamme, Ph.D., Woebot Health

Jennifer Kissinger, B.A., Woebot Health

Laurel Quinlan, B.A.

Paul Wicks, Ph.D., Wicks Digital Health

Alison Darcy, Ph.D., Woebot Health

Carolyn J. Greene, Ph.D., University of Arkansas for Medical Sciences

Athena Robinson, Ph.D., Woebot Health

Leveling up Eating Disorder Treatment for Sexual and Gender Minority Youth: Insights for Cbt-based Digital Interventions

Patricia Cavazos-Rehg, Ph.D., Washington University in St. Louis

Hannah Szlyk, LCSW, Ph.D., Washington University School of Medicine

Erin Kasson, M.S., MSW, Washington University School of Medicine

Xiao Li, M.S., Washington University School of Medicine

RCT of Woebot for Adolescent Depression Compared to Digital Psychoeducation: The Headway Study

Athena Robinson, Ph.D., Woebot Health

Stephanie Eaneff, MSP, Woebot health

Alison Darcy, Ph.D., Woebot Health

An Approach to Improving Diversity in Mental Health Research: The Connect Study

Toluwalase Ajayi, M.D., Scripps Research Translational Institute

Edward Ramos, Ph.D., Scripps Research Translational Institute

Katie Baca-Motes, MBA, Scripps Research Translational Institute

Athena Robinson, Ph.D., Woebot Health

Emily Durden, Ph.D., Woebot Health

Teaching Health Equity Research to the Next Generation

Terika McCall, M.P.H., Ph.D., Yale School of Public Health

2:00 p.m. – 3:30 p.m.

Earn 1.5 continuing education credits

O'Neill, 4th Floor

Panel Discussion 5

How Do We Know When Treatment for Suicidal Individuals “works”? Reconsidering Outcomes in Intervention Trials with Suicidal Populations

MODERATORS: *Shireen L. Rizvi, ABPP, Ph.D., Rutgers, The State University of New Jersey*

Evan M. Kleiman, Ph.D., Rutgers, The State University of New Jersey

PANELISTS: *David A. Jobes, Ph.D., The Catholic University of America*

Regina Miranda, Ph.D., Hunter College and The Graduate Center, City University of New York

Lauren Weinstock, Ph.D., Brown University

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Measurement, Treatment*

Spurred in part by the increasing suicide rate over the past few decades and NIH's prioritization of suicide as a critical research area, the number of prevention and intervention trials for suicidal populations has proliferated in recent years. However, despite this increase in intervention work, the field has not come to consensus regarding appropriate outcomes for suicide interventions. Examples of primary outcomes include frequency of suicidal behavior (i.e., suicide attempts, self-injury), crisis service or hospital utilization, and presence/frequency/severity of suicide ideation. Each of these outcomes is unlikely to represent treatment “success” on its own. The lack of consensus regarding outcomes is a hindrance to making substantial and sustained progress in the field.

In this panel, we will debate the answer to the question: How do we know when an intervention for suicide risk “works?” While reduction or elimination of deaths by suicide is a clear and shared goal, few intervention trials are powered to show such an effect. Therefore, researchers and clinicians are left with little guidance as to how to measure success of an intervention. Some topics to be addressed in the panel include: relevant

outcome measures that should be included in suicide research trials, whether lowering (or eradicating) suicide ideation should be a primary goal of treatment (vs. tolerating suicidal thoughts), whether putative mechanisms for suicide risk (e.g., self-efficacy for managing suicidal thoughts, general work/social functioning) can be meaningful outcomes, whether outcomes should differ depending on diversity factors including age, gender identity, racial identity, religion, etc.

The academic panelists bring collective decades worth of experience working with suicidal populations from across the lifespan (youth to older adults) in both assessment and intervention trials. They bring varied opinions on the topics. In addition, 1-2 client stakeholders will be invited to participate in the panel, should it be accepted, to provide their feedback about what was most relevant to them in terms of treatment outcomes.

2:00 p.m. – 3:30 p.m.

Earn 1.5 continuing education credits

Cantor/Jolson, 9th Floor

Mini Workshop 8

Cultural Competence to Cultural Intelligence: Understanding the Intersection of Discrimination, Microaggressions and Shame in the Treatment of Eating Disorders in BIPOC and LGBTQ+ Communities

Norman Kim, Ph.D., Institute for Antiracism and Equity

Advanced level of familiarity with the material

Primary Category: Culture / Ethnicity / Race

Key Words: *Culture, Anxiety, Eating*

Women and men from ethnic minority groups and those in LGBTQ+ communities suffer from eating disorders at similar or higher rates than in the general population. People from these communities must often also grapple with additional stigma and marginalization, resulting in a multiple dose of shame, proneness to which has been shown to be a central element in the development of eating disorder symptomatology. Among other factors, a history of chronic microaggressions and discrimination and the well-documented confluence of stressors associated with minority status puts people from these communities at high risk for the development of disordered eating behaviors and their attendant consequences. Despite the seriousness and lethal nature of eating disorders for all those affected, there remains a tremendous disparity in mental health services utilization among those from marginalized and minority groups. People from these groups are under-identified by professionals and tend to receive and utilize treatment for eating disorders at significantly lower rates. These disparities reflect a profound need for culturally competent

assessment and treatment services for members of marginalized communities who are struggling with eating disorders. An adequate understanding and treatment of eating and body image issues requires an appreciation of identity, self-worth, and shame issues as undeniably intertwined. We will provide an overview of current research and understanding of the phenomenology of shame, eating disorders in minority and marginalized groups, and engage participants in a discussion of identity development with a focus on the effects of discrimination and marginalization. It is essential for therapists, dietitians, physicians, nurses, and other allied professionals to possess cultural knowledge and be able to apply such cultural understanding to assessment and delivery of interventions and therapies as a fundamental aspect of overall clinical competence.

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

- Better describe how shame, body image and self-image are experienced in people from minority and marginalized groups who suffer from eating disorders.
- Apply skills for using cultural knowledge to understand the impact of eating disorder clients' culture, including sexual/gender minority status, country of origin, immigrant or ethnic minority status, and class issues.
- Improve sensitivity of providers to their own cultural biases so that they might better understand how their own cultural beliefs impact upon the provision of culturally competent assessment and treatment.

Recommended Readings: Acle, A., Cook, B. J., Siegfried, N., & Beasley, T. (2021). Cultural Considerations in the Treatment of Eating Disorders among Racial/Ethnic Minorities: A Systematic Review. *Journal of Cross-Cultural Psychology*, 52(5), 468-488. Bodell, L. P., Wildes, J. E., Cheng, Y., Goldschmidt, A. B., Keenan, K., Hipwell, A. E., & Stepp, S. D. (2017). Associations between Race and Eating Disorder Symptom Trajectories in Black and White Girls. *Journal of Abnormal Child Psychology*, 1-14. Watson, R. J., Adjei, J., Saewyc, E., Homma, Y., & Goodenow, C. (2017). Trends and disparities in disordered eating among heterosexual and sexual minority adolescents. *International Journal of Eating Disorders*, 50(1), 22-31.

2:00 p.m. – 3:30 p.m.

Gilbert, 4th Floor

Special Interest Group



Parenting and Families SIG

The Parenting and Families SIG will host a meeting pertinent to those involved in research and clinical activities related to family systems. Past meetings have included roundtable discussions and honoring distinguished researchers in the field. During our 2022 meeting, we will also honor this year's recipient of the student award in research excellence, discuss general SIG business, and vote on executive committee positions for the upcoming year.

2:00 p.m. – 3:30 p.m.

Astor Ballroom, 7th Floor

Special Interest Group



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.

2:45 p.m. – 4:15 p.m.

This session does not offer continuing education credit.

Marquis Ballroom A, 9th Floor

Membership Panel 1

**Integrating Identity- and Justice-Oriented Work
During Graduate School and Beyond: An Intersectional
Discussion**

MODERATOR: *Lillian Reuman, Ph.D., Stonehill College*

PRESENTER: *Rhyann Robinson, University of Massachusetts, Boston*

PANELISTS: *Jessica G. Graham-LoPresti, Ph.D., Suffolk University*
*Barbara W. Kamholz, ABPP, Ph.D., VA Boston HCS/
Boston University School of Medicine*
*Jennifer Martinez, Ph.D., Northwestern University
Feinberg School of Medicine*
*Juventino Hernandez Rodriguez, Ph.D., The University of
Texas Rio Grande Valley*

Primary Category: Professional / Interprofessional Issues

Key Words: *Professional Development, Student Issues, Social Justice*

Historically, students and faculty have been discouraged from specifying “personal” (i.e., identity-related) factors as influencing the phenomena they study, their clinical interests, and their advocacy-oriented efforts. This systematic silencing devalues the “personal” and perpetuates obstacles to affirming, inclusive, meaningful - and much needed - research, clinical work, and service. This panel, sponsored by the ABCT Student Membership Committee, will provide students and postgraduate trainees insight into the purpose, benefits, and challenges of incorporating identity, lived experience, values, and justice-oriented practices into one’s research, clinical work, and advocacy work - beginning in graduate school and continuing throughout one’s career. Panelists include students, faculty, and administrators who will address how key factors (including intersectional identity, values, and professional priorities) have informed their professional work across domains. discuss

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approaches for making decisions in this regard, offer recommendations for making the most of training and networking opportunities, and share other “lessons learned.” There will be ample opportunity for attendee participation in addition to moderated Q&A.

3:30 p.m. – 5:00 p.m.

Earn 1.5 continuing education credits

Columbia/Duffy, 7th Floor

Symposium 39

Examining the Effects of Syndemic Problems on STI/STD Treatment and Prevention Around the World

CHAIR: *Jasper S. Lee, M.S., Harvard Medical School / Massachusetts General Hospital*

DISCUSSANT: *Brooke G. Rogers, M.P.H., Ph.D., Alpert Medical School of Brown University*

All level of familiarity with the material

Primary Category: Health Psychology / Behavioral Medicine - Adult

Key Words: *Comorbidity, Behavioral Medicine, Sexuality*

Crystal Methamphetamine Use Predicts Subsequent Stis Among Gay, Bisexual, and Other Men Who Have Sex with Men Across Three Cities

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

Syed Noor, Ph.D., Louisiana State University -Shreveport

Graham W. Berlin, Ph.D., Ryerson University

Shayna Skakoon-Sparling, Ph.D., Ryerson University

Farideh Tavangar, MSc, Ryerson University

Darrell H.S. Tan, MD, Ph.D., St. Michael's Hospital

Nathan Lachowsky, Ph.D., University of Victoria

Jody Jollimore, MPP, Community Based Research Centre

Jordan M. Sang, Ph.D., BC Centre for Excellence in HIV/AIDS

Abbie Parlette, B.A., Ryerson University

Herak Apelian, M.S., McGill University Health Centre

Gilles Lambert, M.D., Direction Regionale de Sante Publique

David M. Moore, M.D., MPH, BC Centre for Excellence in HIV/AIDS

Joseph Cox, M.D., McGill University

I Look at That Bottle and I Just Hate Myself: A Qualitative Look at Perceptions of ART by People Living with HIV

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

Molly Ream, M.S., University of Miami

Lacey Craker, MPH, University of Miami

Jahn Jaramillo, MPH, University of Miami

Audrey Harkness, Ph.D., University of Miami

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

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

Racial Discrimination, Trauma Symptoms, and Behavioral Motivation Style in MSM Living with HIV Who Use Substances

Emily Braunewell, M.Ed., Massachusetts General Hospital

Jacklyn D. Foley, Ph.D., Massachusetts General Hospital

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

Abigail W. Batchelder, M.P.H., Ph.D., Massachusetts General Hospital/Harvard Medical School

Identity Matters: Investigating the Relationship Between Syndemics and Sexual Risk Behavior by MSM Subtype in India

Brett Dolotina, B.S., Massachusetts General Hospital

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

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

Beena Thomas, Ph.D., National Institute for Research in Tuberculosis

Alpana Dange, M.S., The Humsafar Trust

Shruta Rawat, M.S., The Humsafar Trust

Vinoth Balu, M.S., National Institute for Research in Tuberculosis

Senthil Kumar, M.S., National Institute for Research in Tuberculosis

Matthew Mimiaga, ScD, University of California Los Angeles

Kenneth Mayer, M.D., The Fenway Institute

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

Syndemic Psychosocial and Structural Problems and HIV Outcomes in South Africa

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

Sierra Bainter, Ph.D., University of Miami

Alexander Tsai, M.D., Ph.D., Harvard Medical School

Jessica F. Magidson, Ph.D., University of Maryland

Lena S. Andersen, Ph.D., University of Copenhagen

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

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

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

Earn 1.5 continuing education credits

Olmstead, 7th Floor

Symposium 40

All in the Family: new Approaches to Understanding Family-level Impacts of Military-related PTSD Symptoms

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

DISCUSSANT: *Keith D. Renshaw, Ph.D.*, George Mason University

Basic to Moderate level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: *PTSD (Posttraumatic Stress Disorder), Couples / Close Relationships, Military*

Longitudinal Associations Between Dimensions of Posttraumatic Stress Disorder and Relationship Functioning Among Deployed Army Service Members

Kayla Knopp, Ph.D., VA San Diego Health Care System

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

Chandra Khalifian, Ph.D., VA San Diego Healthcare System/University of California, San Diego

Jennalee Wooldridge, Ph.D., VA San Diego Healthcare System/ University of California San Diego

Madison Titone, Ph.D., VA San Diego / UCSD Clinical Research Postdoctoral Residency Program

Howard Markman, Ph.D., University of Denver

Longitudinal Associations Among Service Members' PTSD Symptoms, Partner Accommodation, and Partner Distress

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

Yunying Le, Ph.D., The Pennsylvania State University

Keith D. Renshaw, Ph.D., George Mason University

Elizabeth Allen, Ph.D., University of Colorado Denver

Emotion Socialization and Posttraumatic Stress Disorder in Military Families

Sarah T. T. Giff, Ph.D., Ralph H. Johnson VA Medical Center, MIRECC

Keith D. Renshaw, Ph.D., George Mason University

Tim Curby, Ph.D., George Mason University

Susanne Denham, Ph.D., George Mason University

Abigail Gewirtz, Ph.D., Arizona State University

3:30 p.m. – 5:00 p.m.

Earn 1.5 continuing education credits

SoHo/Herald, 7th Floor

FRIDAY

Spotlight Research 1

Outcomes from a Mindfulness-based Interdisciplinary Pain Management Clinical Trial for Pain and Comorbid Opioid Use

CHAIR: Donald McGeary, ABPP, Ph.D., University of Texas Health Science Center San Antonio

PANELIST: Cindy A. McGeary, ABPP, Ph.D., University of Texas Health Science Center at San Antonio

Primary Category: Program / Treatment Design

Key Words: *Integrated Care, Trauma*

This presentation will describe the outcomes of a NIH-funded trial investigation and interdisciplinary pain management program with built-in mindfulness, PTSD and depression management modules to address chronic musculoskeletal pain and persistent opioid use in veterans presenting with comorbid pain and PTSD/depression. Though interdisciplinary pain management has been well-studied, little is known about the capacity of these programs to meaningfully address pain complicated by psychiatric comorbidities (especially those related to trauma) and there is only a nascent body of research describing how effective interdisciplinary care affects opioid use in individuals with pain who persistently use opioid medications for pain control. This NIH-funded trial enrolled 105 veterans with polymorbid pain, persistent opioid use, depression and PTSD who were randomized to a mindfulness-based interdisciplinary pain program or usual care in a large VA hospital. Outcomes of the trial revealed that veterans randomized to usual care showed no change in pain outcomes while veterans randomized to the interdisciplinary pain management program reported significant improvement in pain at posttreatment ($p=.002$), 6-month follow-up ($p=.002$) and 12-month follow-up ($p=.014$). Both groups showed a decrease in opioid use over time (attributable to changes in opioid prescribing practices in the VA and nationwide), but there was no difference in opioid use between the two groups (i.e., improved pain management did not influence opioid use in this sample). Veterans randomized to the interdisciplinary pain program reported significant improvements in PTSD compared to those in usual care. The presentation will describe the development of the interdisciplinary program, the outcomes of the research and the implications of these outcomes on future research in this population.

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

- Identify the risks of opioid misuse in chronic pain and the state of the research for pain and comorbid opioid use.
- Describe mechanisms of pain and persistent opioid use comorbidity.
- Characterize interdisciplinary pain management and the advantages/obstacles to interdisciplinary treatment models.
- Explain the unique contributions of mindfulness and CBT interventions to interdisciplinary pain management.
- Attendees will know the outcomes of interdisciplinary pain management for trauma-related pain and opioid use.

Recommended Readings: Gatchel, R. J., McGeary, D. D., McGeary, C. A., & Lippe, B. (2014). Interdisciplinary chronic pain management: past, present, and future. *American psychologist*, 69(2), 119. McGeary, D. D., McGeary, C. A., Nabity, P., Villarreal, R., Kivisa-lu, T., & Gatchel, R. J. (2016). Improving stress reduction and wellness in interdisciplinary chronic pain management: Is transdisciplinary care a better option?. *Journal of Applied Biobehavioral Research*, 21(4), 205-215. McGeary, C., Nabity, P., Reed, D., Cobos, B., Eap-en, B., Pugh, M. J., ... & McGeary, D. (2020). A test of the fear avoidance model to predict chronic pain outcomes in a polytrauma sample. *NeuroRehabilitation*, 47(1), 35-43.

Earn 1.5 continuing education credits

Odets, 4th Floor

Symposium 41

Combining Basic Psychological Science and Innovative Technologies to Develop and Deliver Effective and Efficient Interventions to Address Crisis, Adversity and Emergencies

CHAIR: *Cristina Botella, Ph.D., Universitat Jaume I*

DISCUSSANT: *Stefan G. Hofmann, Ph.D., Boston University*

Moderate level of familiarity with the material

Primary Category: Telehealth/m-Health

Key Words: *Telehealth/m-health, Risk / Vulnerability Factors, Resilience*

Covid Feel Good. Analysis of the Efficacy of a Free Multicultural Virtual Therapeutic for Reducing the Psychological Burden of the COVID-19 Pandemic

Giuseppe Riva, Ph.D., Università Cattolica del Sacro Cuore

Daniele Di Lernia, PhD, Università Cattolica del Sacro Cuore

Cosimo Tuena, Ph.D., Università Cattolica del Sacro Cuore

Luca Bernardelli, Ph.D., become SRL

Jose Gutiérrez Maldonado, Ph.D., Universitat de Barcelona

Marta Ferrer Garcia, Ph.D., Universitat de Barcelona

Bruno Porras-Garcia, Ph.D., Universitat de Barcelona

Marie Meyer, M.A., Private University of Applied Sciences

Youssef Shiban, Ph.D., Private University of Applied Sciences

Gianluca Castelnuevo, Ph.D., Università Cattolica del Sacro Cuore

Francesco Pagnini, Ph.D., Università Cattolica del Sacro Cuore

Elisa Pedrolì, Ph.D., IRCCS Istituto Auxologico Italiano

Francesca Sforza, Ph.D., become SRL

Alex Clementi, M.A., Università Cattolica del Sacro Cuore

Maria Sansoni, B.A., Università Cattolica del Sacro Cuore

Fabrizia Mantovani, Ph.D., Università Cattolica del Sacro Cuore

Brenda K. Wiederhold, Ph.D., Virtual Reality & Digital Therapeutics

Silvia Serino, Ph.D., Università Cattolica del Sacro Cuore

FRIDAY

Ecoweb: Enhancing Emotional Competence for Wellbeing in the Young: An Evidence-based, Mobile-health Approach to Prevent Mental Disorders and Promote Mental Well-being

Azucena Garcia-Palacios, Ph.D., Universitat Jaume I

Cristina Botella, Ph.D., Universitat Jaume I

Amanda Diaz-Garcia, Ph.D., Universidad de Zaragoza

Guadalupe Molinari, Ph.D., CIBER Fisiopatología Obesidad y Nutrición. Spain

Carlos Suso-Ribera, Ph.D., Universitat Jaume I

Rosa Baños, Ph.D., University of Valencia

Edward Watkins, Ph.D., University of Exeter

Within- and Between-patient Effects of Emotion Regulation on Outcome in a Naturalistic Sample of Videoconferencing Psychotherapy During the Pandemic

Javier Fernandez-Alvarez, Ph.D., Aigle Foundation

Anna Babl, Ph.D., University of Bern

Cristina Botella, Ph.D., Universitat Jaume I

Juan Martin Gomez Penedo, Ph.D., University of Zürich

CORE “cultivating Our Resilience” an Internet-based Intervention for Improving Resilience and Coping Strategies in University Students

Rocío Herrero, Ph.D., University of Zaragoza

Marvin Franke, M.A., Friedrich-Alexander University Erlangen-Nürnberg

Dennis Görlich, Ph.D., University of Münster

Azucena Garcia-Palacios, Ph.D., University Jaume I

Rosa Baños, Ph.D., University of Valencia

Corinna Jacobi, Ph.D., University of Dresden

Thomas Berger, Ph.D., University of Bern

Tobias Krieger, Ph.D., University of Bern

Michael Schaub, Ph.D., University of Zürich

Cristina Botella, Ph.D., Universitat Jaume I

Supporting Therapists in Clinical Decision-making with Data-informed Personalized Recommendations: Use of the Trier Treatment Navigator Before and During the COVID-19 Pandemic

Brian Schwartz, Ph.D., University of Trier, Germany

Wolfgang Lutz, Ph.D., University of Trier, Germany

Earn 1.5 continuing education credits

Ziegfeld, 4th Floor

Symposium 42

Patient and Therapist Memory for Treatment: A Transdiagnostic Mechanism of Change

CHAIR: Catherine Callaway, Ph.D., University of California Berkeley

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

All level of familiarity with the material

Primary Category: Cognitive Science/ Cognitive Processes

Key Words: Cognitive Processes, Depression, Transdiagnostic

Can Integrating the Memory Support Intervention into Cognitive Therapy Improve Depression Outcome? A Randomized Controlled Trial

Lu Dong, Ph.D., RAND Corporation

Garret Zieve, M.A., University of California, Berkeley

Nicole B. Gumpert, Ph.D., Stanford University

Courtney Armstrong, M.A., University of California Berkeley

Cynthia Alvarado-Martinez, B.S., University of California Davis

Armando Martinez, B.A., Howard Hughes Medical Institute

Shayna Howlett, B.A., University of California, Berkeley

Eve Fine, LCSW, University of California Berkeley

Melanie Tran, Ph.D., University of Illinois at Chicago

Mary E. McNamara, M.A., The University of Texas at Austin

Claire Weaver, MEd, Northwestern Feinberg School of Medicine

Alison Tuck, B.A., Washington University in St. Louis

Heather Hilmoe, Ph.D., California State University, Sacramento

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

Krista R. Fisher, B.A., University of California, Berkeley

Marlen Diaz, B.A., University of California Berkeley

Jason Lee, Ph.D., University of California Berkeley

Steven Hollon, Ph.D., Vanderbilt University

Haruka Notsu, M.A., Pennsylvania State University

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

Impact of the Memory Support Intervention on Therapist Memory for Treatment Contents

Catherine Callaway, Ph.D., University of California Berkeley

Garret Zieve, M.A., University of California, Berkeley

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

The Validation of a Provider-rated Measure of Fidelity to the Memory Support Intervention: The Memory Support Treatment Provider Checklist

Nicole B. Gumport, Ph.D., Stanford University

Garret Zieve, M.A., University of California, Berkeley

Lu Dong, Ph.D., RAND Corporation

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

Measuring Memory for Treatment Using Patient Conceptualizations of Clinical Vignettes: A Pilot Psychometric Study in the Context of Cognitive Therapy for Depression

Garret Zieve, M.A., University of California, Berkeley

Courtney Armstrong, M.A., University of California Berkeley

Ian Richardson, B.A., University of California, Berkeley

Sydney Garcia, B.A., University of California, Berkeley

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

Optimizing Outcomes, Mechanisms, and Recall of Cognitive Therapy for Depression: Dose of Constructive Memory Support Strategies

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

Garret Zieve, M.A., University of California, Berkeley

Nicole B. Gumport, Ph.D., Stanford University

Mo Xiong, Ph.D., University of California, Berkeley

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

Earn 1 continuing education credit

O'Neill, 4th Floor

Symposium 43

Addressing the Firearm Suicide Epidemic in the U.S.: Opportunities for Behavioral Science to Make an Impact

- CHAIRS: Kelly L. Zuromski, Ph.D., Harvard University
Catherine L. Dempsey, M.P.H., Ph.D., Uniformed Services
University of the Health Sciences
- DISCUSSANT: Craig J. Bryan, ABPP, Psy.D., The Ohio State University
Wexner Medical Center

Basic to Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: Suicide, Military, Treatment

Examining the Association Between Firearms, Psychological Variables, and Suicide Risk in a Large, Longitudinal Sample of U.S. Army Soldiers

Kelly L. Zuromski, Ph.D., Harvard University
Catherine L. Dempsey, M.P.H., Ph.D., Uniformed Services University
David Benedek, M.D., Uniformed Services University
Jingning Ao, M.P.H., Uniformed Services University
Pablo Aliaga, M.S., Uniformed Services University
Robert Bossarte, Ph.D., University of South Florida
Robert Ursano, M.D., Uniformed Services University
Matthew Nock, Ph.D., Harvard University

Reasons for Gun Ownership and Suicide Risk in U.S. Army Servicemembers: Actionable Targets for Intervention

Catherine L. Dempsey, M.P.H., Ph.D., Uniformed Services University of the Health Sciences

David Benedek, M.D., Uniformed Services University

Matthew Nock, Ph.D., Harvard University

James West, MD, Center for The Study of Traumatic Stress, Uniformed Services University of the Health Sciences

Kelly L. Zuromski, Ph.D., Harvard University

Matthew Georg, MPH, Center for The Study of Traumatic Stress, Contracted By: Henry M. Jackson Foundation

Jingning Ao, M.P.H., Uniformed Services University

Robert Bossarte, Ph.D., University of South Florida

Robert Ursano, M.D., Uniformed Services University

Voluntary, Temporary, Out-of-home Firearm Storage for Suicide Prevention

Marian E. Betz, M.D., University of Colorado Anschutz Medical Campus

Rachel Kennedy, MPH, RN, University of Colorado Anschutz Medical Campus

Bonnie Stry-Bove, MSS, University of Colorado Anschutz Medical Campus

Christopher Knoepke, Ph.D., MSW, University of Colorado Anschutz Medical Campus

Interventions to Prevent Firearm Suicide: Emerging Data on Lethal Means Counseling and Safe Firearm Storage Messaging

Mike Anestis, Ph.D., New Jersey Gun Violence Research Center

Factors Associated with Denying Firearm Sales: Results from Firearm Businesses' Perspectives on Their Role in Suicide Prevention and the Colorado Gun Shop Project

Sabrina Arredondo Mattson, Ph.D., The University of Colorado at Boulder

Erin Kelly, Dr PH, M.A., Injury & Violence Prevention Center

Jani Little, Ph.D., M.A., University of Colorado Boulder

Beverly Kingston, Ph.D., The Center for the Study and Prevention of Violence

Eric Sigel, M.D., Children's Hospital Colorado

Earn 1 continuing education credit

Carnegie & Alvin, 5th Floor

Symposium 44

Evidence of Both Risk and Resilience During the COVID-19 Pandemic: Experiences of Stress and Well-being Among Minoritized Individuals

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

DISCUSSANT: *German A. Cadenas, Ph.D., Lehigh University*

Basic to Moderate level of familiarity with the material

Primary Category: Culture / Ethnicity / Race

Key Words: *Ethnicity, Race, Risk / Vulnerability Factors*

How Has COVID-19 Related Financial Stress Impacted Mental Health for Americans from Ethnic and Racial Minority Groups?

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

Maria Cuervo, Ph.D., University of Houston

Amanda Venta, Ph.D., University of Houston

Depression but Not Loneliness Predicts PTSS U.S. Latinx / Latin-americans During the COVID-19 Pandemic

Andy U. Torres, B.S., The University of Texas Rio Grande Valley

No Estamos Solos: Depression but Not Loneliness Predicts Post-traumatic Stress Symptoms in U.S. Latinos and Latin Americans

Alfonso Mercado, Ph.D., University of Texas Rio Grande Valley

Impact of COVID-19 on Latinx Caregivers of Young Children: Generational Status Differences

Ashley Bautista, B.S., University of Houston

Sihong Liu, Ph.D., University of Oregon

Amanda Venta, Ph.D., University of Houston

Philip Fisher, Ph.D., Stanford University

Earn 1.5 continuing education credits

Juilliard/Imperial, 5th Floor

Symposium 45

Towards Exercise Prescriptions: Identifying and Targeting Mechanistic Factors That Optimize Exercise Engagement and Promote Clinical Outcome Across Disorders

CHAIR: *Kristin L. Szuhany, Ph.D., NYU School of Medicine*

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

Basic level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Exercise, Change Process / Mechanisms, Transdiagnostic*

Predictors of Long-term Physical Activity Engagement in Patients with Obsessive Compulsive Disorder

Kristin L. Szuhany, Ph.D., NYU School of Medicine

Margot H. Steinberg, Ph.D., NYU Langone Medical Center

Nicole McLaughlin, Ph.D., Alpert Warren Medical School of Brown University, Butler Hospital

Maria Mancebo, Ph.D., Alpert Medical School of Brown University

Richard Brown, Ph.D., The University of Texas at Austin

Benjamin Greenberg, M.D., Ph.D., Alpert Medical School of Brown University

Naomi Simon, M.D., NYU Langone Health, New York University School of Medicine

Ana Abrantes, Ph.D., Alpert Medical School of Brown University

Neurobiological and Psychological Benefits of Exercise in Chronic Pain and PTSD: a Proof of Concept Study

Erica R. Scioli, Ph.D., VA Boston Healthcare System

James Whitworth, Ph.D., VA Boston Healthcare System

Sanjay Advani, M.A., VA Boston Healthcare System

Matthew Blair, M.D., Indiana University School of Medicine

Grazianno Pinna, M.D., University of Illinois at Chicago, Chicago

Ann Rasmusson, M.D., VA Boston Healthcare System

Using CBT to Make an Impact:**A Pragmatic Trial to Increase Daily Exercise in Vulnerable Individuals***Louisa G. Sylvia, Ph.D., Massachusetts General Hospital**Evan A. Albury, B.S., Dauten Family Center for Bipolar Treatment Innovation, Massachusetts General Hospital**Dustin J. Rabideau, Ph.D., Biostatistics, Massachusetts General Hospital**Nicole J. Stephan, B.S., Dauten Family Center for Bipolar Treatment Innovation, Massachusetts General Hospital**Heidi Dohse, B.A., Massachusetts General Hospital**Andrew Nierenberg, M.D., Massachusetts General Hospital***Lessons and Untapped Potential of Digital Physical Activity Interventions for Mental Health***Emily E. Bernstein, Ph.D., Massachusetts General Hospital**Emma C. Wolfe, Ph.D., Massachusetts General Hospital**Brynn Huguenel, Ph.D., Massachusetts General Hospital**Sabine Wilhelm, Ph.D., Harvard Medical School*

4:00 p.m. – 5:30 p.m.

Earn 1.5 continuing education credits**Broadhurst/Belasco, 5th Floor****Symposium 46****Engaging Stakeholders to Improve Implementation of Evidence-based Mental Health Services for Youth**

CHAIRS: *Rafaella Sale, Ph.D., Virginia Commonwealth University*
Gwendolyn Lawson, Ph.D., The Children's Hospital of Philadelphia

DISCUSSANT: *Courtney Wolk, Ph.D., University of Pennsylvania*

Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: Stakeholder Relevant, Community-Based, Child

Partnering with State Government Leaders Through Assessment of Needs and Readiness for Statewide Implementation of Family First Evidence-based Programming*Rafaella Sale, Ph.D., Virginia Commonwealth University**Gabriela Aisenberg, Ph.D., Virginia Commonwealth University**Natalie Finn, M.S., Virginia Commonwealth University**Michael A. Southam-Gerow, Ph.D., Virginia Commonwealth University*

Trauma Treatment for Youth in Foster Care: A Mixed-method Assessment of Stakeholder Perceptions of Implementation Needs

Allison B. Smith, Ph.D., University of Arkansas for Medical Sciences

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

Tim Cavell, Ph.D., University of Arkansas

Engaging Youth and Families in Mental Health Services: How Do EBT Protocols Affect Providers' Use of Engagement Practices from the Literature?

Ellie Wu, M.A., University of South Carolina

Kimberly Becker, Ph.D., University of South Carolina

Jennifer Gamarra, Ph.D., University of California, Los Angeles

Rachel E. Kim, Ph.D., Judge Baker Children's Center

Jonathan Martinez, Ph.D., California State University, Northridge

Bruce F. Chorpita, Ph.D., University of California Los Angeles

Stakeholder-partnered Development of a Toolkit to Support Evidence-based Behavioral Intervention for ADHD in Classroom Settings

Gwendolyn Lawson, Ph.D., The Children's Hospital of Philadelphia

Samantha Tawlin, M.A., Children's Hospital of Philadelphia

Julie S. Owens, Ph.D., Ohio University

David Mandell, Center for Mental Health

Aaron Lyon, Ph.D., University of Washington

Aubrey Depa, B.A., School District of Philadelphia

Steven Rufe, M.Ed., School District of Philadelphia

Thomas J. Power, ABPP, Ph.D., Children's Hospital of Philadelphia, Perelman School of Medicine at University of Pennsylvania

The Development of a Toolkit to Improve the Cultural Responsiveness of Treatment for Marginalized Youth with Anxiety and OCD

Amanda Sanchez, Ph.D., George Mason University

Michal Weiss, B.S., Perelman School of Medicine at the University of Pennsylvania

Temma L. Schaechter, Ph.D., University of Pennsylvania School of Medicine

Ana Baumann, Ph.D., Division of Public Health Sciences, Department of Surgery Washington University School of Medicine

Amber Calloway, Ph.D., The Penn Collaborative for CBT and Implementation Science, Perelman School of Medicine, University of Pennsylvania

Darlene M. Davis Goodwine, Ph.D., LP, Aidan Behavioral Health & Consulting

Vanesa Mora Ringle, Ph.D., The Penn Collaborative for CBT and Implementation Science, University of Pennsylvania

Emily M. Becker-Haimes, Ph.D., University of Pennsylvania

Earn 1 continuing education credits

Majestic/Music Box, 6th Floor

Symposium 47

Exploring Risk Factors for Intimate Partner Violence in Sexual and Gender Minority Individuals

CHAIRS: *Ishita Munshi, B.A., Cleveland State University*

Evan J. Basting, M.A., University of Tennessee, Knoxville

DISCUSSANT: *Sarah Whitton, Ph.D., University of Cincinnati*

All level of familiarity with the material

Primary Category: LGBTQ+

Key Words: *Intimate Partner Aggression, LGBTQ+, Couples / Close Relationships*

Prior Victimization and Sexuality Education Among Diverse Young Adults: Associations with Dating Sexual Abuse Victimization and Perpetration

Ishita Munshi, B.A., Cleveland State University

Elizabeth Goncy, Ph.D., Cleveland State University

Katherine Clonan-Roy, Ph.D., Cleveland State University

Kim Fuller, Ph.D., Cleveland State University

Shereen Naser, Ph.D., Cleveland State University

The Effects of Heterosexist Discrimination, PTSD Symptoms, and Alcohol Consumption on Dating Violence Perpetration Among Sexual Minority Young Adults

Evan J. Basting, M.A., University of Tennessee, Knoxville

Gloria Romero, M.S., University of Tennessee, Knoxville

Alisa Garner, M.A., University of Tennessee, Knoxville

Alyssa Medenblik, Ph.D., University of Tennessee, Knoxville

M. Chrissy Jensen, Undergraduate Student, University of Tennessee, Knoxville

Ryan Shorey, Ph.D., University of Wisconsin, Milwaukee

Gregory Stuart, Ph.D., University of Tennessee, Knoxville

Perpetration of Sexual Violence in Same-sex Intimate Relationships: Effects of Minority Stress and Problematic Alcohol Use

Dominic J. Parrott, Ph.D., Georgia State University

Konrad Bresin, Ph.D., University of Louisville

Amy Hequembourg, Ph.D., University of Buffalo

Brynne Velia, M.A., Georgia State University

Kevin Swartout, Ph.D., Georgia State University

Cynthia Stappenbeck, Ph.D., Georgia State University

Katherine Masyn, Ph.D., Georgia State University

Jessica Grom, M.A., Georgia State University

Minority Stress and Intimate Partner Violence Among Sexual and Gender Minorities Assigned Female at Birth

Elissa L. Sarno, Ph.D., Northwestern University Feinberg School of Medicine

Michael E. Newcomb, Ph.D., Northwestern University

Sarah Whitton, Ph.D., University of Cincinnati

Earn 1 continuing education credit

Shubert/Uriis, 6th Floor

Symposium 48

Top Problems During Precedented and Unprecedented Times: Highlighting the Benefits of Measuring Idiographic, Consumer-nominated Problems to Personalize Assessment

CHAIR: *Lauren J. Hoffman, Psy.D., Columbia University Medical Center*

DISCUSSANT: *Brian C. Chu, Ph.D., Rutgers University*

Basic to Moderate level of familiarity with the material

Primary Category: Assessment

Key Words: *Assessment, Transdiagnostic, Child*

Youth Top Problems in an Acute Psychiatric Sample: Describing Consumer-nominated Treatment Needs in an Adolescent Partial Hospital Setting

Angela Chiu, Ph.D., Weill Cornell Medicine / New York Presbyterian Hospital

Payal Desai, M.P.H., Columbia University/New York State Psychiatric Institute

Laura Skriner, Ph.D., The Center for Stress, Anxiety, and Mood

Corinne Catarozoli, Ph.D., Weill Cornell Medicine

Paul Sullivan, Ph.D., New York University Langone Medical Center/Bellevue Hospital Center

Shannon M. Bennett, Ph.D., Weill Cornell Medical School

Assessing Practical Implementation of Modular Psychotherapy for Youth in Community-based Settings Using Benchmarking

Daniel M. Cheron, ABPP, Ph.D., Judge Baker Children's Center

Emily M. Becker-Haimes, Ph.D., University of Pennsylvania

H. Gemma Stern, Psy.M., Rutgers University

Aberdine Dwight, M.S., NCSP, Northeastern University

Cameo F. Stanick, Ph.D., Sycamores

Angela Chiu, Ph.D., Weill Cornell Medicine / New York Presbyterian Hospital

Eric Daleiden, Ph.D., PracticeWise, LLC

Bruce F. Chorpita, Ph.D., University of California Los Angeles

Using Mixed Methods to Identify the Primary Mental Health Problems and Needs of Children, Adolescents, and Their Caregivers During the Coronavirus Pandemic

Olivia M Fitzpatrick, M.A., Harvard University

Amani Carson, B.S., Boston Medical Center

John R. Weisz, ABPP, Harvard University

4:00 p.m. – 5:00 p.m.

Earn 1 continuing education credit

Empire/Hudson, 7th Floor

Symposium 49

Understanding the Role of Stigma on Utilization of Medical Aid in Dying: An Examination of Current Literature, Public View, Patients' Engagement, and Clinicians' View on Prescribing

CHAIR: *Jonathan Singer, Ph.D., Texas Tech University*

DISCUSSANT: *Elizabeth Loggers, M.D., Ph.D., University of Washington School of Medicine*

Basic to Moderate level of familiarity with the material

Primary Category: Health Psychology / Behavioral Medicine - Adult

Key Words: *Stigma, Grief / Bereavement, Health Psychology*

An Examination and Proposed Model of Bereavement Outcomes for Family Members of Individuals Who Engage in Medical Aid in Dying: A Systematic Review

Jonathan Singer, Ph.D., Texas Tech University

Amelia Evans, M.A., Texas Tech University

Margaret Vugrin, M.A., Texas Tech University Health Science Center

Public Stigma Towards Family Members of Individuals Who Engaged in Medical Aid in Dying: A Vignette-based Experiment

Elisabeth McLean, Ph.D., Texas Tech University

Jonathan Singer, Ph.D., Texas Tech University

Mental Health Conditions and Psychiatric Evaluations in Terminal Cancer Patients Pursuing Death with Dignity

Courtney Daum, B.S., University of Washington, Seattle

Elizabeth Loggers, M.D., Ph.D., University of Washington School of Medicine

4:00 p.m. – 5:30 p.m.

Earn 1.5 continuing education credits

Chelsea/Gotham, 7th Floor

FRIDAY

Symposium 50

**Stress, Resilience, and Syndemic Response Among
LGBTQ+ Communities**

CHAIRS: *Francesca Kassing, Ph.D., University of Nevada, Reno*
Natalie R. Holt, Ph.D., VA Tennessee Valley Healthcare System

DISCUSSANT: *Colleen Sloan, Ph.D., VA Boston Healthcare System & Boston University School of Medicine*

Basic to Moderate level of familiarity with the material

Primary Category: LGBTQT+

Key Words: LGBTQ+, Stress, Trauma

**Experiences of Interpersonal Trauma and COVID-19 Stressors Among Sexual
Minority College Students**

Francesca Kassing, Ph.D., University of Nevada, Reno

Filiz Sapin, Ph.D., University of Nevada, Reno

Yue Huang, Ph.D., University of Nevada, Reno

Yani Dickens, Ph.D., University of Nevada, Reno

Jacqueline Pistorello, Ph.D., University of Nevada, Reno

**A Cross-sectional Path Analysis of Proximal Stressors Associated with
Posttraumatic Stress Symptoms Severity Among Sexually-victimized Sexual
Minority Women**

Ava K. Fergerson, M.S., University of Southern Mississippi

Aleksandrs T. Karnick, M.P.H., M.A., University of Southern Mississippi

Nicole Caulfield, M.A., University of Southern Mississippi

Dan Capron, Ph.D., University of Southern Mississippi

Gender Minority Stress and Posttraumatic Growth Within the Transgender Community

Laura C. Wilson, *Ph.D.*, University of Mary Washington

Irene Andrade, University of Mary Washington

Elizabeth Wooten, University of Mary Washington

Elizabeth Jones, University of Mary Washington

Christine Wehner, University of Mary Washington

Allison Jones, University of Mary Washington

Laura C. Wilson, *Ph.D.*, University of Mary Washington

Distal Minority Stressors and Depression in Transgender and Gender Diverse Individuals: The Importance of Sense of Community

Christopher F. Drescher, *Ph.D.*, Augusta University

4:00 p.m. – 5:30 p.m.

Earn 1.5 continuing education credits

Marquis Ballroom B, 9th Floor

Symposium 51

Strengthening Resilience in Sexual Minority Couples: Lowering Barriers to Inclusive, Affirmative, Relationship Healthcare

CHAIR: Tatiana D. Gray, *Ph.D.*, Springfield College

DISCUSSANT: Shelby B. Scott, *Ph.D.*, University of Texas at San Antonio

Basic to Moderate level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: Couples / Close Relationships, LGBTQ+, Treatment/ Program Design

Examination of Formal and Informal Relationship Help-seeking Behaviors and Barriers to Couple Therapy from a National Sample of Lesbian, Gay, and Bisexual+ Community Couples

Melissa Gates, *Ph.D.*, Binghamton University

Eileen Barden, *M.S.*, Binghamton University

Dana Ergas, *M.S.*, Binghamton University

Richard Mattson, *Ph.D.*, Binghamton University

Sarah Young, *Ph.D.*, Binghamton University

Sean Massey, *Ph.D.*, Binghamton University

Christina Balderrama-Durbin, *Ph.D.*, Binghamton University

Examining the Efficacy of the Relationship Check-up for Same-sex Couples Living in Appalachia Using a Matched Sample Design

Katherine A. Lenger, Ph.D., Brown University & Providence VA Medical Center
Olive Schubert, Ph.D., University of Denver
Erica Mitchell, Ph.D., University of Tennessee
Patricia Roberson, Ph.D., University of Tennessee
Kristina Coop Gordon, Ph.D., University of Tennessee, Knoxville
James Cordova, Ph.D., Clark University

Teaching Romantic Competence Skills to Emerging Adults: A Modular Adaptation for LGBTQ+ College Students

Ellora Vilkin, M.A., Stony Brook University
Timothy J. Sullivan, M.A., Stony Brook University
Howard Huang, M.A., Stony Brook University
Joanne Davila, Ph.D., Stony Brook University

Improving Access and Care for LGBTQ Couples: An Adaptation of the Relationship Checkup

Tatiana D. Gray, Ph.D., Springfield College
Rhea Bhatia, M.S., Springfield College
Zev Spiegel, B.S., Springfield College
Grayson Stevens, B.S., Springfield College
Taylor Dovala, Ph.D., Framework Associates

Earn 1.5 continuing education credits

Plymouth/Royale, 6th Floor

Symposium 52

Leveraging Stakeholder Perspectives to Optimize Intervention Effectiveness and Facilitate Implementation Within the Autistic Community

CHAIR: *Alexis Brewe, M.A., The University of Alabama*

DISCUSSANT: *Lauren Brookman-Frazee, Ph.D., University of California, San Diego*

Basic to Moderate level of familiarity with the material

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, Stakeholder Relevant, Treatment/ Program Design*

Optimizing Mindfulness-based Interventions for Individuals on the Autism Spectrum with High Support Needs, the Emotion Awareness and Skills Enhancement Team-based Program (EASE-Teams)

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

Jessie Northrup, Ph.D., University of Pittsburgh

Kaitlyn Breitenfeldt, B.A., University of Pittsburgh

Shannon Porton, MEd, University of Pittsburgh

Taylor Day, Ph.D., University of Pittsburgh

Kristen MacKenzie, Ph.D., University of Pittsburgh

Caitlin Conner, Ph.D., University of Pittsburgh

Carla Mazefsky, Ph.D., University of Pittsburgh

Social Motivation Intervention Leveraging E-learning (SMILE) for Children with Autism: Integrating Stakeholder Feedback in Treatment Development and Pilot Feasibility Trial

Grace Lee Simmons, M.A., The University of Alabama

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

Stakeholder Engagement as a Core Component of Suicide Prevention Efforts for Autistic People

Brenna Maddox, Ph.D., University of North Carolina at Chapel Hill

Stephen Shore, EdD, Adelphi University

Teal Benevides, Ph.D., MS, OTR/L, Augusta University

Shari Jager-Hyman, Ph.D., University of Pennsylvania

Community-based Optimization of a Transition Support Program for Young Autistic Adults Using Consumer and Provider Feedback

Alexis Brewe, M.A., The University of Alabama

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

Exploring the Factor Structure of the Provider Motivation Inventory in Providers in Community Service Setting Contexts

Kassandra Martinez, M.S., San Diego State University/University of California, San Diego Joint Doctoral Program in Clinical Psychology

Barbara Caplan, Ph.D., University of California San Diego, Child and Adolescent Services Research Center

Lauren Brookman-Frazee, Ph.D., University of California, San Diego

4:00 p.m. – 5:30 p.m.

Earn 1.5 continuing education credits

Winter Garden/Palace, 6th Floor

Panel Discussion 6

Using Media as a Tool for Social Good: Disseminating Cognitive Behavioral Science and Practice Online with a Social Justice Lens

MODERATOR: *Ilana Seager van Dyk, Ph.D., Massey University*

PANELISTS: *Kevin Chapman, Ph.D., The Kentucky Center for Anxiety and Related Disorders*

Juliette McClendon-Iacovino, Ph.D., Boston University School of Medicine & National Center for PTSD

Jeffrey M. Cohen, Psy.D., Columbia University

Jessica L. Schleider, Ph.D., Stony Brook University

Primary Category: Professional/ Interprofessional Issues

The COVID-19 pandemic and Black Lives Matter protests have highlighted the immense systemic inequities endemic to healthcare systems across the country. As members of these systems, it is imperative that mental health providers actively adopt anti-racist and anti-stigma practices in order to reduce healthcare inequities. Amidst these two era-defining movements, a growing community of researchers, clinicians, and advocates are not only making mental health services more accessible by migrating to online platforms, but also are tackling various forms of stigma (e.g., racism, mental health, anti-LGBT) that impede access to and use of these services. Such media appearances/posts employ empirically supported strategies such as psychoeducation to normalize and inform the public about mental health symptoms and evidence based care, thereby empowering individuals to seek out the care they may need.

In this session, organized by ABCT's Public Education and Media Dissemination Committee, we hope to arm attendees with the communication tools they need to contribute to this dissemination and anti-stigma effort. This panel discussion will feature expert clinicians and researchers who have extensive experience using a wide range of

media platforms (from Twitter to television interviews) to communicate with the broader public about cognitive behavioral science and practice using a social justice lens. The panel will share wisdom about communicating effectively across various media environments, while maintaining the standards and ethics of evidence-based research and practice. The panelists will highlight ways to intentionally use media platforms to advance social justice and anti-stigma messages and consider questions about when to use one's own voice vs. amplifying others'. The panel will also discuss effective strategies for talking about highly politicized topics.

4:00 p.m. – 5:30 p.m.

Earn 1.5 continuing education credits

Cantor/Jolson, 9th Floor

Panel Discussion 7

Living Through a Global Pandemic: How Transgender and Gender Diverse Communities Found Strength in Compounded Adversity

MODERATORS: *Sage A. Volk*, University of Nebraska-Lincoln
Niko Vehabovic, M.A., University of Nebraska-Lincoln

PANELISTS: *Nathan A. Woodruff*, University of Nebraska-Lincoln
Ariel Botta, Ph.D., LICSW, MSW, Boston's Children's Hospital
Shelley L. Craig, Ph.D., LCSW, University of Toronto
Norik Kirakosian, B.S., University of Miami
Aaron S. Breslow, Albert Einstein College of Medicine

Primary Category: LGBTQ+

Key Words: *Resilience, LGBTQ+, Oppression*

The COVID-19 pandemic has had profound impacts on mental health and drastically changed the way we work, live, and interact with each other. Throughout the pandemic there have also been threats to the rights of folx who identify as trans and gender diverse (TGD) as many states have introduced legislation and taken actions negatively impact TGD folx. For TGD communities who have already been experiencing marginalization, the impacts of COVID-19 and recent attacks on TGD rights may have compounded marginalization stress. Yet, in the face of these challenges, some TGD folx have been able to find new ways to cope, persist, and thrive. Discussion will touch on the impacts of COVID-19 on TGD communities and explore other events that have occurred during the pandemic to contextualize the difficulties many TGD folx may have faced. However, the primary focus of the discussion will be on the resilience of TGD folx and communities, exploring the ways they have endured and, in some cases, thrived. Messages about resilience can be amplified to reduce the impacts of having an identity that is marginalized by society. The panelists bring diverse perspectives that are informed by clinical work, research, and lived experiences. Panelist 1 will discuss the application of the panel themes to TGD youth and the provision of evidence-based telehealth services for these communities. Panelist 2 will connect discussions of the impacts on TGD youth to tailoring evidence-based in-

terventions and utilizing and understanding the impact of communication technologies. Panelist 3 will expand the discussion beyond mental health to discuss unique components of identifying as TGD and living with HIV throughout the pandemic. As a member of the TGD community and involvement in a community-based participatory research team, Panelist 4 will share how TGD communities have been able to contribute to research during the pandemic and shape the direction of the field. Lastly, Panelist 5 will be able to address the pros and cons of digital access to teletherapy for TGD communities in addition to trends in mental health, employment, and other stressors and resilience factors during COVID-19 in transgender communities located in New York City.

4:00 p.m. – 5:30 p.m.

Earn 1.5 continuing education credits

Skylobby, 16th Floor

Clinical Round Table 5

Facilitating Trauma Recovery and Managing Risk Behaviors in the Context of Global Crises

MODERATOR: *Samantha N. Hellberg, M.A.*, University of North Carolina at Chapel Hill

PANELISTS: *Tiffany Hopkins, Ph.D.*, University of North Carolina at Chapel Hill

Melanie Harned, ABPP, Ph.D., VA Puget Sound Health Care System & University of Washington

Juliette C. McClendon, Ph.D., Big Health

Carolina P. Clancy, ABPP, Ph.D., US Department of Veterans Affairs

Lorie A. Ritschel, Ph.D., University of North Carolina School of Medicine; Triangle Area Psychology Clinic

Jennifer Y. Yi, Ph.D., Durham Veterans Affairs Healthcare System

Primary Category: Disaster Mental Health

Key Words: *Treatment, Risky Behaviors*

This clinical roundtable aims to support evidence-based care for trauma recovery and high-risk behavioral concerns amidst ongoing and future global crises. The COVID-19 crisis led to a rapid onslaught of social stressors and a mental health crisis, with increased rates of domestic violence, child maltreatment, suicidality, and distress observed. The loss of life and broad social impacts of COVID-19 resulted in large-scale trauma exposure, with disproportionate effects on historically marginalized communities. While managing the increased need for services, clinicians have needed to rapidly adjust their practices given dynamic health concerns and decreased availability of community supports. As the pandemic and its implications continue to evolve, clinicians need to effectively balance physical and mental health safety concerns, alongside a multitude of psychosocial stressors. This poses a considerable challenge, even for highly skilled clinicians. Crisis situations

(like the COVID-19 pandemic and racial injustice) substantially compound barriers to accessing and implementing effective treatment. Frontline interventions often emphasize individual-level processes over environmental contexts. As such, key factors contributing to presenting problems may be missed. Finally, it can be difficult to deliver interventions “as prescribed” or empirically evaluated in crisis situations. Attention to several *dialectics* may aid clinicians in responding effectively to these challenges, including balancing: acceptance and change strategies, flexibility and adherence, and within-person and societal factors. Expert panelists will discuss these dialectics with an eye towards the impact of the pandemic on the presentation, conceptualization, and treatment of trauma and high-risk behaviors (e.g., *suicidality, interpersonal violence, substance use*). Challenges faced in risk management and trauma recovery work will be discussed, and solutions offered based on both research and clinical experience. Lessons learned from practice and dissemination efforts will be discussed to aid clinicians in managing elevated rates of traumatic stress and risk behavior in clinical contexts. Resources for navigating these issues will be provided.

4:00 p.m. – 5:30 p.m.

Gilbert, 4th Floor

Special Interest Group



Oppression & Resilience: Minority Mental Health SIG

We will discuss the nuanced ways in which intersectional identities can create areas of both privilege and oppression for individuals and how we can be allies for each other. We will also hold a space for our members to connect and discuss ways we can foster that connection throughout the year.

4:00 p.m. – 5:30 p.m.

Edison/Booth, 5th Floor

Special Interest Group



Eating Disorders and Eating Behaviors SIG

We will provide updates on the EDEB SIG. We will then hear the student research award presentation and a faculty presentation of research.

This session does not offer continuing education credit.

Marquis Ballroom C, 9th Floor

Membership Panel 2

Graduate School in Psychology: Getting in and Making It Work

MODERATORS: *Lillian Reuman, Ph.D., Stonehill College*
Sarah C. Jessup, M.A., Vanderbilt University

PANELISTS: *Bunmi O. Olatunji, Ph.D., Vanderbilt University*
Alayna Park, Ph.D., University of Oregon
Mitchell J Prinstein, Ph.D., ABPP, University of North Carolina at Chapel Hill
Shireen L. Rizvi, ABPP, Ph.D., Rutgers University
Monnica T. Williams, ABPP, Ph.D., University of Ottawa
Blair E. Wisco, Ph.D., University of North Carolina at Greensboro

Primary Category: Professional Development

Key Words: *Education, Graduate School, Professional Development*

This session brings together the perspectives of well-established graduate program directors and faculty mentors to provide useful information about graduate school to prospective and early-career graduate students, as well as the opportunity for attendees to interact with directors of specific graduate programs. The panelists include representatives from U.S. clinical psychology Ph.D. and Psy.D. programs and Canadian Ph.D. programs. Panelists will provide information about the graduate school application process, including how undergraduate students and other prospective applicants can: (a) select a graduate degree and graduate program that meets their training and career goals, (b) best prepare themselves to be successful applicants to graduate programs, and (c) effectively navigate the application process. Panelists will describe the historical context of the graduate school admission process and the ways in which it is overdue for an overhaul in the interest of social justice and equity. Panelists will also discuss how, once enrolled in graduate school, students can capitalize on skills and experiences that will prepare them for success at each future step of their graduate training and careers. The panel will be followed by a question-and-answer session and by a “Graduate Programs on Parade” session where representatives of graduate programs (typically 30–35 programs) will be available to discuss their particular programs with interested applicants. Several student members and new member professionals will be available to answer questions about their experiences applying to and participating in graduate programs. Attendees are encouraged to attend the ABCT SIG Expo immediately following this session. ABCT has over 40 different Special Interest Groups, many of which will be presenting research at the Expo. This is an excellent opportunity to meet students and professionals in specific areas of the behavioral therapies. Participants are encouraged to visit www.abct.org and take advantage of ABCT’s resources for students, including information on getting into graduate school and what to expect

as a graduate student in CBT, internships, grants, mentorships, postdoctoral fellowships, featured labs, and a student awards program.

5:30 p.m. – 6:30 p.m.

Astor Ballroom, 7th Floor

Awards Ceremony

2022 ABCT Award Recipients:

Career/Lifetime Achievement: Dr. Dean Kilpatrick, Director of the National Crime Victims Research and Treatment Center (NCVRTC), in the Department of Psychiatry and Behavioral Sciences at the Medical University of South Carolina, in Charleston South Carolina. Co-Director of the Charleston Consortium

Outstanding Mentor: Susan W. White, Ph.D., ABPP, The University of Alabama

Outstanding Educator/Trainer: Lynn McFarr, Ph.D., Professor of Health Sciences, UCLA David Geffen School of Medicine and Founder and Executive Director, CBT California

Francis Cecil Sumner Excellence Award: Tia Tyndal, M.A., The Catholic University of America

Anne Marie Albano Early Career Award for the Integration of Science and Practice: Anu Asnaani, Ph.D., University of Utah

The Sobell Innovative Additions Research Award: Kate Wolitzky-Taylor, Ph.D., UCLA Department of Psychiatry and Biobehavioral Sciences

Outstanding Service to ABCT: Anu Asnaani, Ph.D., University of Utah

Outstanding Service to ABCT: Stephen Crane, DES, ABCT

Virginia Roswell Student Dissertation Award: Divya Kuman, Southern Methodist University

Leonard Krasner Student Dissertation Award: Robyn A. Ellis, Northern Illinois University

Student Research Grant: Gabrielle Ilagan, Fordham University

Student Research Grant Honorable Mention: Kiran Kaur, M.S., Utah University

President’s New Researcher Award: Kristen Szuhany, Ph.D., NYU Grossman School of Medicine/NYU Langone Health

ADAA Career Travel Award winners: Monica Federoff, M.D., Ph.D. and Ki Eun (Kay) Shin

Student Travel Award: Danielle Morabito, Florida State University and Thomas Le, University of Maryland, College Park (UMD)

FRIDAY

Elsie Ramos Memorial Student Poster Winners: Sadaf Khawar, Montclair State University,

Ana Rabasco, Fordham University, and Allegra Netten, University of Prince Edward Island

Spotlight on Mentor Award

Rinad Beidas, Northwestern University

Crystal Schiller, University of North Carolina

Kristen Hawley, University of Missouri

Graduate student mentor: Omid Ebrahimi

Champions:

Courtney Wells, Ph.D.

Leah Peskin

Wounded Warrior Project [CEO Gen. (ret) Michael Linnington and Program Manager Mike Richardson]

Dr. Meg Harrell

Ted Kyle, RPh, MBA

Jonathan E. Alpert, MD, Ph.D.

Chad Wetterneck, Ph.D.

Yesenia Ceballos

6:30 p.m. – 8:30 p.m.

Broadway Ballroom, 6th Floor

Friday Night Welcome Party and SIG Expo

Come join your colleagues and friends at the first official networking event at the convention. Enjoy this terrific opportunity to find like-minded colleagues at the Special Interest Group tables. Each SIG selects poster presentations submitted by their members on their topic or population. You will get to speak with young researchers doing the most up-to-the-minute studies. See the program addendum, distributed at the Convention Registration Desk for a complete listing of titles and authors. Everyone attends, so be on the lookout for that friend from grad school-or that interesting person you met at a previous ABCT conference.

8:00 a.m. – 9:30 a.m.

Earn 1.5 continuing education credits

Skylobby, 16th Floor

Symposium 7

Understanding the Impact of COVID-19 on Family Functioning, Risk, and Decision-making: Overview and Treatment Considerations

CHAIR: *Lauren Quetsch, Ph.D., University of Arkansas*

DISCUSSANT: *Angela Moreland, Ph.D., Medical University of South Carolina*

Basic level of familiarity with the material

Primary Category: Parenting / Families

Key Words: *Families, Parenting*

A Qualitative Exploration of Parental Decision-making in Child Schooling During the COVID-19 Pandemic: Implications for Stress Management and Thoughtful Therapy

Lauren Quetsch, Ph.D., University of Arkansas

Carrie Jackson, Ph.D., Private Practice

Harlee Onovbiona, B.S., University of Arkansas

Rebecca Bradley, B.S., University of Arkansas

Parenting Stress and Low-income Preschool Family Well-being During COVID-19

Angela Moreland, Ph.D., Medical University of South Carolina

Caitlin Rancher, Ph.D., Medical University of South Carolina

Grace Hubel, Ph.D., College of Charleston

Caroline Shanholtz, Ph.D., University of California, Los Angeles

Angela Moreland, Ph.D., Medical University of South Carolina

Mid-pandemic Social Support Buffers the Relation Between Pre-pandemic Maternal Emotion Regulation Difficulties and Later Pandemic Anxiety and Depression Symptoms

Lauren Jones, M.A., Miami University
Elizabeth J. Kiel, Ph.D., Miami University
Aaron Luebbe, Ph.D., Miami University
M. Cameron Hay, Ph.D., Miami University

Unique Patterns of Pandemic-related Experiences and Psychosocial Risk Among Families with and Without Children

Austen McGuire, M.A., Clinical Child Psychology Program University of Kansas
Tim Janssen, Ph.D., Center for Alcohol and Addiction Studies, Brown University
Teresa Castro-Lopez, Ph.D., The City College of New York
Damion Grasso, Ph.D., University of Connecticut Health Center

8:00 a.m. – 9:00 a.m.

Gramercy/Olmstead, 7th Floor

SATURDAY

Special Interest Group



SIG Leaders Meeting

Special Interest Group Leaders will share activities and concerns of their groups.

Earn 1 continuing education credit

Odets, 4th Floor

Symposium 53

Telehealth ROCKS: Using Telehealth Technology to Increase Care Access and Provider Training to Make an Impact on Youth in Rural Communities During the Pandemic

CHAIR: *Leni Swails, Ph.D., Pediatrics*

DISCUSSANT: *Erin Hambrick, Ph.D., University of Missouri, Kansas City*

Basic to Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *School, Telehealth/m-health*

Project Echos: Using Technology to Create a Learning Community and Disseminate Best Practices

Alice Zhang, Ph.D., University of Kansas Medical Center

Ilana Engel, M.A., University of Kansas

Stephanie Punt, Ph.D., University of California Los Angeles

Annaleis Giovanetti, M.A., University of Kansas

Erin Hambrick, Ph.D., University of Missouri - Kansas City

Joah Williams, Ph.D., University of Missouri-Kansas City

Melissa Maras, Ph.D., University of Missouri

Leni Swails, Ph.D., Pediatrics

Mariana Rincon Caicedo, Ph.D., University of Kansas

Eve-Lynn Nelson, Ph.D., University at Kansas

Implementation and Sustainability: Site Coordinator and Family Perspective on School-based Telehealth

Annaleis Giovanetti, M.A., University of Kansas

Ilana Engel, M.A., University of Kansas

Stephanie Punt, Ph.D., University of California Los Angeles

Margaret Queen, Ph.D., University of Kansas Medical Center

E Zhang, Ph.D., University of Kansas Medical Center

Skylar Bellinger, Ph.D., KUMC

Eve-Lynn Nelson, Ph.D., University at Kansas

Telehealth ROCKS: A School-based Telehealth Model to Support Rural Children and Families

Eve-Lynn Nelson, Ph.D., University at Kansas
Stephanie Punt, Ph.D., University of California Los Angeles
Ilana Engle, M.A., University of Kansas Medical Center
Annaleis Giovanetti, M.A., University of Kansas
Alice Zhang, Ph.D., University of Kansas Medical Center
linda Heitzman-Powell, Ph.D., University of Kansas Medical Center
Sharon cain, M.D., University of Kansas Medical Center
Ann Davis, Ph.D., University of Kansas Medical Center
Robert Stiles, MPH, University of Kansas Medical Center

8:00 a.m. – 9:00 a.m.

Earn 1 continuing education credit

O'Neill, 4th Floor

SATURDAY

Symposium 55

Help-seeking for Suicide-related Concerns: An Overview of Experimental Investigations and Recommendations for Improved Methodologies

CHAIR: *Raymond P. Tucker, Ph.D., Louisiana State University*
DISCUSSANT: *Brooke A. Ammerman, Ph.D., University of Notre Dame*

Moderate to Advanced level of familiarity with the material
Primary Category: Suicide and Self-Injury
Key Words: *Suicide, Behavioral Economics, Prevention*

Experimental Investigations Yield an Unclear Relationship Between Exposure to Suicide Attempt Storytelling and Engagement with Suicide Prevention Resources
Raymond P. Tucker, Ph.D., Louisiana State University

Considerations in the Assessment of Help-seeking and Mental Health Service Use in Suicide Prevention Research
Melanie Hom, Ph.D., Stanford University
Ian Stanley, Ph.D., Boston University School of Medicine & National Center for PTSD, VA Boston Healthcare System

Behavioral Economics Intervention to Increase Treatment Seeking in At-risk National Guard Personnel
Dan Capron, Ph.D., University of Southern Mississippi
Brian Bauer, M.S., University of Illinois at Chicago
Mike Anestis, Ph.D., New Jersey Gun Violence Research Center

Personalizing Nudges on Social Media to Increase Crisis Resource Engagement

Brian Bauer, M.S., University of Illinois at Chicago

Raymond P. Tucker, Ph.D., Louisiana State University

Shawn Gilroy, PhD, Louisiana State university

Dan Capron, PhD, University of Southern Mississippi

8:00 a.m. – 9:30 a.m.

Earn 1.5 continuing education credits

Carnegie & Alvin, 5th Floor

Symposium 56

From the Structural to the Individual: Assessing the Multilevel Impacts of Stigma on Mental Health and Mental Health Disparities in Marginalized Groups

CHAIR: Stephanie H. Yu, M.A., University of California, Los Angeles

DISCUSSANT: Omar G. Gudiño, ABPP, Ph.D., Clinical Child Psychology Program University of Kansas

Moderate to Advanced level of familiarity with the material

Primary Category: Culture / Ethnicity / Race

Key Words: *Stigma, Mental Health Disparities, Underserved Populations*

In the Heat of the Moment: Assessing Stigma in First Responders' Perceptions of Racial/ethnic Minority Youth Experiencing Psychiatric Emergency

Belinda Chen, M.A., University of California, Los Angeles

Han Du, Ph.D., University of California, Los Angeles

Joyce Lui, Ph.D., University of Maryland- College Park

Lisa Benson, Ph.D., Los Angeles County Department of Mental Health

Yen-Jui Lin, Ph.D., Los Angeles County Department of Mental Health

Anna S. Lau, Ph.D., University of California, Los Angeles

Anti-immigration Stigma as a Barrier to Meeting the Mental Health Needs of Latinx Youth in Immigrant Families

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

Blanche Wright, M.A., University of California Los Angeles

Anna S. Lau, Ph.D., University of California. Los Angeles

Determinants of Treatment Stigma and Help-seeking Behavior Among Asian-american and Latinx Youth

Stephanie H. Yu, M.A., University of California, Los Angeles

Blanche Wright, M.A., University of California Los Angeles

Tamar Kodish, M.A., University of California Los Angeles

Yazmin Lazaro, Ph.D., University of California, Los Angeles

Dylan Aguirre, Ph.D., University of California, Los Angeles

Anna S. Lau, Ph.D., University of California Los Angeles

Do Ethnic Enclaves Lose Their Protective Shield When Discrimination Is Intersectional?

Sylvanna M. Vargas, M.P.H., Ph.D., University of California, Los Angeles

Jinshu Cui, Ph.D., Cigna

Anna S. Lau, Ph.D., University of California, Los Angeles

Stanley J. Huey, Ph.D., University of Southern California

Jeanne Miranda, Ph.D., University of California, Los Angeles

Bowen Chung, M.D., University of California, Los Angeles

Earn 1.5 continuing education credits

Broadhurst/Belasco, 5th Floor

Symposium 57

The Youth Behavioral Health Crisis in the Juvenile Justice System: Innovations in Treating Behavioral Health Concerns

CHAIRS: Kaitlin Sheerin, *Ph.D.*, Alpert Medical School of Brown University

Sarah Helseth, *Ph.D.*, Brown University School of Public Health

DISCUSSANT: Kathleen Kemp, *Ph.D.*, Brown University Medical School

Basic to Moderate level of familiarity with the material

Primary Category: Criminal Justice / Forensics

Key Words: Adolescents, Criminal Justice, Forensic Psychology

A Person-centered Modeling Approach of Psychopathy Among Justice-involved Youth

Craig Henderson, *Ph.D.*, Sam Houston State University

Trent Foulkrod, *M.A.*, Sam Houston State University

Jared Ruchensky, *Ph.D.*, Sam Houston State University

Ashley Malchow, *M.A.*, Sam Houston State University

John Edems, *Ph.D.*, Texas A&M University

Systematic Scoping Review of Community-based Treatments for Behavioral Health Concerns Among Justice-involved Youth

Kaitlin Sheerin, *Ph.D.*, Alpert Medical School of Brown University

Alyssa Viera, *Ph.D.*, Bradley-Hasbro Children's Research Center

Shannon Williamson-Butler, *Ph.D.*, Bradley-Hasbro Children's Research

Kathleen Kemp, *Ph.D.*, Brown University Medical School

User-centered Design of the TECH Mobile App: Reducing Cannabis Use Among Justice-involved Youth

Sarah Helseth, *Ph.D.*, Brown University School of Public Health

Grace J. Kim, Brown University School of Public Health

Dayna Price, *B.A.*, Brown University School of Public Health

Melissa A Clark, *Ph.D.*, Brown University School of Public Health

Nancy P Barnett, *Ph.D.*, Brown University School of Public Health

Anthony Spirito, *Ph.D.*, Alpert Medical School of Brown University

Sara J Becker, *Ph.D.*, Brown University School of Public Health

Dialectical Behavior Therapy Improves Mental Health Outcomes Among Adolescents in Confinement

Johanna B. Folk, Ph.D., University of California, San Francisco

Barbara Robles-Ramamurthy, M.D., Practice-Based Research Network, University of Texas Health San Antonio

Phillip Yang, MS3, University of Texas Health San Antonio

Jaisal Patel, MS3, University of Texas Health San Antonio

Clara Yoon, MS2, University of Texas Health San Antonio

Anne Thomas, Ph.D., Independent Practice

Examining Fidelity to Motivational Interviewing and Cognitive Behavioral Therapy Provided with the Juvenile Justice System

Casey A. Pederson, Ph.D., Indiana University School of Medicine

Allyson Dir, Ph.D., Indiana University School of Medicine

Brigid Marriott, Ph.D., Indiana University School of Medicine

Zachary Adams, Ph.D., Indiana University

Matthew Aalsma, Ph.D., Indiana University School of Medicine

8:00 a.m. – 9:30 a.m.

Earn 1.5 continuing education credits

Shubert/Uris, 6th Floor

Symposium 58

Frontiers in Transdiagnostic Perspectives: Exploring Immune and Endocrine Markers as Potential Missing Links in Common Mental Disorders

CHAIRS: *Nur Hani Zainal, M.S., Massachusetts General Hospital*
Michelle G. Newman, Ph.D., Penn State University

DISCUSSANT: *Lauren B. Alloy, Ph.D., Temple University*

All level of familiarity with the material

Primary Category: Health Psychology / Behavioral Medicine - Adult

Key Words: *Emotion Regulation, Cognitive Vulnerability, Bipolar Disorders*

Increased Inflammation Predicts Nine-year Change in Major Depressive Disorder Diagnostic Status

Nur Hani Zainal, M.S., Massachusetts General Hospital

Michelle G. Newman, Ph.D., Penn State University

A Systematic Review of the Relationships Between Emotion Regulation Characteristics and Inflammation: Towards Integrated Immunocognitive Models of Psychopathology Risk

Daniel Moriarty, Ph.D., University of California Los Angeles

Mora Grehl, M.A., Temple University

Rachel Walsh, M.A., Temple University

Lauren B. Alloy, Ph.D., Temple University

Chronic Inflammation as a Pathway to Cognitive Dysfunction in Adolescents and Young Adults with a History of Elevated Depressive Symptoms

Naoise Mac Giollabhui, M.A., Massachusetts General Hospital

Lauren Ellman, Ph.D., Temple University

Marin Kautz, M.A., Temple University

Tania Giovannetti, Ph.D., Temple University

Lauren B. Alloy, Ph.D., Temple University

Immuno-endocrine Makers of Cognitive-affective Processing in Mood Disorders

Amy Peters, Ph.D., Massachusetts General Hospital and Harvard Medical School

Earn 1.5 continuing education credits

Plymouth/Royale, 6th Floor

Symposium 59

Building Misophonia Knowledge Through the Examination of Phenotypes, Mechanisms, Treatment Strategies, Stakeholder Perceptions, and Public Awareness

CHAIR: *Laura J. Dixon, Ph.D., University of Mississippi*
 Mary J. Schadegg, Ph.D., University of Mississippi
DISCUSSANT: *Dean McKay, ABPP, Ph.D., Fordham University*

Basic to Moderate level of familiarity with the material

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: *Treatment Development, Change Process / Mechanisms, Stakeholder Relevant*

First Phenotyping Study of Adults with Misophonia Using the SCID-5

M. Zachary Rosenthal, Ph.D., Duke University
Kibby McMahon, Ph.D., Duke University Medical Center
Clair Cassiello-Robbins, Ph.D., Triangle Area Psychology Clinic
Anna Greenleaf, Duke University
Rachel Guetta, Ph.D., Duke University
Jaqueline Trumbull, Ph.D., Duke University
Deepika Anand, Ph.D., CBT Center of Chicago
Lisalynn Kelley, B.A., C.C.R.P., Duke University Medical Center

Identifying the Optimal Neural Target for Misophonia Interventions

Andrada D. Neacsiu, Ph.D., Duke University Medical Center
Kevin LaBar, Ph.D., Duke University
M. Zachary Rosenthal, Ph.D., Duke University
Noreen Bukhari-Parlakturk, M.D., Ph.D., Duke University

Treatment for Youth with Misophonia (U-HEAR)

Adam B. Lewin, ABPP, Ph.D., University of South Florida
Kelly Kudryk, Ph.D., University of South Florida
Morgan Bolen, Psy.D., University of South Florida
Jill Ehrenreich-May, Ph.D., University of Miami

SATURDAY

Perceptions of Various Treatments for Adults and Children with Misophonia

Andrew G. Guzik, Ph.D., Baylor College of Medicine

Eleanor Smith, Ph.D., Baylor College of Medicine

Isabel Draper, Ph.D., Baylor College of Medicine

Jane Clinger, Ph.D., Baylor College of Medicine

Sophie Schneider, Ph.D., Baylor College of Medicine

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

Jennifer Brout, Psy.D., JJB Counseling and Consultation

Marjin Lijffijt, Ph.D., Baylor College of Medicine

Wayne Goodman, M.D., Baylor College of Medicine

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

Assessing Public Awareness and Knowledge of Misophonia in a Nationally Representative Sample of Adults

Laura J. Dixon, Ph.D., University of Mississippi

Mary Schadeegg, M.A., University of Mississippi

Heather Clark, M.S., University of Mississippi

Megan Perry, M.A., University of Mississippi

Carey J. Sevier, M.S., University of Mississippi

Lynn Hana, B.S., University of Mississippi

8:00 a.m. – 9:30 a.m.

Earn 1.5 continuing education credits

Marquis Ballroom B, 9th Floor

Symposium 60

Unpacking the Complexity of Minority Stress in Sexual and Gender Minority Romantic Relationships

CHAIRS: Nicholas Perry, Ph.D., University of Denver

Shelby B. Scott, Ph.D., University of Texas at San Antonio

DISCUSSANT: Sarah Whitton, Ph.D., University of Cincinnati

Basic to Moderate level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: LGBTQ+, Couples / Close Relationships, Stigma

I Had No Reference for How Did Gay People Date: A Qualitative Exploration of Romantic Relationship Formation Among Cisgender Sexual Minority Couples

Nicholas Perry, Ph.D., University of Denver

Alyssa Norris, Ph.D., Alpert Medical School of Brown University

Galena K. Rhoades, Ph.D., University of Denver

A Mixed-method Investigation of Transgender and Nonbinary Individuals in Intimate Relationships During Gender Transitions

Shelby B. Scott, *Ph.D.*, University of Texas at San Antonio
 Lex Pulice-Farrow, *M.A.*, University of Tennessee, Knoxville
 Quyen A. Do, *M.Ed.*, University of Texas at San Antonio
 Bryanna Garibay, *Ph.D.*, University of Texas at San Antonio
 Kimberly Balsam, *Ph.D.*, University of Palo Alto

The Role of Partner Sexual Orientation in Bi+ Individuals' Experiences of Minority Stress and Relationship Satisfaction

Kate Dorrell, *B.S.*, Rosalind Franklin University of Medicine and Science
 Isabel K. Benjamin, *Ph.D.*, Rosalind Franklin University of Medicine and Science
 Christina Dyan, *Ph.D.*, The Ohio State University
 Joanne Davila, *Ph.D.*, Stony Brook University
 Brian Feinstein, *Ph.D.*, Rosalind Franklin University of Medicine and Science

The Impact of Minority Stress on Relationship Quality and Couple Conflict Among Sexual and Gender Minorities Assigned Female at Birth: Differences by Partner Gender

Elissa L. Sarno, *Ph.D.*, Northwestern University Feinberg School of Medicine
 Michael E. Newcomb, *Ph.D.*, Northwestern University
 Sarah Whitton, *Ph.D.*, University of Cincinnati

Primary Outcomes of a Randomized Controlled Trial of 2GETHER: A Telehealth Relationship Education and HIV Prevention Program for Young Male Couples

Michael E. Newcomb, *Ph.D.*, Northwestern University
 Kathryn Macapagal, *Ph.D.*, Northwestern University
 Elissa L. Sarno, *Ph.D.*, Northwestern University Feinberg School of Medicine
 Sarah Whitton, *Ph.D.*, University of Cincinnati
 Brian Mustanski, *Ph.D.*, Northwestern University

Earn 1.5 continuing education credits

Ziegfeld, 4th Floor

Symposium 129

Harnessing Technology to Increase Impact: Digital Mental Health Interventions for Anxiety and Depression

CHAIR: *Elizabeth H. Eustis, Ph.D.*, Boston University Center for Anxiety and Related Disorders

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

All level of familiarity with the material

Primary Category: Technology

Key Words: *Technology / Mobile Health, Treatment, Treatment Development*

Development and Pilot Testing of an Internet-based Version of the Unified Protocol That Targets Positive Affect Regulation: Acceptability, Refinements, and Preliminary Exploration of Outcomes

Elizabeth H. Eustis, Ph.D., Boston University Center for Anxiety and Related Disorders
Maya Nauphal, M.A., Boston University Center for Anxiety and Related Disorders
Brittany A. Jaso, Ph.D., Boston University Center for Anxiety and Related Disorders
Daniella M. Spencer-Lai, M.S., Boston University Center for Anxiety and Related Disorders

Lauren S. Woodard, Ph.D., Boston University Center for Anxiety and Related Disorders
Todd J. Farchione, Ph.D., Boston University

David H. Barlow, ABPP, Ph.D., Boston University Center for Anxiety and Related Disorders

The Development of Ruminaid: A Smartphone App for the Treatment of Depressive Rumination

Eve Rosenfeld, Ph.D., VA Palo Alto Health Care System/Stanford

An Open Trial of the Spanish Internet-delivered Version of the Unified Protocol for Transdiagnostic Treatment of Emotional Disorders in Adolescents (iUP-A)

Julia García-Escalera, Ph.D., Universidad Nacional de Educación a Distancia (UNED)

Victoria Espinosa, M.S., Universidad Nacional de Educación a Distancia (UNED)

Sandra Arnaez, Ph.D., National University of Distance Education (UNED)

Paloma Chorot, Ph.D., National University of Distance Education (UNED)

Rosa M. Valiente, Ph.D., National University of Distance Education (UNED)

Julia C. Schmitt, M.S., Universidad Nacional de Educación a Distancia (UNED)

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

Bonifacio Sandín, Ph.D., National University of Distance Education (UNED)

Digital Mental Health for Depression and Anxiety: Results from a Fully-remote Randomized Controlled Trial

Brenna N. Renn, Ph.D., University of Nevada, Las Vegas

Teresa Walker, M.A., University of Nevada, Las Vegas

Matthew Schurr, M.A., University of Nevada, Las Vegas

Patrick J. Raue, Ph.D., University of Washington School of Medicine

Effectiveness of an Internet-based Cognitive Behavior Therapy (iCBT) Intervention for Anxiety and Depression: A Four-month Follow-up

Jacqueline R. Bullis, Ph.D., McLean Hospital/Harvard Medical School

Harris E. Bajwa, Ph.D., Massachusetts General Hospital

Sara Mei, B.S., McLean Hospital

Scott Rauch, M.D., McLean Hospital

Courtney Beard, Ph.D., McLean Hospital

Earn 1.5 continuing education credits

Juilliard/Imperial, 5th Floor

Panel Discussion 8

Ethical Considerations Related to Managing Risk When Conducting Youth Treatment Research in Low-and Middle-income Countries

MODERATOR: *Natalie Johnson, M.P.H.*, Shamiri Institute

PANELISTS: *Daniel Coppersmith, M.A.*, Harvard University

Katherine E. Ventura-Conerly, Ph.D., Harvard University

Christine Wasanga, M.A., Ph.D., Kenyatta University

Eve S. Puffer, Ph.D., Duke University

Tom Osborn, Ph.D., Shamiri Institute

David Ndeti, Ph.D., University of Nairobi

Primary Category: Global Mental Health

Key Words: *Global Mental Health, Ethics, Risk / Vulnerability Factors*

The primary goal of this panel is to discuss considerations when designing and implementing risk protocols for treatment research with youth in low-and middle-income countries (LMICs). Many LMICs face a shortage of trained mental health providers, with 0.5 psychologists, and 0.3 social workers per million people (WHO, 2019). This shortage limits prospects for addressing risk via referral to local mental health providers. Although research is limited, mental illness stigma appears more prevalent in LMICs than high-income countries. This generates fear and magnifies shame for those suffering from mental health problems and discourages help-seeking. Elevated stigma also means that revealing participant risk to others, including guardians or authorities who would typically be informed about youth risk, carries considerable risk to participant wellbeing and social standing. In some countries, such as Kenya, suicide is criminalized, and those who attempt suicide can be fined or jailed for up to 2 years (Government of Kenya, 2009). Initial discussions will turn to these and other examples from LMICs of why risk management needs to be contextualized to consider the local culture and context. Next, our multicultural panel of experts in youth risk assessment and management and youth treatment research in LMICs will discuss current best practices for planning how to manage the clinical risks that arise during youth treatment research. These will include consultation with local mental health professionals, training of a tiered network of lay-providers and supervisors, and balancing disclosure to others such as guardians with risk-level. Our experience with adaptation of risk protocols to the local context when conducting treatment research in LMICs will be shared. An example of an adaptation that will be presented is the management of clinical emergencies when testing the Shamiri intervention with youth in Kenya (Ventura-Conerly et al., 2022). We will also discuss the importance of understanding how mental illness stigma manifests locally and integrating this knowledge into the risk protocol. Finally, we will discuss future directions for research and practice related to addressing risks that arise when conducting treatment research in LMICs.

Earn 1 continuing education credits

Winter Garden/Palace, 6th Floor

Research & Prof. Develop. 3

CBT Careers Beyond the Ivory Tower: Industry Based Roles That Promote the Transfer of Evidence-based Principles into the Real World

PANELISTS: Margaret T. Anton, Ph.D., AbleTo, Inc.

Nicholas R. Forand, ABPP, Ph.D., AbleTo, Inc

Alyssa Dietz, Ph.D., Happify health

Amy M. Schreiner, Ph.D., Mahana Therapeutics

All level of familiarity with the material

Primary Category: Technology

Key Words: *Career Development, Industry, Evidence-Based Practice*

The COVID-19 pandemic significantly increased the demand for behavioral health services, particularly teletherapy and digital interventions. As the market for remotely delivered behavioral health services continues to expand, so does the number of companies in this space. This rapid transformation has opened doors to new career paths for mental health professionals trained in academic settings, including roles in patient care, program development and evaluation, and business and operational leadership. The demands of the business environment present unique opportunities for individuals in these roles to apply their knowledge of evidence-based interventions and clinical science to ensure the delivery of quality care during the COVID-19 pandemic and beyond. In this panel, mental health professionals who pursued industry roles will discuss their career trajectories and describe: 1) strategies they have used to identify companies that offer high quality, evidence-based digital mental health products and services; 2) their roles in promoting ethical and responsible cognitive behavioral therapy (CBT) in industry settings; 3) synergies and challenges associated with working on cross-functional teams (e.g., product management, design); and 4) how they balance business objectives while promoting evidence based practice, both in response to the pandemic and more broadly. Panelists will reflect on their own career paths, including their transition from traditional academic positions to industry and the adaptations and opportunities associated with this transition. Ample time will be allotted for audience questions related to their own career development and objectives. The audience will leave the session with new knowledge about the application of evidence-based principles in an industry setting and unique job types for mental health professionals positioned to elevate the quality of care being delivered in new settings.

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

- Describe strategies they can use to identify companies committed to high quality, evidence-based digital mental health products and services.

- Describe how their expert knowledge in evidence-based practice and clinical science can be applied in a variety of industry positions to promote quality practice.
- Discuss opportunities and challenges associated with cross-functional team collaboration in industry settings.
- Use some of the strategies used in industry to balance business objectives while promoting evidence-based practices.

Recommended Readings: Gruber, J., Prinstein, M. J., Clark, L. A., Rottenberg, J., Abramowitz, J. S., Albano, A. M., Aldao, A., Borelli, J. L., Chung, T., Davila, J., Forbes, E. E., Gee, D. G., Hall, G., Hallion, L. S., Hinshaw, S. P., Hofmann, S. G., Hollon, S. D., Joormann, J., Kazdin, A. E., Klein, D. N., ... Weinstock, L. M. (2021). Mental health and clinical psychological science in the time of COVID-19: Challenges, opportunities, and a call to action. *The American psychologist*, 76(3), 409-426. <https://doi.org/10.1037/amp0000707> Galagali, T. & Schlesinger, L. (2021). The blind spots of blitzscaling in mental health tech. Retrieved from <https://www.statnews.com/2021/12/28/mental-health-tech-blitzscaling-blind-spots/> DeAngelis, T. (2022). Mental health, meet venture capital. Retrieved from <https://www.apa.org/monitor/2022/01/special-venture-capital>

8:00 a.m. – 9:30 a.m.

Earn 1.5 continuing education credits

Chelsea, 7th Floor

Clinical Round Table 6

Moving Forward During the Challenges of the Double Pandemic: What We Learned Transitioning in a Time of Crisis While Managing Our Vicarious Traumatization

MODERATORS: *Mudita A. Bahadur, Ph.D.*, Private Practice
Lizbeth Gaona, Ph.D., LCSW, MSW, California Baptist University

PANELISTS: *Janee Steele, Ph.D.*, LPC, Walden University
Lisa S. Bolden, Psy.D., University of California Los Angeles School of Medicine
Carmella Tress, Psy.D., Coatesville VA Medical Center
Jamie Schumppf, Psy.D., Yeshiva University - Ferkauf Graduate School of Psychology
Hollie Granato, Ph.D., University of California Los Angeles

Primary Category: Racial Trauma

Key Words: *Disaster Mental Health, Racial Trauma, Trauma*

The global crises of the past few years has resulted in a double pandemic of both COVID-19 and racial violence around the world. Due to this crisis, clinical mental health care providers, in particular, have disproportionately reported high rates of mental exhaustion (Chen et al., 2020; Lin et al., 2020). As CBT therapists, we were required to quickly

pivot to telehealth for our patients and staff, while concurrently experiencing the trauma and stress alongside our patients. This Clinical Round Table will discuss and address the experiences of burnout, which is defined by ICD-11 as exhaustion, mental distance from one's job, and reduced professional efficacy. Preliminary data from a survey study regarding clinician's experiences of burnout and secondary traumatization during the double pandemic will be presented and discussed.

Treatment during the pandemic has revealed many gaps in our treatment approaches and diagnoses that need to be addressed going forward. Panelists will discuss signs and symptoms of race-based trauma, and how to identify and address these clinical issues for both clients and providers. Furthermore, panelists will present intervention and coping strategies that are useful during times of disaster and emergencies, such as third-wave techniques of mindfulness, cognitive re-attribution, distress tolerance, and radical acceptance.

Lastly, the panel will broach the topic of the double pandemic from the systemic levels of state regulations and agency policies which impacted clinicians' abilities to manage the double pandemic - from safety in the workplace with COVID-19, to ethically and flexibly delivering service, to supporting and supervising trainees during the crisis. Panelists will encourage creative problem solving and solution-focused approaches to managing the issues of burnout and trauma in our post-pandemic landscape. This discussion is intended for Clinicians, Supervisors, and Program Administrators.

The Panelists are clinicians who practice and train in various settings, including public mental health, community mental health agencies, private practice, and other underserved settings. This Clinical Round Table is sponsored by the Diversity Action Committee of the Academy of Cognitive and Behavioral Therapies.

8:00 a.m. – 9:30 a.m.

Earn 1.5 continuing education credits

Marquis Ballroom C, 9th Floor

Mini Workshop 9

Making Every Minute Count: The Nuts and Bolts of Evidence-based Trauma Assessment for Youth

Cameo F. Stanick, Ph.D., Sycamores

Ceth Ashen, Ph.D., C. Ashen Psychological Consulting

Primary Category: Child / Adolescent - Trauma / Maltreatment

Key Words: *Trauma, Child, Adolescents*

When it comes to working with youth who have experienced trauma and are struggling with posttraumatic stress, multiple challenges may be present that can impact time, direction, and efficiency in therapy sessions. Crises, avoidance, and youth and caregiver engagement issues can derail a provider's ability to stay focused on specific treatment targets and select relevant, evidence-based interventions. Relatedly, just because a youth is exposed to trauma does not mean that they will have long term challenges or symptoms. The COVID-19 pandemic has also contributed to the complexity with which providers

conceptualize youth exposed to trauma and the potential for resulting difficulties. Taken together these factors can potentially impact the access, cost, and value of care for youth and families. To make every minute count in a session and across an episode of care for a youth, having an evidence-based, logic model to guide providers' decisions can be helpful. Efficient identification, comprehensive case conceptualization, targeted evidence-based practice selection, and accurate documentation and monitoring all feed into the decision to continue or conclude treatment and to determine if positive outcomes have been achieved. This type of model for care must be informed by gold-standard, evidence-based tools in order to ensure that providers' decisions are targeted and efficient. Research has demonstrated that these tools should include behaviorally-specific questioning, and provide information beyond the initial screening and diagnostic assessment phases of care. However, research has also demonstrated that adoption of evidence-based models and tools is slow due to access, knowledge and provider time and ability to distinguish between the many options available. In this presentation participants will be introduced to a care process model grounded in best practices for screening and assessment; identify gold-standard tools to inform their decisions to implement a care process model; apply their knowledge regarding trauma screening and assessment; identify practical strategies for incorporating the tools and interventions into sessions; be introduced to making case disposition planning decisions using these tools via discussion and vignettes.

Outline:

- When treating trauma-exposed youth, many challenges that can impact time, direction, and efficiency in psychotherapy sessions and across an episode of care are often present.
- The demand for practitioners to be targeted and efficient when providing psychotherapy is higher than ever, given workforce shortages and increasingly higher waitlists for services.
- Having an evidence-based logic model for the care process is a helpful strategy for making every minute count in a session and across an episode of care. • This workshop will introduce practitioners to the Care Process Model for Trauma, as well as to gold-standard screening and assessment tools to inform their case disposition planning and practice implementation.

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

- Identify a care process model grounded in best practices for screening and assessment.
- Identify gold-standard tools to inform their decisions to implement a care process model.
- Apply their knowledge regarding trauma screening and assessment via discussions and vignettes.
- Identify practical strategies for incorporating the tools and interventions into sessions via discussions and vignettes.
- Long-term Goal: Practice case disposition planning decisions using the tools presented in the workshop.

Recommended Readings: Doric, Stevanovic, Stupar, Vostanis, Atilola, Moreira, Dodig-Curkovic, Franic, Davidovic, Avicenna, Noor, Nussbaum, Thabet, Ubalde, Petrov, Deljkovic, Antonio, Ribas, Oliveira, & Rajna Knez (2019). UCLA PTSD reaction index for DSM-5 (PTSD-RI-5): A psychometric study of adolescents sampled from communities in eleven countries. *European Journal of Psychotraumatology*, 10:1, DOI:10.1080/20008198.2019.1605282. Andra, Porter, & Brown (2020). Inside the Adverse Childhood Experience score: Strengths, limitations, and misapplications. *American Journal of Preventative Medicine*, 000, 1-3. DOI: 10.1016/j.amepre.2020.01.009. Saifan, Kataoka, & Chorpita (2021). Traumatic stress as a treatment priority: Its prevalence and impact on children's mental health services. *Child & Family Behavior Therapy*, 43:3, 133-160, DOI: 10.1080/07317107.2021.1940581

Earn 1.5 continuing education credits

Astor Ballroom, 7th Floor

Mini Workshop 10

A Postvention Process for Supporting Clinicians Navigating the Death of a Client

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

Sarah A. Bilsky, Ph.D., University of Mississippi

Moderate level of familiarity with the material

Primary Category: Professional / Interprofessional Issues

Key Words: *Training / Training Directors, Supervision, Suicide*

A sizeable percentage of therapists experience the death of a therapy client at some point during their careers, a phenomena that unfortunately trainees are not immune to. Although some training programs and clinics are prepared to help clinicians navigate client loss, many do not have evidence-based procedures in place, which makes them vulnerable to acting reactively (rather than thoughtfully) in the face of a client death. In this workshop, we will present a postvention procedure that was crafted from the best available evidence on responding to client death in medical settings, as well as retrospective research on therapists who lost clients to suicide. We will discuss the rationale for a two-step postvention process, with the first stage focused on providing support to the clinician in terms of normalizing the grief process and discussing differences between loss in personal versus professional contexts. The second stage is most applicable to client death via suicide or overdose and involves a critical incident review of the case with the aim of updating policies to best support client care. We will discuss decisions around notification of the client loss to other clinicians, and decisions around communicating with the client's family. We will describe methods of navigating support to the clinician while attending to multiple and sometimes conflicting roles (e.g., supervisor, clinic administration, other trainees). Throughout, we will emphasize the importance of candid but compassionate discussion of client death, and we will discuss the impacts of different types of death (e.g., suicide and overdose, accidental death, anticipated death) on clinicians. This workshop is geared primarily toward training faculty, clinic directors, supervisors and administrators (i.e., those in positions of power over front-line clinicians), but front-line clinicians and clinician-trainees are also welcome. This workshop will focus on strategies for implementing a postvention process pre-emptively, recognizing the unfortunate but realistic likelihood of most clinics encountering a client death.

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

- Identify common reactions to the death of a client.
- Describe best practices for postvention procedures.
- Design postvention procedures for their training clinic/clinical settings.
- Generate ideas for supporting clinicians/trainees following the death of a client.

Recommended Readings: Veilleux, J. C., & Bilsky, S. A. (2016). After a client death: Suicide postvention recommendations for training programs and clinics. *Training and Education in Professional Psychology*, 10(4), 214–222. <https://doi.org/10.1037/tep0000127> Dexter-Mazza, E. T., & Freeman, K. A. (2003). Graduate training and the treatment of suicidal clients: The students' perspective. *Suicide and Life-Threatening Behavior*, 33(2), 211–218. <https://doi.org/10.1521/suli.33.2.211.22769> Urmache, A. A. (2020). Bearing witness to the epidemic: Supporting clinicians after a client overdose death. *Practice Innovations*, 5(4), 275–289. <https://doi.org/10.1037/pri0000115>

8:00 a.m. – 9:30 a.m.

Earn 1.5 continuing education credits

Edison/Booth, 5th Floor

Spotlight Research 2

Cognitive Behavioral Therapy to Explicate Biological Mechanisms of Intersectional Minority Stress: A Randomized Controlled Trial of the AWARENESS Intervention

CHAIR: *David W. Pantalone, Ph.D., University of Massachusetts Boston*

PANELIST: *Annesa Flentje, Ph.D., University of California San Francisco*

Primary Category: LGBTQ+

Key Words: LGBTQ+, CBT, Substance Abuse

Minority stress is thought to have direct and indirect effects on the biology of sexual and gender minority people. Systematic review shows relationships between minority stress and overall physical health, infection, immune response, HIV-related outcomes, AIDS mortality, cardiovascular markers, BMI, cortisol, and cancer incidence and treatment side effects (Flentje et al., 2020). Unfortunately, most of these studies are correlational. Self-report measures of minority stress have limited psychometric evidence and are impacted by cognitive understanding of minority stress experiences and response styles. Experimental paradigms modeling minority stress are limited and only account for acute responses to minority stress. Gene expression can be useful in tracking response to interventions by elucidating the gene pathways and downstream processes impacted by the intervention (e.g., Buric, et al., 2017), and cognitive-behavioral interventions improves immune function (Shields et al., 2020). Further, gene expression is cross-sectionally related to minority stress (Flentje, et al., 2018). This suggests that examining gene expression as an outcome for a cognitive-behavioral intervention targeting minority stress may elucidate the biological mechanisms of minority stress and reversal of those mechanisms.

We developed and studied AWARENESS, a 9-session cognitive-behavioral intervention that provides skills to cope with stigma and discrimination related to intersectional

identities and characteristics (Flentje, 2020). AWARENESS demonstrated acceptability and feasibility in a pilot randomized controlled trial of 42 sexual minority men living with HIV who use substances (Flentje et al., under review). We will present new results showing that AWARENESS is related to changes in gene expression in leukocyte RNA in 59 pathways, many of which are implicated in immune function, while the active control condition was related to changes in gene expression among genes in only 2 pathways. This work will highlight the possibility of using cognitive behavioral interventions and designs using gene expression as a novel mechanism to enable more rigorous inferences to investigate pervasive stress related to minority status.

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

- Think critically about current methods of measuring minority stress.
- Describe existing knowledge about relationships between minority stress and biological and physical health outcomes.
- Discuss the challenges in identifying the biological mechanisms of minority stress.
- Describe a cognitive-behavioral intervention to reduce minority stress.
- Consider gene expression as one method to track reversal of the impacts of minority stress.

Recommended Readings: Flentje, A. (2020). AWARENESS: Development of a cognitive-behavioral intervention to address intersectional minority stress for sexual minority men living with HIV who use substances. *Psychotherapy*, 57(1), 35. Shields, G. S., Spahr, C. M., & Slavich, G. M. (2020). Psychosocial interventions and immune system function: a systematic review and meta-analysis of randomized clinical trials. *JAMA psychiatry*, 77(10), 1031-1043. Meyer I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: conceptual issues and research evidence. *Psychological bulletin*, 129(5), 674-697. <https://doi.org/10.1037/0033-2909.129.5.674>

8:30 a.m. – 9:30 a.m.

Gilbert, 4th Floor

Special Interest Group



Clinical Research Methods and Statistics SIG

Our annual meeting will include a presentation from our distinguished speaker, presenting our annual SIG awards, and discussing SIG business and updates to our statistics mentorship program. We welcome ABCT members from all levels of training who are interested in expanding and sharing their clinical research methods skills.

Marquis Ballroom A, 9th Floor

Special Interest Group



Couples Research and 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 couples research and intervention issues related to theory, methodology, statistics, grant funding, and public policy.

8:30 a.m. – 10:30 a.m.

Earn 2 continuing education credits

Majestic/Music Box, 6th Floor

Master Clinician Seminar 5

ticket

Shaping Bravery: A Clinical Demonstration of Shared Processes Across ACT and CBT That Target Youth Anxiety and Avoidance

Jill Ehrenreich-May, Ph.D., University of Miami
Lisa W. Coyne, Ph.D., Harvard Medical School

Primary Category: Treatment - Mindfulness & Acceptance

Key Words: ACT (*Acceptance & Commitment Therapy*), CBT, Anxiety

Led by key developers behind leading contemporary behavioral and cognitive behavioral therapies (e.g., Unified Protocols for Transdiagnostic Treatment of Emotional Disorders and Acceptance and Commitment Therapy) for children and adolescents, this presentation will offer an interactive clinical demonstration of shared principles and processes across these approaches that promote behavior change by targeting maladaptive avoidance behavior in youth. Following a brief introduction regarding how to effectively engage and “move the needle” in maladaptive avoidance, Drs. Coyne and Ehrenreich-May will provide live demonstration of a pragmatic, integrated approach to behavior change in this target with mock youth clients and family members using role-play techniques and hands-on exercises, as well as discuss points of shared and distinct process between cognitive behavioral and acceptance-based approaches to anxiety and maladaptive avoidance behavior with audience members. Techniques to be demonstrated may be categorized as (1) shaping mindful processes (antecedent control strategies), (2) shaping behavior change

processes (consequent strategies), and (3) developmentally-sensitive approaches to targeting avoidance behavior via caregiver behavior change. Within these broader process-based categories, Drs. Coyne and Ehrenreich-May will alternatively demonstrate key techniques that engage purposeful attention, emotion regulation, flexible perspective-taking, engage choice, motivation, self-directed and mindful risk-taking to planfully reduce maladaptive avoidance behavior across cognitive-behavioral and acceptance-based approaches. The overarching goal of this presentation will be for attendees to leave with an understanding of “how to” use key processes that may be viewed as shared and/or easily integrated across effective therapies for youth with anxiety and maladaptive avoidance.

Outline:

This presentation will offer an interactive clinical demonstration of shared principles and processes across these approaches that promote behavior change by targeting maladaptive avoidance behavior in youth.

- Main Point 1: The presenters will first discuss how to effectively engage and “move the needle” in maladaptive avoidance.
- Main Point 2: Drs. Coyne and Ehrenreich-May will then conduct a live demonstration of a pragmatic, integrated approach to behavior change in this target with mock youth clients and family members using role-play techniques and hands-on exercises. Drs. Coyne and Ehrenreich-May will alternatively demonstrate key techniques that engage purposeful attention, emotion regulation, flexible perspective-taking, engage choice, motivation, self-directed and mindful risk-taking to planfully reduce maladaptive avoidance behavior across cognitive-behavioral and acceptance-based approaches.
- Main Point 3: The presenters will also discuss points of shared and distinct process between cognitive behavioral and acceptance-based approaches to anxiety and maladaptive avoidance behavior with audience members, as they process role-plays presented.

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

- Identify the importance of targeting maladaptive avoidance in youth.
- Discuss two shared processes across Acceptance and Commitment Therapy and Cognitive Behavior Therapy for youth that target maladaptive avoidance behavior.
- Identify three processes to modify maladaptive avoidance that may be defined as antecedent control strategies, consequent strategies, or caregiver behavior change strategies.
- Increase clinical sophistication and skill by discussing two points of shared and distinct process between acceptance-based and cognitive-behavioral approaches to reducing youth avoidance.
- Increase clinical skill via observation of techniques that engage purposeful attention, emotion regulation, flexible perspective-taking, engage choice, motivation, self-directed and mindful risk-taking to reduction in maladaptive avoidance.

Long-term Goals:

- The overarching goal of this presentation will be for attendees to leave with an understanding of “how to” use key processes that may be viewed as shared and/or easily integrated across effective therapies for youth with anxiety and maladaptive avoidance.
- Specific techniques that may be used over the longer-term fall into one of three specific categories: (a) shaping mindful processes (antecedent control strategies), (b) shaping behavior change processes (consequent strategies), and (c) developmentally sensitive approaches to targeting avoidance behavior via caregiver behavior change.

Recommended Readings: Ehrenreich-May, J., Kennedy, S.M., Sherman, J.A., Bilek, E.L., Buzzella, B.A., Bennett, S.M., & Barlow, D.H. (2018). Unified protocols for transdiagnostic treatment of emotional disorders in children and adolescents: Therapist guide. Oxford University Press. Ehrenreich-May, J., & Chu, B.C. (Eds.). (2013). Transdiagnostic treatments for children and adolescents: Principles and practice. Guilford Press. Boone, M., Gregg, J. & Coyne, L. W. (2020). Stop Avoiding Stuff: 25 Microskills to Face Your Fears and Do It Anyway. California: New Harbinger. Whittingham, K. & Coyne, L. W. (2019). Acceptance and Commitment Therapy: The Clinician's Guide to Supporting Parents. Elsevier: UK. Kennedy, S.M., & Ehrenreich-May, J. (Eds.). (in press). Applications of the Unified Protocols for Transdiagnostic Treatment of Children and Adolescents. Oxford University Press (ABCT Series).

8:30 a.m. – 11:30 a.m.

Earn 3 continuing education credits

Columbia/Duffy, 7th Floor

Workshop 7

ticket

Making CBT Pop (Culture): Supercharging Youth Therapy with Songs, Superheroes, Sports, and More

Sandra Pimentel, Ph.D., Montefiore Medical Center- AECOM
Ryan C. DeLapp, Ph.D., Montefiore Medical Center

Basic to Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Anxiety

Key Words: *Child, CBT, Education and Training*

Cognitive behavioral therapy (CBT) is a well-established approach for treating a variety of youth mental health concerns, including anxiety, depression, and disruptive behaviors. Though broadly effective, there is room to optimize treatment delivery and maximize engagement from youth who rarely self-refer and present across developmental levels and learning styles. CBT clinicians may benefit from learning to creatively and flexibly adapt effective strategies for youth and families while maintaining fidelity to core cognitive-behavioral principles. This workshop aims to enhance participating clinicians' abilities to be more culturally responsive and personalized to the interests of child, adolescent, and young adult patients. By definition, pop culture is widely accessible and available. Therefore, this workshop will demonstrate how pop culture references and themes can be harnessed to teach and engage youth throughout their treatment course and across presenting problems. The presentation will demonstrate how pop culture can enhance rapport, destigmatize mental illness, make treatment developmentally appropriate, and help clini-

cians build an arsenal of creative therapy teaching tools. More specifically, the presenters will draw from music, sports, superheroes, TV/film, videogames, and other domains in the context of the CBT case conceptualization and while providing multiple examples for key CBT interventions (e.g., psychoeducation, cognitive strategies, behavioral activation, exposures, etc.). The workshop will provide guidance on how clinicians can utilize metaphors, models, in-office, and virtual telehealth props, and pop culture templates across these interventions. Oh and it will be FUN!

Outline:

- Becoming a Pop Culture Detective and Curator - The latest and most intriguing pop culture references are ever-evolving. While some references are timeless and enduring, some are fleeting and “viral.” What’s hot today quickly becomes yesterday’s news. And, yesterday’s news may become today’s new trend. As CBT therapists progress through their careers, they can develop a sharp eye for the classic, trending, catchy, illustrative, psychoeducational, and/or inspirational pop culture references. As such, this presentation will begin with discussing important steps for strengthening a clinician’s ability to identify, adapt, and incorporate cultural references into therapy practice (aka your pop culture detective skills).
- Implementing Pop Culture Detective and Curator skills - The presenters will demonstrate creative and fun options for using pop culture references to enhance the implementation of core CBT interventions (e.g., psychoeducation, cognitive strategies, behavioral activation, exposures, etc.).
- Practicing your Pop Culture Detective and Curator skills - The presenters will incorporate experiential skill rehearsal activities (e.g., role play and case examples) to help attendees to practice identifying, adapting, and incorporating pop cultural references into their clinical practice.

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

- Identify at least three strategies for incorporating pop culture into teaching youth about the CBT model.
- Identify at least three strategies for incorporating pop culture examples into multiple CBT components (e.g., modeling, cognitive restructuring, exposures).
- Consider at least three pop culture references for creating therapeutic materials and props.
- Discuss how pop culture can be utilized to destigmatize mental health and treatment-seeking.
- Discuss how to introduce a superhero narrative in the application of CBT.

Long-term Goals:

- Increase CBT skill acquisition and mastery by utilizing pop cultural references to engage different learning styles
- Reduce stigma by highlighting the intersection of culturally relevant pop culture references and effective therapy interventions

Recommended Readings: Scarlet, J. (2017). Superhero Therapy, Mindfulness skills to help teens and young adults deal with anxiety, depression, and trauma. New Harbinger Publications, Oakland. Branscum, P., & Sharma, M. (2009). Comic books: An untapped medium for health promotion. *American Journal of Health Studies*, 24(4), 430-439. Rosenberg, RS., Baughman, SL., & Bailenson, JN. (2013). Virtual Superheroes: Using Superpowers in Virtual Reality to Encourage Prosocial Behavior, *PloS one*. <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0055003#s5>. McGrath, K. (2007). Gender, Race, and Latina Identity: An Examination of Marvel Comics’ Amazing Fantasy and Araña, *Atlantic Journal of Communication*, 15, 268-283. Pena, J., & Chen, M. (2017). With great power comes great responsibility: Superhero primes and expansive poses in-

8:30 a.m. – 11:30 a.m.

Earn 3 continuing education credits

Empire/Hudson, 7th Floor

Workshop 9

ticket **Improving Delivery of Cognitive Processing Therapy for PTSD: Targeting Therapist Factors That Impact Outcome**

Stefanie T. LoSavio, ABPP, Ph.D., Duke University Medical Center
Patricia Resick, Ph.D., Duke University Medical Center

All level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorder and Disasters

Key Words: PTSD (*Posttraumatic Stress Disorder*), *Cognitive Therapy*, *Therapy Process*

Cognitive processing therapy (CPT) is an evidence-based treatment for posttraumatic stress disorder (PTSD) and has been shown to be effective across a range of populations and settings. However, research has shown that therapist factors impact whether patients complete CPT and how much improvement they have in their symptoms. Therapist factors might include therapists' influential beliefs about the treatment, such as who it is appropriate for and when it should be stopped, as well as therapists' fidelity and skill in delivering key treatment elements. This workshop will provide background on the role of therapist factors in patient outcomes, provide tools and strategies for therapists to self-reflect on their thoughts about CPT that may impact treatment delivery, and highlight skills of therapists that have been linked to improved patient outcomes. Specifically, therapists will have an opportunity to hone their skills in two core CPT skills that have been associated with patient outcome: identifying and prioritizing "assimilated" beliefs about why the traumatic event happened and using Socratic questioning to evaluate problematic trauma-related beliefs. The presenters will also discuss how to balance flexibility and fidelity, including when it is important to stick to the protocol and where there are opportunities to tailor treatment to the individual client. The workshop will include a mixture of didactic training, video and live demonstration, and experiential practice for CPT learners of all levels treating adolescents and adults. This presentation is consistent with this year's conference theme, "Emergency & Disaster Preparedness and Response: Using Cognitive and Behavioral Science to Make an Impact." The presenters will highlight essential ingredients of an evidence-based treatment so that providers can quickly deploy and adapt it to respond to emergencies and disasters to improve care.

Outline:

- Overview of CPT
- Self-Assessment of Beliefs Related to CPT Delivery
- Reviewing the Evidence:
 - Research on the Role of Therapist Beliefs on CPT Outcomes
 - Common Concerns about CPT: Summary of Relevant Studies
 - Therapist Behaviors Linked to Patient Outcomes
- Enhancing Key Therapist Skills:
 - Identifying and Prioritizing Assimilated Beliefs
 - Honing Your Skills in Socratic Questioning
- Balancing Flexibility and Fidelity

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

- Self-assess attitudes and beliefs about CPT that may influence treatment delivery.
- List two core elements of CPT that predict patient outcome.
- Differentiate assimilated beliefs from accommodated and over-accommodated beliefs.
- Demonstrate Socratic questioning on an assimilated belief.
- Describe essential CPT elements and acceptable protocol modifications.

Long-term Goals:

- Deliver CPT with fidelity to core elements
- Improve CPT patient outcomes

Recommended Readings: Resick, P., Monson, C., & Chard, K. (2017). *Cognitive processing therapy for PTSD: A comprehensive manual*. New York, NY: Guilford Press.

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.

LoSavio, S. T., Dillon, K. H., Murphy, R. A., & Resick, P. A. (2019). Therapist stuck points during training in cognitive processing therapy: Changes over time and associations with training outcomes. *Professional Psychology: Research and Practice*, 50(4), 255-263.

Holder, N., Holliday, R., Williams, R., Mullen, K., & Suris, A. (2018). A preliminary examination of the role of psychotherapist fidelity on outcomes of cognitive processing therapy during an RCT for military sexual trauma-related PTSD. *Cognitive Behaviour Therapy*, 47(1), 76-89.

Marques, L., Valentine, S. E., Kaysen, D., Mackintosh, M.-A., De Silva, L. E. D., Ahles, E. M., & Wiltsey-Stirman, S. (2019). Provider fidelity and modifications to cognitive processing therapy in a diverse community health clinic: Associations with clinical change. *Journal of Consulting and Clinical Psychology*, 87(4), 357-369.

Earn 3 continuing education credits

Gotham, 7th Floor

Workshop 10

ticket

GRIEF Approach: A Comprehensive Treatment Model for Traumatic Loss

Alyssa A. Rheingold, Ph.D., Medical University of South Carolina
Joah Williams, Ph.D., University of Missouri-Kansas City

SATURDAY

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Grief / Bereavement, Trauma*

She was no longer wrestling with the grief but could sit down with it as a lasting companion and make it a sharer in her thoughts. -G. Eliot

Grief Recovery with Individualized Evidence-Based Formulation Approach (GRIEF Approach) is a modular treatment for adult violent loss (homicide, suicide, traffic crash) survivors that integrates evidence-based cognitive behavioral strategies from existing trauma and grief interventions to address mental health problems associated with traumatic death. GRIEF Approach targets symptoms underlying three main mental health issues associated with traumatic loss: posttraumatic stress, depression, and prolonged grief. The model includes 8 modules encompassing cognitive, behavioral, and experiential techniques, including behavioral activation and therapeutic exposures. Module selection is guided by a thorough assessment of symptoms with a multicultural lens. GRIEF Approach is comprehensive and flexible, ensuring treatment is tailored to each survivor's unique symptoms. This workshop offers an overview of responses to violent loss and latest research on recovery trajectories. Participants learn assessment driven conceptualization strategies to guide module selection as well as empirically supported techniques for working with violent loss survivors. Video demonstrations and real-time exercises designed to teach clinicians how to implement the treatment are provided.

Grief terminology and definitions
Prevalence of violent loss
Grief trajectory
PTSD vs Prolonged Grief Disorder vs Depression after violent loss
Other clinical considerations
Grief and trauma interventions overview and limitations
GRIEF Approach overview
Grief and trauma assessment considerations
GRIEF Approach decision tree
GRIEF Approach

Outline:

- Grief terminology and definitions
- Prevalence of violent loss
- Grief trajectory
- PTSD vs Prolonged Grief Disorder vs Depression after violent loss

- Other clinical considerations
- Grief and trauma interventions overview and limitations
- GRIEF Approach overview
- Grief and trauma assessment considerations
- GRIEF Approach decision tree
- GRIEF Approach
 - Module 1: Psychoeducation GRIEF Approach
 - Module 2: Emotion Identification and Cognitive Restructuring GRIEF Approach
 - Module 3: Identifying and Building Strengths GRIEF Approach
 - Module 4: Managing Strong Emotions GRIEF Approach
 - Module 5: Building Positive Support Network GRIEF Approach
 - Module 6: Meaningful Behavioral Activation GRIEF Approach
 - Module 7: Revising Bonds GRIEF Approach
 - Module 8: Therapeutic Exposure Putting it all together Case Example Discussion and Examples

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

- Identify common trauma and grief responses to traumatic loss (homicide, suicide, traffic crash) and how these reactions can appear differently in the context of individual and sociocultural factors.
- Distinguish between prolonged grief, depression, and PTSD and 2 ways to assess each both within a clinical interview and self-report assessments.
- List 3 existing evidence-based interventions for PTSD, depression, and prolonged grief.
- Describe 8 modules based on a tailor an individualized treatment plan based upon symptom presentation of a traumatic loss survivor.
- Describe 3-4 evidence-based strategies (e.g., meaningful behavioral activation, therapeutic exposure, revising bonds) for trauma and grief difficulties.

Long-term Goal:

- Attendees will be able to synthesize literature from both the trauma and grief field into treatment conceptualization of violent loss survivors' difficulties and walk away with specific empirically supported techniques for working with violent loss survivors.

Recommended Readings: Rheingold, A.A. & Williams, J.L. (2018). A Module-based comprehensive approach for addressing heterogeneous mental health sequelae of violent loss survivors. *Death Studies*, 42, 164-171. DOI: 10.1080/07481187.2017.1370798 Williams, J.L., Rheingold, A.A., McNallan, L.J.*, & Knowlton, A.W.* (2018). Survivors' perspectives on a modular approach to traumatic grief treatment. *Death Studies*, 42, 155-163. DOI: 10.1080/07481187.2017.1370796 PMID: 29300145 Rheingold, A. A., & Williams, J. L. (2015). Survivors of homicide: Mental health outcomes, social support, and service utilization among a community-based sample. *Violence and Victims*, 30, 870-883. doi: 10.1891/0886-6708.VV-D-14-00026 Pearlman, L. A., Wortman, C. B., Feuer, C. A., Farber, C. H., & Rando, T. A. (2014). *Treating traumatic bereavement: A practitioner's guide*. Guilford Press. Bordere, T., Rheingold, A., & Williams, J. (2021). Grief following homicide. In H. L. Servaty-Seib & H. S. Chapple (eds.), *Handbook of thanatology*, 3rd ed. (pp. 388-416). Association for Death Education and Counseling.

Earn 1 continuing education credits

Broadway Ballroom, 6th Floor

Invited Address 2

Climate Change, Health and Equity

Cheryl L. Holder, M.D., Florida International University

Moderate level of familiarity with the material

Primary Category: Climate Change

Key Words: *Climate Change, Public Health, Disaster Mental Health*

Scientists have concluded that climate change, shifts in temperatures and weather patterns over time can occur through the natural variations in the solar cycle. However, since the 1800s, human activities primarily due to burning fossil fuels like coal, oil and gas to power the industrial revolution, the climate has warmed to life threatening levels. This talk will review the science of climate change, the health impacts of the climate change, the populations that are impacted now, the role of clinicians and possible solutions for limiting planetary warming.

Outline:

- What is climate change?
- Source of greenhouse gases
- Role of Health Sector
- Health Impacts
- Vulnerable Populations
- Policy drivers- 1619, Redlining, “NIMBY”
- Clinician’s Role
- Solutions

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

- Describe four ways climate change impacts health.
- Describe vulnerable populations impacted by climate change.
- Identify two policies that affected vulnerable populations.
- Identify three ways clinicians can act for climate change solutions and improve health outcomes.

Long-term Goal:

- Attendees take individual and community wide actions to address climate change.

Recommended Readings: Victor J. Dzau, M.D., Rachel Levine, M.D., George Barrett, M.B.A., and Andrew Witty, B.A. Decarbonizing the U.S. Health Sector – A Call to Action. *N Engl J Med* 2021; 385:2117-2119. DOI: 10.1056/NEJMp2115675 Eckelman MJ, Sherman JD. Estimated Global Disease Burden From US Health Care Sector Greenhouse Gas Emissions. *Am J Public Health*. 2018 Apr;108(S2):S120-S122. doi: 10.2105/AJPH.2017.303846. Epub 2017 Oct 26. PMID: 29072942; PMCID: PMC5922190. The Climate Crisis and Clinical Practice Renee N. Salas, M.D., M.P.H. *N Engl J Med* 2020; 382:589-591 DOI: 10.1056/NEJMp2000331

9:30 a.m. – 11:00 a.m.

Gramercy/Olmstead, 7th Floor

Special Interest Group



Addictive Behaviors SIG

The Addictive Behaviors SIG meeting will include a presentation of our annual report, award presentations, and presentations of selected posters. There will also be ample opportunity to socialize and network with SIG members. Please join us!

9:30 a.m. – 11:00 a.m.

Earn 1.5 continuing education credits

Winter Garden/Palace, 6th Floor

Research & Prof. Develop. 4

Overcoming Impediments to Conducting Research in Your Private Practice

PANELISTS: *Travis L. Osborne, Ph.D.*, Evidence Based Treatment Centers of Seattle
Mary K. Alvord, Ph.D., Alvord, Baker & Associates, LLC
J. Ryan Fuller, Ph.D., My Best Practice: Evidence-based EHR
Andrew White, ABPP, Ph.D., Portland DBT Institute
Jacqueline Persons, Ph.D., Oakland Cognitive Behavior Therapy Center and University of California, Berkeley

Primary Category: Professional / Interprofessional Issues

Key Words: *Professional Development, Professional Issues, Research Methods*

The four presenters will describe strategies they have developed to overcome impediments to conducting research in a private practice setting. Travis Osborne will describe the required elements of an informed consent document for research that clinicians can use

SATURDAY

in their practice to obtain research consent from their patients. Mary Alvord will describe strategies for obtaining grant funding for research in private practice. Ryan Fuller will describe an electronic medical record he has developed that supports collection of progress monitoring and other clinical data (e.g., the progress note) for both clinical and research purposes. Andrew White will describe methods he used to add research assistants to his group private practice infrastructure. Jacqueline Persons will serve as chair and moderator of discussion among the presenters and with audience members.

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

- List 3 required elements of informed consent for research.
- Name three options for obtaining grant funding for research in private practice.
- Name two types of clinical/research data that can be collected using the electronic medical record described by the presenter.

Recommended Readings: 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. Persons, J. B., Thomas, C., Hsaio, M., & Courry, R. (in press). How to build a research database using data collected in routine clinical practice. *Cognitive and Behavioral Practice*. R. Trent Codd, III (Ed.), *Practice-based research: A guide for clinicians*. New York: Taylor & Francis/Routledge.

10:00 a.m. – 11:00 a.m.

Marquis Ballroom C, 9th Floor

Becoming Board Certified in Behavioral and Cognitive Therapy

Shane Owens, ABPP, Ph.D., Farmingdale State College

This workshop will focus on how to become a Board-Certified Specialist in Behavioral and Cognitive Psychology. Certification by ABPP demonstrates psychologists have met their specialty's standards and competencies. Board Certification is valuable for several reasons: (a) it is increasingly becoming an expectation in our profession; (b) it enhances practitioner credibility for patients; (c) it distinguishes you from other psychologists; (d) there are potential salary increases by the VA, hospitals, the military, and other health care facilities; (e) it enhances qualifications as an expert witness; (f) it facilitates inter-jurisdictional licensing and practice mobility; and (g) it streamlines the credentialing process for licensing boards, and insurance companies. The application process for regular, early entry (graduate students, interns, and residents), and senior option candidates will be reviewed.

Earn 1.5 continuing education credits

Odets, 4th Floor

Symposium 61

Digital Mental Health Interventions: Investigations of the Use of Coaching, Text Messaging, and Patterns of Engagement

CHAIR: *Meaghan McCallum, Ph.D., Noom, Inc.*

DISCUSSANT: *Sabine Wilhelm, Ph.D., Harvard Medical School*

Moderate level of familiarity with the material

Primary Category: Technology

Key Words: *Technology / Mobile Health, Treatment*

Zooming in on the Guides in Guided App-based Therapy: The State and Future of Human Support in Digital Mental Healthcare

Emily E. Bernstein, Ph.D., Massachusetts General Hospital

Hilary Weingarden, Ph.D., Massachusetts General Hospital

Emma C. Wolfe, Ph.D., Massachusetts General Hospital

Margaret D. Hall, Ph.D., Massachusetts General Hospital

Ivar Snorason, Ph.D., Massachusetts General Hospital / Harvard Medical School

Sabine Wilhelm, Ph.D., Harvard Medical School

Enhancing Distress Tolerance to Uplift Motivation in Recovery (iENDURE): Results from an Open Development Trial

Kirsten Langdon, Ph.D., Alpert Medical School of Brown University

Naturalistic Engagement Patterns with Smartphone CBT: What Can We Learn About Optimizing Treatment?

Hilary Weingarden, Ph.D., Massachusetts General Hospital

Aleksandar Matic, Ph.D., Koa Health

Jennifer Greenberg, Psy.D., Massachusetts General Hospital / Harvard Medical School

Roger Garriga Calleja, M.S., Koa Health

Susanne Hoepfner, Ph.D., M.Ap.Stat., Massachusetts General Hospital

Oliver Harrison, M.A., MBBS, MPH, Koa Health

Sabine Wilhelm, Ph.D., Harvard Medical School

Feasibility, Acceptability, and Preliminary Outcomes of a Cbt-based Mobile Wellbeing Program

Meaghan McCallum, Ph.D., Noom, Inc.

Annabell Ho, Ph.D., Noom, Inc

E. Siobhan Mitchell, Ph.D., Noom, Inc.

Christine May, Ph.D., Noom, Inc

Heather Behr, Ph.D., Noom, Inc

Lorie A. Ritschel, Ph.D., UNC School of Medicine; Triangle Area Psychology Clinic

Kirk D. Mochrie, Ph.D., Triangle Area Psychology (TAP) Clinic

Andreas Michaelides, Ph.D., Noom, Inc

10:00 a.m. – 11:00 a.m.

Earn 1 continuing education credit

Ziegfeld, 4th Floor

Symposium 62

Helping the Frontline: Addressing First Responder Needs and Behavioral Health Outcomes

CHAIRS: Antoine Lebeaut, M.A., University of Houston

Maya Zegel, M.A., University of Houston

DISCUSSANT: Suzy B. Gulliver, Ph.D., Texas A&M College of Medicine

Basic to Moderate level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: PTSD (Posttraumatic Stress Disorder), Risk / Vulnerability Factors, Prevention

Covid-19-related Medical Vulnerability and Mental Health Outcomes Among U.S. First Responders

Antoine Lebeaut, M.A., University of Houston

Maya Zegel, M.A., University of Houston

Samuel Leonard, M.S., University of Houston

Nathaniel Healy, M.A., University of Houston

Elizabeth Anderson Fletcher, Ph.D., University of Houston

Anka A. Vujanovic, Ph.D., University of Houston

Resilience and Distress Tolerance Among Firefighters: Associations with Anxiety and Depression Symptoms

Maya Zegel, M.A., University of Houston

Antoine Lebeaut, M.A., University of Houston

Shelby McGrew, B.S., University of Houston

Elizabeth Anderson-Fletcher, Ph.D., University of Houston

Anka A. Vujanovic, Ph.D., University of Houston

Moderated Network Model of Post-traumatic Stress Disorder Symptoms and Suicidal Ideation, Planning, and Attempts in Firefighters

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

Marielle Gomez, B.S., Florida State University

Ian Stanley, Ph.D., Boston University School of Medicine & National Center for PTSD, VA Boston Healthcare System

Melanie Hom, Ph.D., Stanford University

Thomas Joiner, Ph.D., Florida state University

Heterogeneity in Patterns of Posttraumatic Stress Disorder Symptoms and Sleep Disturbances Among Firefighters: Latent Profile Analyses

Sidonia E. Compton, M.S., University Of North Texas

Elizabeth Griffith, M.S., University of North Texas

Ling Jin, PhD, University of Calgary

Ateka Contractor, Ph.D., University Of North texas

Danica Slavish, Ph.D., The University of North Texas

Anka A. Vujanovic, Ph.D., University of Houston - Department of Psychology

The Critical Need to Address Behavioral Health Concerns Among Firefighters and Resources to Address These Concerns

Angela Moreland, Ph.D., Medical University of South Carolina

Earn 1.5 continuing education credits

O'Neill, 4th Floor

Symposium 63

Firearm Injury, Prevention, and Suicidal Behavior: Developing Insights Using Public Health Data

CHAIR: Aleksandrs T. Karnick, M.P.H., M.A., University of Southern Mississippi

DISCUSSANT: Mike Anestis, Ph.D., New Jersey Gun Violence Research Center

Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: Suicide, Mass Violence/Gun Violence, Mental Health Disparities

Injury Characteristics and Circumstances of Firearm Trauma: A Epidemiologic Assessment of Suicide Survivors and Decedents

Aleksandrs T. Karnick, M.P.H., M.A., University of Southern Mississippi

Allison Bond, M.A., Rutgers University

Elinore Kaufman, M.D., MSHP, Perelman School of Medicine, the University of Pennsylvania

Mike Anestis, Ph.D., New Jersey Gun Violence Research Center

Dan Capron, Ph.D., University of Southern Mississippi

Type of Firearm and Location of Injury in Firearm Suicide Decedents

Allison Bond, M.A., Rutgers University

Aleksandrs T. Karnick, M.P.H., M.A., University of Southern Mississippi

Shelby Bandel, M.S., Rutgers

Dan Capron, Ph.D., University of Southern Mississippi

Mike Anestis, Ph.D., New Jersey Gun Violence Research Center

When Safe Firearm Storage Isn't Enough: Comparing Risk Profiles Among Firearm Suicide Decedents

Claire Houtsma, Ph.D., Southeast Louisiana Veterans Health Care System

Jamie Tock, Ph.D., San Francisco VA Health Care System

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

Comparing the Interrelations of Risk Factors by Method of Suicide Among Veterans: A Network Analysis Approach

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

Jamie Tock, Ph.D., San Francisco VA Health Care System

Claire Houtsma, Ph.D., Southeast Louisiana Veterans Health Care System

Kathryn Macia, Ph.D., VA Palo Alto Health Care System

Jane Herwehe, MPH, Louisiana Office of Public Health

Joseph Constans, Ph.D., VA Office of Research and Development

Circumstances of Firearm Suicide Among U.S. Racial and Ethnic Minority Groups

Erin Wright-Kelly, M.A., Other, University of Colorado Anschutz Medical Campus

Jani Little, Ph.D., M.A., University of Colorado Boulder

Kate Little, B.A., University of Colorado Boulder

Ashley Brooks-Russell, Ph.D., MPH, University of Colorado Anschutz Medical Campus

Marian E. Betz, M.D., University of Colorado Anschutz Medical Campus

10:00 a.m. – 11:30 a.m.

Earn 1.5 continuing education credits

Carnegie & Alvin, 5th Floor

Symposium 64

Understanding the Experiences, Fear, and Effects of Discrimination Among Asian Americans During COVID-19

CHAIR: *Quyen A. Do, M.Ed., University of Texas at San Antonio*

DISCUSSANT: *Joyce P. Yang, Ph.D., University of San Francisco*

All level of familiarity with the material

Primary Category: Culture / Ethnicity / Race

Key Words: *Asian Americans, Culture, Oppression*

A Mixed-methods Study of Race-based Stress Affecting Asian Americans During COVID-19

Quyen A. Do, M.Ed., University of Texas at San Antonio

Emily R. Nhan, Ph.D., University of San Francisco

Jessica A. Chen, Ph.D., VA Puget Sound Health Care System; University of Washington

Joyce P. Yang, Ph.D., University of San Francisco

Impact of COVID-19 Discrimination Fear on Depressive and Anxiety Symptoms Among East Asian First-year College Students: The Moderating Role of Emotion Regulation

William Tsai, Ph.D., New York University

Cheng-Yun Teng, M.A., Palo Alto University

Sophia Hon, MSW, University of Miami

Angela Wang, M.A., University of Massachusetts Boston

The Effect of the Pandemic on Quality of Life and Alcohol Use in Asian Americans

Sowan Kang, M.S., Uniformed Services University of the Health Sciences

Andrew Waters, Ph.D., Uniformed Services University of the Health Sciences

Jeremy Luk, Ph.D., National Institutes of Health

Bethany Stangl, Ph.D., National Institute on Alcohol Abuse and Alcoholism

Melanie Schwandt, Ph.D., National Institute on Alcohol Abuse and Alcoholism

Nancy Diazgranados, M.D., M.S., National Institute on Alcohol Abuse and Alcoholism

Courtney Vaughan, Ph.D., Uniformed Services University of the Health Sciences

Vijay Ramchandani, Ph.D., National Institute on Alcohol Abuse and Alcoholism

Impacts of Discrimination and Resilience on Asian and Asian Americans During COVID-19

Stephanie Chin, M.S., The University of Louisville

Jojo Yao, M.Phil., University of Louisville

Laurie McCubbin, Ph.D., University of Louisville

Earn 1.5 continuing education credits

Juilliard/Imperial, 5th Floor

Symposium 65

**Eating Pathology in Sexual and Gender Minority
Individuals: Prevalence, Related Sociocultural Factors,
and Treatment**

CHAIR: *Taryn A. Myers, Ph.D., Virginia Wesleyan University*

DISCUSSANT: *Kimberly Claudat, Ph.D., University of California, San
Diego*

Basic to Moderate level of familiarity with the material

Primary Category: LGBTQ+

Key Words: LGBTQ+, Eating, Body Image

**Prevalence of Eating Pathology Among Sexual and Gender Minority Youth in the
ABCD Study**

*Arielle Pearlman, Ph.D., Uniformed Services University of the Health Sciences
(USUHS)*

Mikela Murphy, B.A., Uniformed Services University of the Health Sciences (USUHS)

Josh Gray, Ph.D., Uniformed Services University of the Health Sciences (USUHS)

*Natasha Schwey, Ph.D., Uniformed Services University of the Health Sciences
(USUHS)*

**Body Image as a Predictor of Alcohol Use and Eating Pathology in Sexual
Minority and Non-sexual Minority Men**

Jordan Alvarez, Ph.D., Auburn University

Tiffany Brown, Ph.D., Auburn University

**The Relationship Between Feminist Beliefs and Disordered Eating in a Sample of
Sexual Minority Men and Women**

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

Makayla Martin, M.A., Samaritan House

A Pilot Intervention of a Novel Eating Disorder Treatment for Sexual Minority Men and Women

Tiffany Brown, Ph.D., Auburn University

*Patrycja Klimek-Johnson, M.S., San Diego State University/University of California,
San Diego Joint Doctoral Program in Clinical Psychology*

*Alexandra Convertino, M.S., San Diego State University /University of California San
Diego Joint Doctoral Program*

Valerie J. Douglas, Ph.D., San Diego State University

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

*Aaron Blashill, Ph.D., San Diego State University, SDSU/UC San Diego Joint
Doctoral Program*

10:00 a.m. – 11:30 a.m.

Broadhurst/Belasco, 5th Floor

Symposium 66

Innovative Methods for Building and Disseminating Brief Mental Health Interventions

CHAIR: *Katherine Cohen, M.A., Stony Brook University*

DISCUSSANT: *Emily M. Becker-Haimes, Ph.D., University of Pennsylvania*

Basic level of familiarity with the material

Primary Category: Program / Treatment Design

Key Words: *Service Delivery, Dissemination, Transdiagnostic*

Using Systematic Reviews and Co-creation to Develop a Brief Evidence-based Intervention for Adolescents

John Kjøbli, Ph.D., Center for Child and Adolescent Mental Health

Line Solheim Kvamme, M.S., Center for child and adolescent mental health

Josefine Bergseth, M.S., Center for child and adolescent mental health

Thomas Engell, Ph.D., Center for child and adolescent mental health

Anneli Mellblom, Ph.D., Center for child and adolescent mental health

Siri Saugestad Helland, Ph.D., Center for child and adolescent mental health

Brief Parenting Interventions for Child Conduct Problems

Patty Leijten, Ph.D., University of Amsterdam

**Brief School-based Interventions Targeting Student Mental Health or Wellbeing:
A Systematic Review**

Katherine Cohen, M.A., Stony Brook University

Isaac Ahuvia, B.A., Stony Brook University

Sakura Ito, B.S., Stony Brook University

Clayton Cook, Ph.D., University of Minnesota

Yanchen Zhang, Ph.D., University of Iowa

Tyler L. Renshaw, Ph.D., Utah State University

Madeline Larson, M.A., University of Minnesota

Jessica L. Schleider, Ph.D., Stony Brook University

**Single-session Interventions Embedded Within an Online Social Platform: A
Usability Study**

Mallory Dobias, M.A., Stony Brook University

Jessica L. Schleider, Ph.D., Stony Brook University

Rob Morris, PhD, Koko

**Telehealth-single-session Consultation Service for Clients on Psychotherapy Wait-
lists**

Jenna Sung, M.A., Stony Brook University

Jessica L. Schleider, Ph.D., Stony Brook University

Earn 1 continuing education credit

Shubert/Uriis, 6th Floor

Symposium 67

Identifying the Impacts of COVID-19 on Participants Enrolled in Us-based Hiv-related Research: Implications for Developing Robust and Sustainable Cognitive Behavioral Interventions

CHAIR: *Amelia Stanton, Ph.D.*, Harvard Medical School/Massachusetts General Hospital

DISCUSSANT: *Conall O’Cleirigh, Ph.D.*, Harvard Medical School/Massachusetts General Hospital

Basic to Moderate level of familiarity with the material

Primary Category: Health Psychology / Behavioral Medicine - Adult

Key Words: *Behavioral Medicine, HIV / AIDS, Disaster Mental Health*

Stigma and Discrimination, Sexual Activity, and Relationship-building During the COVID-19 Pandemic Among Men Who Have Sex with Men and Identify as Persons of Color

Amelia Stanton, Ph.D., Harvard Medical School/Massachusetts General Hospital

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

Jacklyn D. Foley, Ph.D., Massachusetts General Hospital

Samantha McKetchnie, MSW, Boston College

Jennifer Muten, B.A., The Fenway Institute

Peter Chai, M.D., Brigham and Women’s Hospital

Calvin Fitch, Ph.D., Massachusetts General Hospital

Monina Klevens, DDS, MPH, Massachusetts Department of Public Health

Sexual Networking and HIV/STI Prevention Among Men Who Have Sex with Men and Identify as a Person of Color in the Era of COVID-19 in Boston, MA

Jacklyn D. Foley, Ph.D., Massachusetts General Hospital

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

Amelia Stanton, Ph.D., Harvard Medical School/Massachusetts General Hospital

Samantha McKetchnie, MSW, Boston College

Jennifer Muten, B.A., The Fenway Institute

Peter Chai, M.D., Brigham and Women’s Hospital

Calvin Fitch, Ph.D., Massachusetts General Hospital

Monina Klevens, DDS, MPH, Massachusetts Department of Public Health

Christina Psaros, Ph.D., Harvard Medical School, Massachusetts General Hospital

Developing a Supporting Intervention to Increase Hiv-prevention and Behavioral Health Treatment Engagement Among Latino Men Who Have Sex with Men During COVID-19

Audrey Harkness, Ph.D., University of Miami

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

Daniel Hernandez Altamirano, B.S., University of Miami

Alyssa Lozano, M.S., University of Miami

Pranusha Atuluru, B.S., University of Miami

Daniel Mayo, B.S., University of Miami

Susanne Doblecki-Lewis, M.D., University of Miami

C. Hendricks Brown, Ph.D., Northwestern University

Carlos Rodriguez-Diaz, Ph.D., George Washington University

Guillermo Prado, Ph.D., University of Miami

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

Descriptive Analysis of the Impact of COVID-19 Among Men Who Have Sex with Men with Substance Disorders Living with HIV

Hyo Jin (jenny) Shin, B.S., M.P.H., Massachusetts General Hospital

Jacklyn D. Foley, Ph.D., Massachusetts General Hospital

Aarti Madhu, B.S., The Fenway Institute

Abigail W. Batchelder, M.P.H., Ph.D., MGH/Harvard Medical School

Race, Vaccine Mistrust, and Smoking-related Health Behavior Among People Living with HIV Who Smoke Cigarettes During the COVID-19 Pandemic

Matthew C. Sullivan, Ph.D., Massachusetts General Hospital/Harvard Medical School

Allison Labbe, Ph.D., Massachusetts General Hospital / Harvard Medical School

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

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

Thomas Giordano, M.D., MPH, Baylor College of Medicine

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

Earn 1.5 continuing education credits

Chelsea, 7th Floor

Symposium 68

Expanding Your Analytic Toolkit: Applying Innovative Statistical Methods to Clinical Science

CHAIRS: *Ki Eun (Kay) Shin, Ph.D., Long Island University - Post*
 Gemma T. Wallace, M.S., Colorado State University

DISCUSSANT: *Craig Henderson, Ph.D., Sam Houston State University*

Moderate to Advanced level of familiarity with the material

Primary Category: Research Methods and Statistics

Key Words: *Statistics, Randomized Controlled Trial, Longitudinal*

Interpersonal Heterogeneity in Generalized Anxiety Disorder: A Mixture Model Approach

Ki Eun (Kay) Shin, Ph.D., Long Island University - Post
Michelle G. Newman, Ph.D., Penn State University

Utilizing Classification Trees to Identify Differential Risk Factors for Attempting Suicide Across Intersections of Gender Identity and Sexual Orientation

Patrice A. Arkfeld, M.S., Colorado State University
Gemma T. Wallace, M.S., Colorado State University
Maggie Mataczynski, B.S., Colorado State University
Noah Emery, Ph.D., Colorado State University
Bradley T. Conner, Ph.D., Colorado State University
Mark A. Prince, Ph.D., Colorado State University

Dos and Don'ts When Incorporating Unsupervised Machine Learning in CBT Research

Alessandro S. De Nadai, Ph.D., Texas State University

The Utility of Restricted Cubic Splines for Modeling the Effects of Continuous Predictors and Nonlinear Trajectories in Structural Equation Modeling

Steven M. Brunwasser, Ph.D., Rowan University

Earn 1.5 continuing education credits

Skylobby, 16th Floor

Symposium 69

Implementation Strategies to Support Lay Health Worker-delivered Interventions to Reduce Disparities

CHAIR: *Erika Luis Sanchez, M.A., University of California, Santa Barbara*

DISCUSSANT: *Miya Barnett, Ph.D., University of California Santa Barbara*

Moderate to Advanced level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Implementation, Mental Health Disparities, Stakeholder Relevant*

Supporting Promotoras De Salud to Engage Families in Parent-child Interaction Therapy via Telehealth

Erika Luis Sanchez, M.A., University of California, Santa Barbara

Jessica green-Rosas, M.A., University of California Santa Barbara

Yaxha Mariles, B.A., University of California Santa Barbara

Miya Barnett, Ph.D., University of California Santa Barbara

Training and Supervision Needs for Lay Health Workers Supporting LGBTQ+ Youth and Their Families

Hanan Salem, Ph.D., University of California, Santa Barbara

Miya Barnett, Ph.D., University of California Santa Barbara

Yessica Green Rosas, M.A., University of California, Santa Barbara

Rocio Nunez Pepen, B.A., Boston Medical Center

Andrea Chu, MPH, Boston Medical Center

Emily Feinberg, ScD, CPNP, Boston University School of Medicine

Sarabeth Broder-Fingert, M.D., MPH, UMass Chan Medical School

Design and Selection of Implementation Strategies to Support Evidence-based Practice Implementation Within a Care Coordination Model

Tana Holt, Ph.D., San Diego State University

Design and Selection of Implementation Strategies to Support Evidence-based Practice Implementation Within a Care Coordination Model

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

A Novel Peer-to-peer Coaching Program to Support Digital Mental Health: Design and Implementation

Kendra Knudsen, M.A., University of California, Los Angeles

Benjamin Rosenberg, M.A., CPhil, University of California Los Angeles

Zachary Cohen, Ph.D., University of California Los Angeles

Elizabeth Gong-Guy, Ph.D., University of California Los Angeles

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

10:00 a.m. – 11:30 a.m.

Earn 1.5 continuing education credits

Plymouth/Royale, 6th Floor

Panel Discussion 9

Being Bold in Our Conversations: Potential Therapeutic Power in Providing a Platform for Open Discussions Around Systemic Racism in Academic Medicine

MODERATOR: *Patrice K. Malone, M.D., Ph.D., Columbia University
Medical Center*

PANELISTS: *Claude A. Mellins, Ph.D., Columbia University Medical Center*
*Robert Fullilove, M.S., Columbia University Medical
Center*

*Tonya M. Richards, M.S., Columbia University Medical
Center*

*Monica Lypson, M.D., Columbia University Medical
Center*

Warren Ng, M.D., Columbia University Medical Center

Primary Category: Oppression and Resilience Minority Health

Key Words: *Race, Health Care System, Professional Issues*

COVID-19 presented an unprecedented public health crisis, putting a substantial burden on medical centers, increasing the psychological toll on all. CopeColumbia was developed as a peer support program with a mission to foster collective well-being, mental health, and resilience by sharing evidence-based coping strategies, facilitating access to peer support, and contributing to an inclusive, compassionate work culture. Our local and national communities also experienced racial and social injustice in an upfront and disturbing way, especially in the wake of the murder of George Floyd. As a result, many CopeColumbia peer support groups were requested by teams at our medical center who were experiencing challenges around racial stress and bias during the pandemic in the workplace and beyond. Although these peer-led conversations were emotional and difficult, we noticed that they brought about a sense of safety and healing that was urgently needed. As the demand for these groups increased, CopeColumbia recognized an opportunity to initiate these conversations on a broader scale. In collaboration with our colleagues in Human Resources and the Office of Faculty Professional Development, Diversity & Inclusion, we created “Bold Conversations for Healing and Reshaping Our Medical Center

Community,” an ongoing series in which panelists from across the medical center have spoken about their experiences and modeled what it is like to be courageous in having transparent conversations about racial stress in the workplace.

In this panel, we will (1) discuss our experiences developing and implementing this program from multiple perspectives; (2) describe collaborations, (3) summarize the main themes raised in Bold Conversations, (4) explore barriers related to collective wellbeing and resilience as it pertains to racial stress and bias experiences, (5) provide direction on how to foster a culture of inclusion and compassion, and (6) identify opportunities for research about these important initiatives. We will also invite attendees to share their experiences with addressing stress related to racial and social injustice at their institutions.

10:00 a.m. – 11:30 a.m.

Earn 1.5 continuing education credits

Marquis Ballroom B, 9th Floor

Mini Workshop 11

Improving Access to Evidence-based ACT for Social Anxiety: In-person and Virtual Group Approaches (and Self-help)

Nancy L. Kocovski, Ph.D., Wilfrid Laurier University
Jan E. Fleming, M.D., The Mindfulness Clinic

All level of familiarity with the material

Primary Category: Adult Anxiety

Key Words: *Social Anxiety, ACT (Acceptance & Commitment Therapy), Telehealth/m-Health*

This workshop will focus on training an ACT-based approach for social anxiety that was originally developed for in-person group delivery and has been adapted for self-help and virtual group delivery. Individual therapy can be difficult to access for many individuals around the world. Self-help and group-based approaches, both in-person and virtual, allow for greater accessibility. Empirical evidence for in-person, self-help, and virtual delivery of the approach will be summarized followed by presentation of the 10-week group protocol which includes mindfulness and compassion practices, metaphors and experiential exercises that get at acceptance, defusion, values and goals, as well as acceptance-based situational exposures referred to as VITAL Action exercises. Workshop attendees will learn by demonstration, experiential exercises, and role play how to use the strategies in person and how to adapt them for virtual delivery. There will be particular emphasis on practicing acceptance-based exposure. The group protocol is available for free online and is currently

in use in several settings worldwide. Through this workshop our intent is to increase availability of this evidence-based approach for individuals who struggle with social anxiety.

Outline:

- Evidence for ACT for Social Anxiety
 - In-person
 - Virtual
 - Self-help
- Overview of ACT for Social Anxiety
 - Model
 - Self-Compassion
 - Group protocol
 - Virtual adaptations
 - VITAL Action Exercises (Acceptance-based Exposure)
 - Imagining VITAL Action exercise
 - Guidelines for conducting VITAL Action exercises
 - Demonstration

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

- Describe and utilize an evidence-based group protocol for social anxiety delivered in person and virtually.
- Implement acceptance-based exposure in virtual and in-person groups.
- Implement experiential exercises with a self-compassion focus in virtual and in-person groups.

Long-term Goal:

- Attendees will be able to deliver acceptance-based exposure for social anxiety as well as use self-compassion practices as part of the treatment of social anxiety disorder.

Recommended Readings: Kocovski, N.L., Fleming, J.E., Hawley, L.L., Ho, M.R., & Antony, M.M. (2015). Mindfulness and acceptance-based group therapy and traditional cognitive behavioral group therapy for social anxiety disorder: Mechanisms of change. *Behaviour Research and Therapy*, 70, 11-22. Krafft, J., Twohig, M.P. & Levin, M.E. (2020). A randomized trial of acceptance and commitment therapy and traditional cognitive-behavioral therapy self-help books for social anxiety. *Cognitive Therapy and Research*, 44, 954-966. Gentry, M.T., Lapid, M.I., Clark, M.M., & Rummans, T.A. (2019). Evidence for telehealth group-based treatment: A systematic review. *Journal of Telemedicine and Telecare*, 25, 327-342.

Earn 1.5 continuing education credits

Edison/Booth, 5th Floor

Clinical Round Table 7

The Roles and Responsibilities of Mental Health Providers Working with Transgender and Gender Diverse Youth and Families

MODERATOR: *Claire A. Coyne, Ph.D.*, Northwestern University Feinberg School of Medicine

PANELISTS: *Jessica M. Bernacki, Ph.D.*, UCLA School of Medicine
Diane Chen, Ph.D., Ann & Robert H. Lurie Children's Hospital of Chicago/Northwestern Feinberg School of Medicine
Christy L. Oleszki, Ph.D., Yale University School of Medicine
Jonathan Poquiz, Ph.D., Johns Hopkins All Children's Hospital

Primary Category: LGBTQ+

Key Words: *Gender, LGBTQ+, Underserved Populations*

Recent studies suggest the number of high-school aged youth in the United States identifying as transgender and gender diverse (TGD) is increasing with rates ranging from 0.7% (Herman, Flores, Brown, Wilson, & Conron, 2017) to 2.7% (Rider, McMorris, Gower, Coleman, & Eisenberg, 2018) to 9.2% (Kidd et al., 2021). TGD youth experience higher rates of psychological distress (e.g., depression, anxiety, and suicidality) relative to cisgender peers but few mental health providers have familiarity with gender-affirming health care practices. The panelists are psychologists practicing in multi-disciplinary gender specialty clinics across the U.S. and were chosen to discuss the roles and responsibilities of mental health providers working with TGD youth and their families. Initial discussions will focus on defining and operationalizing gender-affirming health care and describing best practices for developmentally-informed assessment, case conceptualization and treatment planning. Collaborative, individualized treatment with TGD youth and their families can include gender diversity psychoeducation, gender identity exploration, fostering family acceptance and support, evidence-based mental health interventions to address co-occurring mental health issues, and social or medical interventions for gender transition. Panelists will discuss readiness evaluation processes for initiating medical (e.g., puberty-blocking medications, gender-affirming estrogen or testosterone therapy) and surgical interventions based on international standards of care. Panelists will consider how the gender minority stress and resilience model can inform treatment planning and advocacy in community settings. Finally, we will discuss the importance of mental health providers as advocates for TGD youth outside of clinical settings, particularly in response to policy and legislative efforts to restrict access to evidence-based gender affirming health care.

10:00 a.m. – 11:30 a.m.

Gilbert, 4th Floor

Special Interest Group



Psychosis and Schizophrenia Spectrum SIG

Invited presentation by (a) leader(s) in our field whose work exemplifies our mission and values. Trail Blazer Award keynote presentation, if awarded this year. BIPOC/Lived-Experience award presented. Student Poster Award presentation. Discuss notable SIG activities and convention plans. Election of officers and voting/discussion of SIG goals and plans. Dues collected.

10:00 a.m. – 11:30 a.m.

Marquis Ballroom A, 9th Floor

Special Interest Group



Autism Spectrum and Developmental Disabilities SIG

We will begin with an introduction and progress report from the past year, followed by a Keynote presentation by a scientific leader in the field, and the presentation of awards. The winner of the best ASDD Poster from the SIG Expo will then present their research. We will conclude with a discussion of the strategic plan and goals for next year.

10:00 a.m. – 11:30 a.m.

Astor Ballroom, 7th Floor

Special Interest Group



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 Dr. Dick Bootzin Student Award. All ABCT members are welcome.

Broadway Ballroom, 6th Floor

Conversion Documentary Screening and Post-Viewing Discussion with Dr. Charles Silverstein, Dr. Gerald Davison, and Director Gregory Caruso

Jeffrey M. Cohen, Psy.D., Columbia University

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

Gregory Caruso, Bristol Pictures

Gerald Davison, Ph.D., University of Southern California

Charles Silverstein, Ph.D.

Primary Category: Program / Treatment Design

The documentary film *Conversion* highlights a piece of ABCT's painful history with so-called "conversion therapy". An encounter between then-graduate student member of AABT* and gay rights activist, Dr. Charles Silverstein, and AABT's President-Elect at the time, Dr. Gerald Davison, leads to the recognition of the harms caused by so-called "conversion therapy" and ultimately, the turning of the tide in the field. This movie contains footage of old conversion therapy sessions and discusses personal experiences with anti-LGBTQ stigma and discrimination. Please join us in viewing this important film as we reckon with our difficult past and discuss how to repair the resulting harms that continue to this day.

After viewing the film, there will be a live 30-minute discussion period.

*ABCT was known as the Association for the Advancement of Behavior Therapy until 2005.

SATURDAY

Earn 2 continuing education credits

Majestic/Music Box, 6th Floor

Master Clinician Seminar 6

ticket

Using Virtual Reality (VR) to Treat Anxiety Disorders

Elizabeth McMahon, Ph.D., Independent Practice

All level of familiarity with the material

Primary Category: Adult Anxiety

Key Words: *Anxiety, Phobias, Telehealth/m-Health*

Virtual reality (VR) can be used in teletherapy to provide immersive, evocative experiences for graduated exposure and other uses. VR is increasingly affordable, available, intuitive, and evidence - based. Clients are actively searching for therapists offering VR therapy (VRT). Attendees will see examples of VR scenarios and products and will learn how VR can be used for various therapeutic purposes, including VR exposure therapy (VRET). Benefits, risks, and research support will be reviewed. Attendees will learn the strengths and limitations of VR exposure compared to imaginal exposure and in vivo exposure. The timing and uses of VR will be discussed in the context of an overall model of anxiety disorders and their treatment.

Outline:

- Types of virtual reality (VR) content and equipment needed
- Summary of research findings, clinical applications, and benefits of VR
- Advantages, disadvantages, and possible risks of VR exposure
- Case examples illustrating VR exposure therapy (VRET) for anxiety
- How to choose VR product(s) for your practice
- Additional training resources

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

- Describe two uses of virtual reality (VR) in treating anxiety disorders.
- List two research findings supporting the use of VR in treating anxiety disorders.
- Name one advantage of VR exposure over imaginal exposure.
- Explain two advantages of VR exposure over in vivo exposure.
- Identify two risks of using VR for exposure therapy.

Long-term Goals:

- Assess the appropriateness and possible benefits of adding VR as a clinical tool to his/her/their practice.

- Select VR product(s) appropriate for his/her/their practice and create a VR exposure hierarchy

Recommended Readings: McMahon, E., with Boeldt, D. (2022) Chapter 3 “Uses of VR in Anxiety Treatment”. In *Virtual reality therapy for anxiety: A guide for therapists*. Routledge. Carl, E., Stein, A. T., Levihn-Coon, A., Pogue, J. R., Rothbaum, B., Emmelkamp, P., Asmundson, G., Carlbring, P., & Powers, M. B. (2019). Virtual reality exposure therapy for anxiety and related disorders: A meta-analysis of randomized controlled trials. *Journal of anxiety disorders*, 61, 27–36. <https://doi.org/10.1016/j.janxdis.2018.08.003> Benbow, A. & Anderson, P. (2019). A meta-analytic examination of attrition in virtual reality exposure therapy for anxiety disorders. *Journal of anxiety disorders*, 61, 18-26. <https://doi.org/10.1016/j.janxdis.2018.06.006> Chesham, R., Malouff, J., & Schutte, N. (2018). Meta-Analysis of the Efficacy of Virtual Reality Exposure Therapy for Social Anxiety. *Behaviour Change*, 35(3), 152-166. doi:10.1017/bec.2018.15 Botella, C., Fernández-Álvarez, J., Guillén, V. et al. Recent Progress in Virtual Reality Exposure Therapy for Phobias: A Systematic Review. *Curr Psychiatry Rep* 19, 42 (2017). <https://doi.org/10.1007/s11920-017-0788-4>

11:30 a.m. – 1:00 p.m.

This session does not offer continuing education credit.

Gramercy/Olmstead, 7th Floor

Membership Panel 3

Incorporating Anti-Racism Training in Clinical, Academic, and Hospital Settings

CHAIR: *Rebecca Skolnick, Ph.D., MindWell, NYC*

PANELISTS: *Aleta Angelosante, Ph.D., Hassenfeld Children’s Hospital at NYU Langone Medical Center*

Barbara W. Kamholz, ABPP, Ph.D., VA Boston HCS/ BU School of Medicine

Nathalie Edmond, Psy.D., RYT-500, Mindful and Multicultural Counseling
Brittany Hall-Clark, Ph.D., University of Texas Health Science Center at San Antonio

Primary Category: Professional / Interprofessional Issues

Key Words: *Anti-Racism, Social Justice, Professional Development*

Anti-racism means taking an active stance against individual and systemic racism. It can be challenging to talk about race and racism in the context of a work environment, let alone with our patients. Some people want to be actively anti-racist but don’t know where to start. Panelists will discuss strategies for doing your own anti-racism work as well as incorporating anti-racism training within clinical, academic, and hospital settings. There

will be ample opportunity for attendee participation in addition to moderated Q&A. This session does not offer continuing education credit.

12:00 p.m. – 1:30 p.m.

Earn 1.5 continuing education credits

Odets, 4th Floor

Clinical Grand Round 1

Validation: A Live Demonstration

CHAIR: Jeffrey M. Cohen, Psy.D., Columbia University

PANELIST: Colleen A. Sloan, Ph.D., VA Boston Healthcare System &
Boston University School of Medicine

Primary Category: Treatment - Mindfulness & Acceptance

Key Words: DBT (*Dialectical Behavior Therapy*), Treatment, LGBTQ+

In the seminal 1997 article, “Validation and Psychotherapy” Marsha M. Linehan wrote “perhaps no where is the ability to emphasize with another person more important than when one is interacting with a person who is on the brink of suicide.” Although Dialectical Behavior Therapy (DBT) is now considered a more general treatment for emotion dysregulation applicable to many patient populations, its origins as a treatment for suicidal people greatly influenced its development. While DBT is firmly anchored in change-based behavioral science, it additionally brings in acceptance and the key therapeutic stance of validation. Validation is to communicate that a person’s “responses make sense and are understandable within [their] current life context and situation.” (Linehan 1993, pp. 222) Since the advent of DBT, validation has become a widely used trans-theoretical technique ubiquitous in the cognitive and behavioral therapies.

In this grand round, two experienced presenters will go in depth and demonstrate each of the six levels of validation as outlined originally by Linehan. These include listening and observing; accurate reflection; articulating the un verbalized; validating in terms of causes; validating as reasonable in the moment; and radical genuineness. These demonstrations will teach attendees how to enhance their use of the technique of validation in cognitive and behavioral practice.

The presenters will also convey that no where is the ability to validate a person more important than when working with a person who has been chronically invalidated on the basis of a minoritized identity such as sexual orientation, gender identity, or racial / ethnic identity.

The presenters will demonstrate the six key levels of validation with a particular focus on validating those who have been chronically invalidated on the basis of minoritized identity. The presenters are master clinicians and researchers who have published in peer-reviewed journals on Dialectical Behavior Therapy and its application to sexual and gender minority people.

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

- Identify and implement the six levels of validation developed by Marsha M. Linehan.
- Assess the pros and cons for each level of validation in order to guide decision making in clinical practice.

- Articulate how to use validation as a therapeutic technique for addressing systemic invalidation of LGBTQ+ people.
- Articulate how to use validation as a therapeutic technique for addressing systemic invalidation of BIPOC+.
- Utilize functional validation to advocate for a more just and equitable clinical practice.

Recommended Readings: Cohen, J. M., Norona, J. C., Yadavia, J. E., & Borsari, B. (2021). Affirmative dialectical behavior therapy skills training with sexual minority veterans. *Cognitive and Behavioral Practice*, 28(1), 77-91. Sloan, C. A., Berke, D. S., & Shipherd, J. C. (2017). Utilizing a dialectical framework to inform conceptualization and treatment of clinical distress in transgender individuals. *Professional Psychology: Research and Practice*, 48(5), 301. Linehan, M. M. (1997). Validation and psychotherapy.



JEFFREY
COHEN



COLLEEN
SLOAN

Earn 1.5 continuing education credits

Broadway Ballroom, 6th Floor

Invited Panel 2

Open Science: The Future of Psychology

MODERATOR: *Rosaura Orengo-Aguayo, Ph.D.*, Associate Professor,
Medical University of South Carolina

PANELISTS: *Eric A. Youngstrom, Ph.D.*, Professor; Executive Director,
University of North Carolina at Chapel Hill; Helping
Give Away Psychological Science
Mitchell J Prinstein, Ph.D., ABPP, John Van Seters
Distinguished Professor of Psychology, University of
North Carolina at Chapel Hill
John Young, Ph.D., Professor, University of Mississippi
Eiko Fried, Ph.D., Assistant Professor, University of
Leuven
Jessica L. Schleider, Ph.D., Assistant Professor, Stony Brook
University
Kelee L. Pacion, M.A., Biological Sciences Librarian, Lewis
Science Library, Princeton University

Basic level of familiarity with the material

Primary Category: Improved Use of Research Evidence

Key Words: *Research Methods, Publishing, Public Health*

This year's ABCT convention theme is: "Emergency & Disaster Preparedness and Response: Using Cognitive and Behavioral Science to Make an Impact." The COVID-19 pandemic has revealed incredible strengths and formidable weaknesses in our preparedness and response to a global health emergency. The rapid development of effective vaccines was in large part due the open collaboration and sharing of data amongst scientists across the globe. Nevertheless, our field's scientific findings are still primarily published in academic journals that are not accessible to the general public. Furthermore, less than half of published psychological findings are successfully reproduced, illustrating the need for open access to data sets and sharing of research protocols and materials amongst research teams. Although open access journals are on the rise, there still is a significant gap in how psychological science, tools, and information reaches the public in an open, digestible, and accessible manner. Furthermore, the siloed model of doing science hinders our ability to replicate findings, rigorously examine contradicting findings, answer complex questions, and have a broader and timely impact. This invited panel will bring together leading researchers and experts in the field of psychological science (and beyond) who are engaging in Open Science efforts to "help give away psychological science." The panelists

will explain what Open Science is and its relevance to the field of psychology and CBT specifically. They will discuss topics such as who benefits from Open Science? How is Open Science currently being used in the field of psychology/CBT and why should we be paying attention? What technology, forums, tools, and infrastructure are currently being used to promote Open Science? What are the potential benefits, as well as unintended consequences of Open Science? How can Open Science play a role in communicating the evidence for cognitive behavioral interventions to the public and policymakers to effect change? How can Open Science combat misinformation? And most importantly, what are some action steps towards “helping to give away psychological science”, particularly during the COVID-19 pandemic and future disasters and emergencies.

Outline:

- Panelists will provide a brief overview of what is Open Science and its relevance to the field of psychology, and CBT specifically.
- The moderator will pose key open-ended questions with the goal of generating thought provoking dialogue around who benefits from Open Science? How is Open Science currently being used in the field of psychology/CBT and why should we be paying attention? What technology, forums, tools, and infrastructure are currently being used to promote Open Science? What are the potential benefits, as well as unintended consequences of Open Science? How can Open Science play a role in communicating the evidence for cognitive behavioral interventions to the public and policymakers to effect change? How can Open Science combat misinformation? And most importantly, what are some action steps towards “helping to give away psychological science”, particularly during the COVID-19 pandemic and future disasters and emergencies.

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

- Describe what is Open Science and its relevance to the field of psychology and CBT.
- List specific ways in which Open Science is currently being utilized in the field of psychology, including tools, technology, forums and infrastructure aiding its dissemination.
- Describe concrete action steps towards “helping to give away psychological science.”

Long-term Goals:

- Open Science refers to a set of practices that increase the transparency and accessibility of scientific data and research with the goal strengthening the quality, rigour and reach of science, as well as making science accessible to the general public.
- Open Science can play an important role in communicating the evidence for cognitive behavioral interventions to the public and policymakers to effect change.

Recommended Readings: Crüwell, S., Doorn, J. van, Etz, A., Makel, M., Moshontz, H., Niebaum, J., ... Schulte-Mecklenbeck, M. (2018). 8 Easy Steps to Open Science: An Annotated Reading List. *PsyArXiv Preprints*. <http://doi.org/10.31234/OSF.IO/CFZYX>. Foster, E.D. & Deardorff, A. (2017). Open Science Framework (OSF). *Journal of the Medical Library Association*, 105(2), 203–206. doi: 10.5195/jmla.2017.88. PMID: PMC5370619. Munafò, M. R., Nosek, B. A., Bishop, D. V., Button, K. S., Chambers, C. D., Du Sert, N. P., ... & Ioannidis, J. P. (2017). A manifesto for reproducible science. *Nature Human Behaviour*, 1(1), 0021. <https://doi.org/10.1038/s41562-016-0021>

Earn 1.5 continuing education credits

Ziegfeld, 4th Floor

Symposium 70

Trauma and Cognition: Cognitive Processes in PTSD Risk and Treatment

CHAIR: *Blair E. Wisco, Ph.D., University of North Carolina at Greensboro*

DISCUSSANT: *J Gayle Beck, Ph.D., University of Memphis*

Basic to Moderate level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: PTSD (*Posttraumatic Stress Disorder*), Trauma, CBT

Rumination and Posttraumatic Stress Disorder

Blair E. Wisco, Ph.D., University of North Carolina at Greensboro

Cameron P. Pugach, M.A., University of North Carolina at Greensboro

Faith Nomamiukor, M.A., UNC-Greensboro

Casey May, M.A., UNC-Greensboro

Allison Campbell, Ph.D., UNC-Greensboro

Assessing the Traumatic Impact of Bereavement Using the Cognitive Stress and Growth Model

Madeline J. Bruce, M.S., Saint Louis University

Examining Trauma Cognition Change Trajectories Among Initial PTSD Treatment Non-responders to Guide Subsequent Treatment Selections

Philip Held, Ph.D., Rush University Medical Center

Dale Smith, Ph.D., Rush University Medical Center

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

Changes in Rumination in Prolonged Exposure Therapy for PTSD

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

Emily Ballentine, Ph.D., University of Pennsylvania

Keith Bredemeier, Ph.D., University of Pennsylvania

Jeremy Tyler, Psy.D., University of Pennsylvania

Rachel Schwartz, Ph.D., University of Pennsylvania

Erica Weitz, Ph.D., University of Pennsylvania

12:00 p.m. – 1:30 p.m.

Earn 1.5 continuing education credits

Edison/Booth, 5th Floor

Symposium 71

Examining the Real-time Mental Health Impact of
Minority Stress Among Sexual and Gender Minority
Individuals

CHAIR: *John (Kai) Kellerman, M.S., Rutgers University*
DISCUSSANT: *Brian Feinstein, Ph.D., Rosalind Franklin University of
Medicine and Science*

Basic to Moderate level of familiarity with the material
Primary Category: LGBTQ+

Key Words: LGBTQ+, Risk / Vulnerability Factors, Longitudinal

Mediators of the Association Between Sexual Minority Identity Disclosure and
Suicidal Ideation: An Ecological Momentary Assessment Study
John (Kai) Kellerman, M.S., Rutgers University
Rebecca Cipollina, M.S., Rutgers, The State University of New Jersey
Evan M. Kleiman, PhD, Rutgers, The State university of new jersey

Event-level Associations Among Minority Stress, Coping Motives, and Substance
Use Among Sexual Minorities Women and Gender Diverse Individuals
Christina Dyar, Ph.D., The Ohio State University
Debra Kaysen, ABPP, Ph.D., Stanford University
Michael E. Newcomb, Ph.D., Northwestern University
Brian Mustanski, Ph.D., Northwestern University

The Role of Identity Uncertainty in the Mental Health of Bi+ Adults: An
Experience-sampling Study
Paddy Loftus, Ph.D., University of South Florida
Fallon R. Goodman, Ph.D., University of South Florida
Christina Dyar, Ph.D., The Ohio State University
Joanne Davila, Ph.D., Stony Brook University
Brian Feinstein, Ph.D., Rosalind Franklin University of Medicine and Science

SATURDAY

A Daily Diary Study of Minority Stressors, Suicidal and Non-suicidal Self-injury, and Affective Mechanisms Among Sexual and Gender Minority Youth

Ethan H. Mereish, Ph.D., American University

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

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

Matthew Killam, Ph.D., Beth Israel Deaconess Medical Center

Shirley Yen, Ph.D., Beth Israel Deaconess Medical Center

12:00 p.m. – 1:30 p.m.

Earn 1.5 continuing education credits

Broadhurst/Belasco, 5th Floor

Symposium 72

Development and Evaluation of Scalable Web-based Interventions Targeting Malleable Transdiagnostic Risk Factors

CHAIR: *Danielle M. Morabito, M.S., Florida State University*

DISCUSSANT: *Norman Schmidt, Ph.D., Florida State University*

All level of familiarity with the material

Primary Category: Program / Treatment Design

Key Words: *Technology / Mobile Health, Treatment, Transdiagnostic*

Pilot Study of a Virtually-delivered Personality-targeted Program - Univenture - On Indices of Undergraduates' Emotional Distress During the COVID-19 Pandemic Lockdown

Sherry H. Stewart, Ph.D., Dalhousie University

Fakir Yunus, Ph.D., Dalhousie University, Department of Psychology and Neuroscience

Patricia Conrod, Ph.D., University of Montreal

Laura Lambe, Ph.D., Dalhousie University

Audrey Livet, Ph.D., University of Montreal

Raquel Nogueira-Arjona, Ph.D., University of Roehampton

Katherine Rose, M.A., The University of British Columbia - Okanagan Campus

Cassidy Wallace, M.A., The University of British Columbia - Okanagan Campus

Matthew Keough, Ph.D., York University

Kara Thompson, Ph.D., St. Francis Xavier University

Marvin Krank, Ph.D., The University of British Columbia - Okanagan Campus

A Mixed Methods Feasibility Study of an Online Intervention to Reduce Perfectionism

Shanara Visvalingam, Macquarie University

Hannah McHardy, BPsych(Hons), Macquarie University

Susanne Norder, BPsych(Hons), MClinPsych, Macquarie University

Natasha Magson, Ph.D., Macquarie University

Melissa M. Norberg, Ph.D., Macquarie University

A Preliminary Evaluation of a Computerized Exposure-based Treatment for Perfectionism

Sarah Redden, M.S., Florida State University

Jesse R. Cougle, Ph.D., Florida State University

Development and Evaluation of a Web-based Tonic Immobility Psychoeducational Intervention

Danielle M. Morabito, M.S., Florida State University

Norman Schmidt, Ph.D., Florida State University

Web-based Intervention Targeting Thwarted Belongingness and Perceived Burdensomeness Reduces Suicidality Among Active-duty Soldiers: Sub-analyses from a Randomized Controlled Trial

Carter E. Bedford, Ph.D., Florida State University

Aoife Trotter, High School Diploma, Florida State University

Norman Schmidt, Ph.D., Florida State University

Earn 1.5 continuing education credits

Shubert/Uriis, 6th Floor

Symposium 73

Co-occurrence of Attention-deficit/hyperactivity Disorder and Borderline Personality Disorder in Youth: Predictors, Impairments, and Treatment Targets

CHAIR: *Julia D. McQuade, Ph.D., Amherst College*

DISCUSSANT: *Katherine Dixon-Gordon, Ph.D., University of Massachusetts Amherst*

Basic to Moderate level of familiarity with the material

Primary Category: ADHD - Child

Key Words: ADHD, Borderline Personality Disorder, Child

The Significance of Borderline Personality Features to Impairment in School-age Youth

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

Daniel Waschbush, Ph.D., Penn State Hershey Medical Center, Penn State College of Medicine

ADHD Symptoms, Peer Problems, and Emotion Dysregulation as Longitudinal and Concurrent Predictors of Adolescent Borderline Personality Features

Julia D. McQuade, Ph.D., Amherst College

Distinct and Interactive Roles of BPD and ADHD in Aggression and Suicidal Behavior in an Adolescent Inpatient Sample

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

Shirley Yen, Ph.D., Alpert Medical School of Brown University

A Brief, Telehealth Intervention Targeting Emotion Dysregulation and Family Conflict Improves Borderline Personality Features in Adolescents with ADHD

Rosanna Breaux, Ph.D., Virginia Tech

Annah R. Cash, B.S., Virginia Tech

Elizabeth A. DeLucia, M.S., Virginia Polytechnic Institute and State University

Katelyn Garcia, Ph.D., Virginia Tech

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

Courtney Swanson, M.S., Virginia Polytechnic Institute and State University

Earn 1.5 continuing education credits

Chelsea, 7th Floor

Symposium 74

Understanding and Addressing Race-related Stress and Trauma in Youth of Color

CHAIR: *Erika Roach, M.A., University of California at Berkeley*

DISCUSSANT: *Monnica T. Williams, ABPP, Ph.D., University of Ottawa*

Moderate level of familiarity with the material

Primary Category: Racial Trauma

Key Words: *Racial Trauma, Stress, Vulnerable Populations*

The Mediating Role of Emotion Dysregulation in the Relationship Between Race-related Stress and Trauma and Health Outcomes

Erika Roach, M.A., University of California at Berkeley

Racial Stressors and Anxiety in Chinese-heritage College Students

Stephanie L. Haft, M.A., UC Berkeley

Centering the Impact of COVID-19, School Discrimination, and Children's Mental Health in Minoritized Families

Aijah K. Goodwin, Ph.D., University of Maryland School of Medicine

Anna Long, Ph.D., Louisiana State University

Understanding the Experiences and Challenges of BIPOC Students at a Large Canadian University

Arghavan Nepton, University of Ottawa

Dana Strauss, B.S., University of Ottawa

Hesam Farahani, M.A., Carleton University

Jade I. Gallo, B.S., University of Connecticut

Monnica T. Williams, ABPP, Ph.D., University of Ottawa

Earn 1 continuing education credits

Gotham, 7th floor

Symposium 75

Developmental Considerations When Evaluating the Relationship Between Social Media Use and Positive and Negative Affect in Teens

CHAIR: *Simone I. Boyd, M.A., Rutgers University*

DISCUSSANT: *Jessica L. Hamilton, Ph.D., Rutgers*

Moderate level of familiarity with the material

Primary Category: Technology

Key Words: *Adolescents, Technology / Mobile Health*

Differential Associations Between Functional Affordances of Social Media Use and Depressive Symptom and Suicidal Ideation in Teens

Simone I. Boyd, M.A., Rutgers University

Saskia L. Jorgensen, Ph.D., Rutgers University

Adia Moore, Rutgers University

Alea Watson, Rutgers University

Jessica L. Hamilton, Ph.D., Rutgers

Digital Stress and Adolescent Experiences of Entrapment: Longitudinal Associations with Friendship Quality and Depressive Symptoms

Kara A. Fox, Ph.D., University of North Carolina at Chapel Hill

Elizabeth Nick, Ph.D., University of North Carolina at Chapel Hill

Mitchell J Prinstein, Ph.D., ABPP, University of North Carolina at Chapel Hill

Adolescents' Positive Affect During Social Media Use Is Associated with Social Media Checking but Not Social Media 'Screen Time.'

Melissa J. Dreier, Ph.D., Rutgers, The State University of New Jersey

Saskia L. Jorgensen, Ph.D., Rutgers, The State University of New Jersey

Ella Diab, Notre Dame University

Sarah Bregna, Rutgers, The State University of New Jersey

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

Peer Connectedness and Social Technology Use Predict Adolescent Girls’ Daily Emotional Health During COVID-19 Lockdown

Kiera M. James, Ph.D., University of Pittsburgh
Jennifer Silk, Ph.D., University of Pittsburgh
Lori Scott, Ph.D., University of Pittsburgh
Emily Hutchinson, B.S., University of Pittsburgh
Sarah Wang, B.S., University of Pittsburgh
Stefanie Sequeira, Ph.D., University of Pittsburgh
Celine Lu, Ph.D., University of Pittsburgh
Caroline Oppenheimer, Ph.D., University of Pittsburgh
Cecile Ladouceur, Ph.D., University of Pittsburgh

12:00 p.m. – 1:30 p.m.

Earn 1.5 continuing education credits

Skylobby, 16th Floor

SATURDAY

Symposium 76

Creating Prepared, Resilient, and Equitable Services and Systems: Multilevel Approaches to Preparing for and Responding to Disasters

CHAIRS: Alex R. Dopp, Ph.D., RAND Corporation
Vivian Byeon, M.A., University of California, Los Angeles
DISCUSSANT: Stanley J. Huey, Ph.D., University of Southern California

Moderate to Advanced level of familiarity with the material
Primary Category: Dissemination & Implementation Science
Key Words: *Disaster Mental Health*

Adaption and Pilot Testing of a Team Training Intervention for Multidisciplinary Cross-sector Teams: Implications for Disaster and Crisis Responses

Elizabeth A. McGuier, Ph.D., University of Pittsburgh School of Medicine
Jamie Feldman, B.A., University of Pittsburgh Medical Center
Mikele Bay, B.A., Children’s Advocacy Center of McKean County
Sue Ascione, M.S., Northeast Regional Children’s Advocacy Center
Mary Tatum, MPA, ACFI, Child Advocacy Center of Clearfield County
Eduardo Salas, Ph.D., Rice University
David J. Kolko, Ph.D., University of Pittsburgh School of Medicine

Increasing Access to Mental Health Supports for Healthcare Workers During the COVID-19 Pandemic and Beyond Through a Novel Coaching Program

Courtney Wolk, *Ph.D.*, Perelman School of Medicine at the University of Pennsylvania
 Matteo Pieri, *Ph.D.*, Perelman School of Medicine at the University of Pennsylvania
 Michal Weiss, *B.S.*, Perelman School of Medicine at the University of Pennsylvania
 Emily M. Becker-Haimes, *Ph.D.*, University of Pennsylvania

Adapting a Brief Intervention for Older Adults to Bolster Social Connection in Response to Disaster and Isolation

Taylor Loskot, *Ph.D.*, Pacific University

Lessons Learned from Community Mental Health Providers in the COVID-19 Crisis: Resources for Delivering Evidence-based Teletherapy in Los Angeles County

Vivian Byeon, *M.A.*, University of California, Los Angeles
 Ashley Flores, *B.A.*, University of California Los Angeles
 Stephanie H. Yu, *M.A.*, University of California, Los Angeles
 Julia Cox, *Ph.D.*, University of California, Los Angeles
 Lauren Brookman-Frazee, *Ph.D.*, University of California, San Diego
 Anna S. Lau, *Ph.D.*, University of California Los Angeles

States' Policy and Practice Responses to Sustaining Evidence-based Treatments in the COVID-19 Pandemic: Evidence from the Adolescent Community Reinforcement Approach for Substance Use Disorders

Blanche Wright, *M.A.*, University of California Los Angeles
 Alex R. Dopp, *Ph.D.*, RAND Corporation
 Grace Hindmarch, *B.S.*, Research Assistant
 Isabelle González, *Ph.D.*, RAND
 Sarah Hunter, *Ph.D.*, RAND Corporation
 Chau Pham, *M.S.*, RAND
 Mark Godley, *Ph.D.*, Chestnut Health Systems
 Jonathan Cantor, *Ph.D.*, RAND
 Rosanna Smart, *Ph.D.*, RAND
 Jonathan Purtle, *DrPH*, MSc, New York University

Earn 1.5 continuing education credits

Carnegie & Alvin, 5th Floor

Panel Discussion 11

Building Diversity, Equity, and Inclusion: Perspectives and Concerns of ABCT's Minority Special Interest Groups

MODERATOR: Janie J. Hong, Ph.D., Stanford University School of Medicine and Redwood Center for CBT and Research

PANELISTS: Ashleigh Coser, Ph.D., Cherokee Nation of Oklahoma
Jamilah R. George, M.S., University of Connecticut
Ilana Seager van Dyk, Ph.D., Massey University
Alexandria N. Miller, M.S., Suffolk University
Juventino Hernandez Rodriguez, Ph.D., The University of Texas Rio Grande Valley

Primary Category: Culture / Ethnicity / Race

Key Words: Ethnicity, LGBTQ+, Race

Within the ABCT, there are six special interest groups (SIGs) focused on minority mental health and research. They are the *Sexual and Gender Minority SIG*, *Oppression and Resilience: Minoritized Mental Health SIG*, *Native American Issues in Behavior Therapy and Research SIG*, *Black Americans in Research and Behavior Therapy SIG*, *Latinx SIG*, and *Asian American Issues in Behavior Therapy and Research SIG*. These SIGs offer a professional space of inclusion for those who identify with the needs of their respective minority groups and/or minority health concerns. They provide space to promote the research and work of their members. They provide space for members to connect within a larger group.

The current leaders of the six SIGs will come together and represent the collective voice of their members and the minoritized groups they represent. In this panel, the SIG leaders will highlight gains and setbacks from this past year in diversity, equity, and inclusion (DEI) efforts within ABCT and their respective groups. They will discuss ongoing concerns of their members and will tackle tough questions related to intersectionality and identity, allyship, marginalization and burnout, and diversity representation. Throughout the session, the panelists will focus on operationalizing issues raised by offering clear, concrete next steps. Individuals seeking to promote DEI initiatives within ABCT and/or wanting a space to share their own perspectives on these issues are especially encouraged to attend.

SATURDAY

Earn 1.5 continuing education credits

Juilliard/Imperial, 5th Floor

Panel Discussion 12

Responding to Covid-related Challenges in Intervention Development Research for Persons with or at Risk for HIV in Sub-saharan Africa

MODERATOR: *Amelia Stanton, Ph.D.*, Harvard Medical School/
Massachusetts General Hospital

PANELISTS: *Conall O’Cleirigh, Ph.D.*, Harvard Medical School/
Massachusetts General Hospital,
Jasper S. Lee, M.S., Harvard Medical School /
Massachusetts General Hospital
Lena S. Andersen, Ph.D., University of Copenhagen
Melanie A. Broadhead, M.D., Ph.D., King’s College
London
Concilia T. Bere, M.S., University of Zimbabwe
Fortunate N. Mosery, B.S., University of the
Witwatersrand

Primary Category: Global Mental Health

Key Words: *HIV / AIDS, Underserved Populations, Research Methods*

The COVID-19 pandemic posed and continues to pose significant challenges for conducting global mental health research, especially with populations with HIV, who already face mental health disparities and are at increased risk for COVID-19 infection. In sub-Saharan Africa (SSA), depression, posttraumatic stress, and other common mental health disorders negatively affect engagement in HIV care and HIV prevention behaviors, contributing to poor health outcomes among people with HIV or at risk for HIV. Interventions that target mental health to improve engagement in HIV-related care in SSA are at various stages of development, from formative work to identify factors associated with attrition to large-scale efficacy testing of treatments that rely on cognitive behavioral strategies to improve HIV treatment adherence. The pandemic and efforts to manage the spread of COVID-19 fundamentally altered the execution of these projects. Descriptions of challenges and associated solutions will be presented. Panelists were chosen to represent different levels of seniority across multiple institutions (i.e., senior principal investigators, project managers, and junior investigators) and involvement with cognitive behavioral intervention development projects for persons with HIV based in Malawi, Zimbabwe, and South Africa. Initial discussions will focus on operational challenges (recruitment, data collection, data management difficulties), design and protocol issues, and the need for extensive safety protocols that took ethical considerations into account. Next, training and supervision issues, including rapid re-training to support adaptation for remote delivery, staff shortages, and restrictions on private space, will be addressed. Panelists directly involved in intervention delivery will describe the ways in which COVID-19-related con-

tent (i.e., requests for information, grief and bereavement, exacerbation of financial difficulties) was integrated into sessions. Finally, senior and junior investigators will discuss COVID-related challenges to mentorship in global mental health research for persons with or at risk for HIV, with a focus on efforts to build and maintain international collaborations during global health emergencies.

12:00 p.m. – 1:30 p.m.

Earn 1.5 continuing education credits

Plymouth/Royale, 6th Floor

Panel Discussion 13

Let's Talk: Managing Microaggressions at Work, in Our Work, and in Our Lives

MODERATORS: *Simon A. Rego, ABPP, Psy.D.*, Montefiore Medical Center
Jessica Floyd Alexander, Psy.D., N/A

PANELISTS: *Anne Marie Albano, ABPP, Ph.D.*, Columbia University
College of Physicians and Surgeons
Yash Bhambhani, Ph.D., Montefiore Medical Center
Ryan C. DeLapp, Ph.D., Montefiore Medical Center

Primary Category: Oppression and Resilience Minority Health

Key Words: *Professional Issues, Professional Development, Career Development*

Microaggressions are everyday verbal, nonverbal and environmental slights, snubs or insults, whether intentional or unintentional, which communicate hostile, derogatory or negative messages to target persons based solely upon their marginalized group membership (Sue, 2010). While the term was coined in 1970 by Dr. Chester Pierce in reference to the insults he had regularly seen non-black Americans level on black people, it has since been expanded to include any marginalized group in society (e.g., people of color, women, LGBTQ persons, those with disabilities, religious minorities, etc.). Clearly then, microaggressions may occur during any phase of a psychologist's career. While more established psychologists may have trusted individuals with whom they can process such incidents, early career professionals may not have access to such resources. In addition, supervisors sometimes communicate invalidation and a lack of empathy, rather than support and knowledgeable guidance toward supervisees who report experiencing microaggressions (Williams, Shamp, & Harris, 2017), potentially damaging the supervisory relationship and trainee efficacy. So, let's talk. It's time to discuss the impact of microaggressions on our trainees our colleagues, and most importantly, ourselves. As such, this intimate and experiential, audience-involving panel discussion will feature two past presidents of ABCT, along with a mid-career and early-career psychologist, who together represent the perspectives of women, people of color, and LGBTQ lenses, working in academic medical settings and the VA, at different career stages. The discussion will be moderated by a mid-career psychologist who is experienced with the subject matter on both professional and personal levels. The intent is to have an open and honest discussion about the various microaggressions panelists and audience members have dealt with personally and/or have witnessed, in order to educate one another on how microaggressions impact various marginalized groups and generate ideas on how to address future microaggressions that may

occur within the context of our personal and professional relationships, in the spirit of both competence building (bring someone you think will benefit!) and self-care.

12:00 p.m. – 3:00 p.m.

Earn 3 continuing education credits

SoHo/Herald, 7th Floor

Workshop 11

ticket

Cognitive-Behavioral Therapies for Social Anxiety Disorder: An Integrative Strategy

Larry I. Cohen, LICSW, National Social Anxiety Center

Primary Category: Adult Anxiety

Key Words: *Social Anxiety, Anxiety, CBT*

This session provides an intensive overview of five evidence-based cognitive-behavioral strategies for the treatment of social anxiety disorder: behavioral experiments/exposure; cognitive restructuring; external mindfulness plus thought defusion; assertion training; and core belief change work. Attendees will learn how to apply, combine, and adapt these strategies to the needs of socially anxious individuals. Many of these strategies are demonstrated in video-recorded clinical role-plays, which will be made available to attendees. There will also be discussion on how to design and implement exposures as behavioral experiments to test and modify automatic thoughts, underlying assumptions and core beliefs for the purpose of decreasing social anxiety and building self-confidence. Many client worksheets, instructional handouts and questionnaires are provided for use and adaptation in your own practices.

Outline:

Introduction

- Resources for therapists and for consumers
- Basic facts about social anxiety, and the role of shame
- Diversity factors in social anxiety
- The vicious cycle of socially anxious cognition, feelings and behavior
- Overview of outcome studies on social anxiety treatment
- Integrating the 3 waves: debates and syntheses
- Assessment, progress monitoring and relapse prevention

External Mindfulness (Curiosity Training)

- Rationale: self-focus and self-evaluation as safety-seeking behavior
- Debate on external mindfulness + thought-feeling defusion vs. internal mindfulness (meditation)
- Helping clients understand and master external mindfulness and defusion
- Clinical demonstrations

Cognitive Restructuring (Reframing)

- Rationale: changing cognition that contributes to anxiety
- Themes of socially anxious hot thoughts
- Debate on defusing from negative thoughts vs. changing them
- Debate on how and when to do cognitive restructuring for social anxiety
- Use of experiments and imagery to do cognitive restructuring
- Helping clients understand and master cognitive restructuring
- Use of cognitive restructuring, mindfulness and defusion to overcome worry/rumination
- Clinical demonstrations

Behavioral Experiments (Exposures)

- Rationale: changing cognition, pursuing values and reducing anxiety through real-life experience
- Debate on exposures vs. experiments: habituation / value pursuit / changing cognition
- How to help clients choose experiments
- Straightforward vs. paradoxical (social mishap, de-catastrophizing, shame-attacking) experiments
- Helping clients understand, identifying, and minimize safety-seeking behaviors
- How best to carry out experiments: before, during and after
- In-session experiments and use of video evidence
- Homework experiments and strategies to increase follow-through
- Use of surveys as experiments
- Clinical demonstrations

Assertive Defense Of The Self (Head-Held-High Assertion)

- Rationale: increase self-confidence in handling fears come true
- Practicing the strategy in session
- Homework to master the strategy
- Debate on the limitations of the strategy, and ways to address these limitations
- Clinical demonstrations

Core Belief Change Work

- Rationale: to modify beliefs that contribute to shame and anxiety
- Debate on whether to target core beliefs at all when treating social anxiety
- Helping clients identify their unhealthy core beliefs and healthy alternatives
- Homework and in-session strategies to modify core beliefs
- Clinical demonstrations

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

- Describe 3 strategies to train clients in the use of external mindfulness and thought-feeling defusion when socially anxious.
- Describe 3 strategies to train clients in different means of doing cognitive restructuring before and after social anxiety triggers.
- Describe 3 strategies to help clients design, carry out and learn from behavioral experiments / exposures to test socially anxious thoughts and underlying core beliefs, and to increase client motivation to carry out such experiments.
- Describe 2 strategies to train clients in the use of assertive defense of the self to increase self-confidence in handling fears come true.
- Describe 3 strategies to help clients identify and modify underlying core beliefs that contribute to their social anxiety.

Long-term Goals:

- Design individualized, evidence-based treatment strategies to help their socially anxious clients test and modify their anxious cognitions and behaviors while pursuing their values and goals.
- Design individualized, evidence-based strategies to help their socially anxious client decrease their reliance on avoidance, self-monitoring, rumination and other safety-seeking behaviors.

Recommended Readings: Warnock-Parkes, E., Wild, J., Thew, G. R., Kerr, A., Grey, N., Stott, R., Ehlers, A., & Clark, D. M. (2020). Treating social anxiety disorder remotely with cognitive therapy. *The Cognitive Behaviour Therapist*, 13, E30. doi: 10.1017/S1754470X2000032XHofmann, S. G. & Otto, M. W. (2017). *Cognitive behavioral therapy for social anxiety disorder* (2nd ed.), 24-63. Routledge. Hope, D. A., Heimberg, R. G., & Turk, C. L. (2019). *Managing social anxiety: A cognitive-behavioral approach - Therapist guide* (3rd ed.), 1-34. Oxford University Press.McEvoy, P. M., Saulsman, L. M. & Rapee, R. M. (2018). Imagery-enhanced CBT for social anxiety disorder, 16-38. Guilford Press. Mayo-Wilson, E., Dias, S., Mavranzouli, I., Kew, K., Clark, D. M., Ades, A. E. & Pilling, S. (2014). Psychological and pharmacological interventions for social anxiety disorder in adults: a systematic review and network meta-analysis. *The Lancet: Psychiatry*, 368-376. doi.org/10.1016/S2215-0366(14)70329-3

12:00 p.m. – 3:00 p.m.

Earn 3 continuing education credits

Empire/Hudson, 7th Floor

Workshop 13

ticket

Acceptance and Commitment Therapy for Managing Cravings and Addictive Behaviors

Maria Karekla, Ph.D., University of Cyprus
Megan M. Kelly, Ph.D., VA Bedford Healthcare System

Basic level of familiarity with the material

Primary Category: Addictive Behaviors

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

The application of Acceptance and Commitment Therapy (ACT) for the treatment of many problems where craving is a core feature is growing (e.g., substance use, tobacco use, overeating). Cravings are intense desires for using or consuming certain substances with the goal of feeling pleasure and satisfaction. They are a key component of addiction-related problems, including addictions to substances like tobacco, alcohol, and drugs. substance use, tobacco use, overeating). Individuals presenting with addictions often have

difficulty managing cravings, although this is an inevitable aspect of experiencing substance use and other addictive behaviors. Research finds that cravings are reported by 58% to 97% of the general population (Gendall, Joyce & Sullivan, 1997), and they occur as often as 2–4 times-per-week (Hill, 2007). Difficulties involving cravings are associated with substantial distress, functional impairment, and low quality of life. This workshop presents practical strategies based in ACT to help individuals to cope and manage cravings at the core of common addictions. The workshop will also present the latest research in ACT for dealing and overcoming cravings, and examine the efficacy, the mechanisms, and processes of change of ACT for the treatment of craving-related problems. Concepts will be illustrated using live demonstrations, experiential exercises, metaphors, and worksheets. This workshop is designed to teach skills needed to explore ACT as an assessment model and intervention method for addressing cravings and addictions. It will be mostly experiential and will balance an understanding of the model with a personal connection with the issues raised in ACT, and with skill development.

Outline:

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

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

- Apply a functional behavioral analysis approach to craving-related problems.
- Describe how to use mindfulness, acceptance, experiential exercises, metaphors, and defusion techniques, to improve well-being in individuals with craving-related issues.
- Explain case conceptualization based on ACT processes and how to practically work with exposure of current cravings.
- Explain the latest culturally-adapted ACT advances when working with craving related problems.
- Discuss data on the efficacy of ACT for craving-related issues and addictive behaviors.

Long-term Goals:

- Describe the basic tenets and core processes of ACT as they apply to cravings and addictions
- Utilize experiential exercises, role-plays, and a variety of hands-on techniques to cultivate a direct experience with the ACT approaches to craving and addictions.

Recommended Readings: Karekla, M., & Kelly, M. (2022). *Cravings and Addictions: Free Yourself from the Struggle of Addictive Behavior with Acceptance and Commitment Therapy*. New Harbinger Publications. Kelly, M. M., Sido, H., Forsyth, J. P., Ziedonis, D. M., Kalman, D., & Cooney, J. L. (2015). Acceptance and commitment therapy smoking cessation treatment for veterans with posttraumatic stress disorder: a pilot study. *Journal of dual diagnosis*, 11(1), 50-55. Karekla, M., Georgiou, N., Panayiotou, G.P., Sandoz, E., Kurz,

- S., & Constantinou, M. (2020). Cognitive Restructuring vs. Defusion: Impact on craving, healthy and unhealthy food intake. *Eating Behaviors*, 37. <https://doi.org/10.1016/j.eatbeh.2020.101385>. Osaji, J., Ojimba, C., & Ahmed, S. (2020). The use of acceptance and commitment therapy in substance use disorders: a review of literature. *Journal of Clinical Medicine Research*, 12(10), 629. doi: 10.14740/jocmr4311 Gloster, A. T., Walder, N., Levin, M.E., Twohig, M.P., & Karekla, M., (2020). The empirical status of Acceptance and Commitment Therapy: A review of meta-analyses. *Journal of Contextual Behavior Science*, 18, 181-192. <https://doi.org/10.1016/j.jcbs.2020.09.009> Gul, M., & Aqeel, M. (2021). Acceptance and commitment therapy for treatment of stigma and shame in substance use disorders: a double-blind, parallel-group, randomized controlled trial. *Journal of Substance Use*, 26(4), 413-419. doi: 10.1080/14659891.2020.1846803 Karekla, M., Savvides, S.N., & Gloster, A. (2020). An Avatar-led Intervention Promotes Smoking Cessation in Young Adults: A Pilot Randomized Clinical Trial. *Annals of Behavioral Medicine*, 54 (10), 747-760. doi: 10.1093/abm/kaa013. Byrne, S. P., Haber, P., Baillie, A., Costa, D. S., Fogliati, V., & Morley, K. (2019). Systematic reviews of mindfulness and acceptance and commitment therapy for alcohol use disorder: should we be using third wave therapies?. *Alcohol and Alcoholism*, 54(2), 159-166. doi: 10.1093/alcalc/agy089

12:00 p.m. – 1:30 p.m.

Earn 1.5 continuing education credits

Marquis Ballroom B, 9th Floor

Mini Workshop 13

Taking Exposure and Response Prevention from the Treatment Manual to Your Patients: A Guide to Application for All Mental Health Disciplines

Patrick B. McGrath, Ph.D., NOCD

Basic to Moderate level of familiarity with the material

Primary Category: Adult Anxiety

Key Words: Anxiety, OCD (*Obsessive Compulsive Disorder*), Stress

What we learn is graduate school and in our training experiences is invaluable to our development as psychologists, clinicians, and advisors. Over the course of our careers, not only do we hone our craft - we also gather stories and diagrams and slides and drawings and twists of phrases that can be so instrumental in getting our patients to finally understand what it is that we are trying to get across to them in a way they understand, and which motivate them to change. It can take years and numerous conference presentations to gather some of these great stories. But what if you got a whole collection of these gems in one talk? Come to this talk and steal everything! After 22 years of training students and

therapists how to treat anxiety, trauma, and OCD, there are numerous stories, anecdotes, and graphics that can make CBT and ERP education simple and actually fun. Come to this talk and learn how to take all of the basics and make them exciting and something that is motivating to patients to do CBT and ERP. Get patients to stop shoulding all over the place, quit trying to live as if the rules of the world apply to them differently than they do to everyone else, and motivate people to accept doubt and uncertainty and be OK with it, all while having some fun and consolidating all that you have gained academically and making it presentable to a patient in a way that they will understand.

Outline:

- Review the basics of CBT as taught in school.
- Take those basics and translate them into language that makes sense to patients so that they are able to understand exactly why therapy will be happening the way that it is going to happen.
- Discuss the common principles that are found in most patients that are presenting with anxiety and ways to challenge them with CBT and ERP.
- Review the use of Safety Seeking Behaviors and the importance of educating patients to not use them.
- Discuss why CBT and ERP might not work and how to recognize what it getting in the way of them working in sessions.
- Share case vignettes where CBT and ERP were used successfully.

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

- Develop a library of stories, graphs, and anecdotes to use to explain CBT and ERP to anxious patients.
- Motivate patients to do ERP and troubleshoot any barriers to the use of response prevention both in and out of sessions.
- Apply a list of cognitive distortions specific to anxiety that they can use in their CBT session.

Long-term Goal:

- Attendees will develop a comfort in presenting the basics of CBT and ERP to their patients in a language that is understandable and still reflects the science behind the work that is being done.
- Attendees will recognize patterns in their anxious patients, leading to quicker resolution of problems that are being presented and results being achieved.

Recommended Readings: Abramowitz, J., Deacon, B., & Whiteside, S. (2012). *Exposure Therapy for Anxiety: Principles and Practice*. (2nd ed.) The Guilford Press. Hershfield, J. (2018). *Overcoming Harm OCD: Mindfulness and CBT Tools for Coping with Unwanted Violent Thoughts*. New Harbinger. Springer, K. & Tolin, D. (2020). *The Big Book of Exposures: Innovative, Creative, and Effective CBT-Based Exposures for Treating Anxiety-Related Disorders*. New Harbinger.

Earn 1.5 continuing education credits

Marquis Ballroom C, 9th Floor

Mini Workshop 14

The Empowering, Vigorous and Compassionate Approach of Rational Emotive Behavior Therapy

Dr Debbie Joffe Ellis, Other, Columbia University TC

All level of familiarity with the material

Primary Category: Cognitive Science / Cognitive Processes

Key Words: *REBT (Rational Emotive Behavior Therapy), Compassion / Empathy, Coping*

In considering the theme of this conference, the immeasurable contributions of my husband, the brilliant genius Albert Ellis, in shaking up the therapeutic community of his time by heralding in the cognitive revolution in psychotherapy with his approach of Rational Emotive Behavior Therapy (REBT) are powerfully relevant! His approach of Rational Emotive Behavior Therapy vigorously encourages individuals to act in ways that creates wellbeing within themselves, and also encourages them to serve other people, their immediate communities, society and world. REBT vigorously encourages people to think in pragmatic, rational, realistic and optimistic ways, to embrace a holistic way of life, to practice daily gratitude, and to work on having greater unconditional acceptance of self, others and life. REBT asserts that during times of unanticipated challenges, such as the pandemic, and other crises and emergencies, many people can tend to catastrophize and create debilitating emotions that include anxiety, despondency and rage. Regrettably many of those people may not be aware that it is not the unpleasant or critical events that create such emotions, but their perceptions and beliefs about the crises and events that do so. REBT also asserts that many personal and social evils stem from intolerance, bigotry, absolutism, rigidity, and fanaticism. REBT teaches people how to think in ways that can create stability and calm when challenges arise and offers clear techniques and tools that can be applied in order to help them change above-mentioned toxic and self defeating attitudes, unhealthy emotions and unhelpful tendencies. In this mini-workshop, I will share the main principles and techniques of REBT, highlight REBT aspects that empower people to create healthy emotions during times of challenge and crisis and that can create stability and tranquility despite and including whatever hardships may be taking place on an individual, local or global level. I will also give a live demonstration of REBT with a volunteer, and include time for Q & A.

Outline:

- Introductory comments about Rational Emotive Behavior Therapy (REBT) and its creator: Dr. Albert Ellis.

- The Basics of REBT, including the differences between the healthy and unhealthy negative emotions and the distinct qualities of irrational thinking vs those of rational thinking.
- Live Demonstration of REBT with Volunteer.
- Tools and Techniques of REBT.
- Unique Qualities of REBT.
- The History and Development of REBT.
- Question and Answer Time.

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

- Describe the main tenets and techniques of Rational Emotive Behavior Therapy.
- Define the difference between rational and irrational beliefs.
- Distinguish and describe the difference between healthy negative emotions and unhealthy negative emotions.
- Apply the Albert Ellis "A-B-C-D-E" self-help technique for reducing and preventing emotional disturbance.
- Describe the main philosophical components of REBT.

Recommended Readings: Ellis, A. & Ellis, D.J. (2019). *Rational Emotive Behavior Therapy: 2nd Edition*. Washington D.C. American Psychological Association. Ellis, A. (2001). *Overcoming destructive beliefs, feelings and behaviors*. Amherst, N.Y.: Prometheus Books. Sperry, J. & Sperry, L. (2018). *Cognitive Behavior Therapy in Counseling Practice*. New York, N.Y. Routledge.

12:00 p.m. – 1:30 p.m.

Gilbert, 4th Floor

Special Interest Group



Child and Adolescent Anxiety SIG

The CAASIG meeting will include a review of SIG business, introduction of newly elected SIG members, presentation of SIG student awards, and a topical clinical-research presentation.

12:00 p.m. – 1:00 p.m.

Marquis Ballroom A, 9th Floor

Special Interest Group



Research in Clinical Practice SIG

The SIG chair will briefly describe the SIG and its activities to attendees. The SIG chair will introduce the past and present officers and SIG members who play important leadership roles. We will make decisions about whether we want to charge dues and what other activities we might want to do during the coming year.

12:00 p.m. – 2:00 p.m.

Columbia/Duffy, 7th Floor

Shabbat

Please join us for Shabbat. All are welcome.

12:30 p.m. – 1:30 p.m.

Astor Ballroom, 7th Floor

Annual Meeting of Members

All ABCT members are encouraged to attend this meeting. Learn about the Association's progress on our Strategic Intent, our 2022 accomplishments, and our priorities for 2023. 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.

1:30 p.m. – 3:30 p.m.

Earn 2 continuing education credits

Majestic/Music Box, 6th Floor

Master Clinician Seminar 7

ticket Cognitive Behavior Therapy for Regret

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

Basic to Moderate level of familiarity with the material

Primary Category: Adult Depression

Key Words: *Rumination, Cognitive Processes, Worry*

Although regret is a central element in depression, procrastination, indecision, self-criticism, worry, rumination, and avoidance, it has received little attention in the CBT literature. In contrast, regret has been a focus in decision theory and research indicating that when people make decisions they often anticipate the possibility of post-decision regret and, therefore, attempt to minimize this experience. Regret is not always a negative

process. Insufficient regret processes result in impulsive behavior and failure to learn from past decisions. During manic episodes there is underutilization of anticipatory regret. We will view regret as a self-regulatory process where too much regret or too little regret may be problematic. Although people often believe that they will more likely regret taking new action, research indicates over time there is greater regret for actions not taken. Affective forecasting—that is, overprediction of emotion following events in the future—often contributes to anticipatory regret, with predictions leading to beliefs in greater impact of events than is warranted by the facts. In addition, some decision makers have idealized beliefs about decisions, rejecting ambivalence as an inevitable part of the tradeoffs underlying decision making under uncertainty. Specific decision styles are more likely to contribute to regret, including maximization, emotional perfectionism, intolerance of uncertainty, and overvaluation of “more” information rather than relevant information. In this presentation we will examine how regret is linked to hindsight bias, maximization rather than satisfaction strategies, intolerance of uncertainty, rejection of ambivalence, refusal to accept tradeoffs, excessive information demands, and ruminative processes. Specific techniques will be elaborated to balance regret with acceptance, present utility, and flexibility to enhance more pragmatic decision processes, reverse ruminative focus on the past, and replace self-criticism with adaptive self-correction.

Outline:

- Regret is a central issue in decision making, procrastination, worry, rumination and guilt.
- Clients may have problems in either exaggerating or minimizing regret.
- Over the long-term there is greater regret for actions not taken than actions taken.
- Decision styles emphasizing maximization rather than satisfaction lead to greater regret.
- Intolerance of ambivalence and uncertainty can lead to opportunity costs due to inability to decide.
- Emphasizing acceptance, flexibility, future utility, and relative preferences can assist clients in coping with outcomes.

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

- Identify the role of anticipatory and retrospective regret in decision making and how this impacts procrastination, risk aversion, indecision, rumination, and self-criticism.
- Assist clients in accepting uncertainty and risk in order to make more pragmatic and effective decisions.
- Describe how to assist clients in reducing postdecision regret, self-criticism and rumination and accept tradeoffs in making decisions while enhancing satisfaction with imperfect outcomes.
- Distinguish between Productive and Unproductive Regret.
- Relate decision style of maximizing, inflexible expectations, and perfectionism to vulnerability to regret.

Long-term Goals:

- Use concepts of anticipatory and retrospective regret in helping clients make better informed decisions.
- Help clients reduce maximization beliefs both in making decisions and in coping with outcomes.

Recommended Readings: Leahy, R. L. *If Only..Finding Freedom from Regret*. New York: Guilford. Leahy, R.L. (2015). *Emotional Schema Therapy*. New York: Guilford. Bell, D.E. (1982). Regret in decision making under uncertainty. *Operations Research*, 30, 961-981.

Roose, N. J., & Summerville, A. (2005). What we regret most ... and why. *Personality and Social Psychology Bulletin*, 31, 1273–1285. doi:10.1177/0146167205274693. Zeelenberg, M., & Pieters, R. (2007). A Theory of Regret Regulation. *Journal of Consumer Psychology*, 17(1), 3–18.

1:30 p.m. – 3:00 p.m.

Marquis Ballroom A, 9th Floor

Special Interest Group



Tic and Obsessive-Compulsive Related Disorders SIG

In this meeting, two presentations will be given by experts in the field about their current SIG-relevant research. Following these presentations, attendees will be provided the opportunity to ask the presenters questions. At the end of the meeting, individuals interested in tics and other obsessive compulsive related disorders will be given the opportunity to connect/network with others who are interested in these disorders.

SATURDAY

Earn 1.5 continuing education credits

Gotham, 7th Floor

Symposium 84

Dealing with Distress: Transdiagnostic Presentation and Treatment of Dysregulated Emotion and Coping Processes

CHAIR: *Natasha H. Bailen, M.A., Ph.D., Boston University Center for Anxiety and Related Disorders*

DISCUSSANT: *Todd J. Farchione, Ph.D., Boston University*

Moderate level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Emotion, Emotion Regulation, Transdiagnostic*

The Relationship Between Psychological Inflexibility and Well-being: A Meta-analysis

Clarissa Ong, Ph.D., Boston University

Abigail L. Barthel, M.A., Boston University Center for Anxiety and Related Disorders

Stefan G. Hofmann, Ph.D., Boston University

Examining the Temporal and Contextual Dynamics of Psychological Flexibility on Affect and Stress in a Transdiagnostic Clinical Sample: An Ecological Momentary Assessment Study

Abigail L. Barthel, M.A., Boston University Center for Anxiety and Related Disorders

Stefan G. Hofmann, Ph.D., Boston University

Distress Aversion, Non-acceptance of Emotion, and Diagnostic Comorbidity in OCD and MDD

Natasha H. Bailen, M.A., Ph.D., Boston University Center for Anxiety and Related Disorders

Anthony J. Rosellini, Ph.D., Center for Anxiety and Related Disorders at Boston University

Christina Galiano, M.A., Center for Anxiety and Related Disorders at Boston University

Timothy A. Brown, Psy.D., Center for Anxiety and Related Disorders at Boston University

Exploring the Unified Protocol's Ability to Target Emotion Subgroups in Anxiety Disorders

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

Nicole D. Cardona, M.A., Boston University

Elizabeth H. Eustis, Ph.D., Boston University Center for Anxiety and Related Disorders

Madison Boschulte, Ph.D., Boston University

Todd J. Farchione, Ph.D., Boston University

David H. Barlow, ABPP, Ph.D., Center for Anxiety and Related Disorders, Boston University

Saturday, 2:00 p.m. – 3:00 p.m.

Earn 1 continuing education credits

Broadway Ballroom, 6th Floor

Invited Address 3

The Role of the UPR Medical Sciences Campus in the COVID-19 Public Health Response in Puerto Rico

Carmen D. Zorrilla, M.D., University of Puerto Rico School of Medicine

Basic to Moderate level of familiarity with the material

Primary Category: Prevention

Key Words: COVID-19, Public Health, Vaccines

By June 8, 2022, Puerto Rico has administered 7,107,447M of vaccine doses in a population of 3,076,212 M. The coverage of 95% people with at least 1 dose is greater than many States. Since protection wanes after 6 months, 1.3M people need a booster. The success of the public health response was in large part due to planning and inclusion of most health care sectors in the response. In addition, PR has traditionally reported good vaccination rates among school-aged children. The UPR Medical Sciences Campus response to the COVID-19 pandemic and its sustained work includes several strategies. With 6 schools: Medicine, Dental Medicine, Nursing, Pharmacy, Health Professions and Public Health, a community of about 5,000 individuals (students, faculty, residents, and staff), we are educators, health care providers (HCP) and research leaders. Specifically, we will address research, molecular testing, and vaccination efforts. With a need for testing and diagnosis, as a step for research and management of cases, we established a molecular testing center in 2020. It allowed our investigators to offer participation in diverse research activities and access to testing for our students and staff. We were part of clinical trials for vaccines (Novavax) and new treatments (ACTIV-network). Once the testing program was ongoing and vaccines were available by December 2020, we established a Vaccine Center

with active participation of the Deans and faculty of 5 schools: Medicine, Dental Medicine, Nursing, Pharmacy and Health Professions. Fair distribution of vaccines required assessment of exposure risks among students and faculty per school and program, planning for appointments according to capacity, dissemination of the plan with its specific rationale and monitoring to assure compliance of the plan. Our model decentralized the establishment of risk category of staff, faculty and students, and the appointment lists at the Deanship of each school. We determined the vaccination slots per day and assigned numbers to the Deanships which in turn provided a list by school per each vaccine day. All schools had a portion of the daily appointments to foster coverage. In 4 months, we reached more than 98% coverage of our community. One unique strategy was the use of therapy dogs for the vaccination efforts for children.

Outline:

- Puerto Rico and UPR Medical Science Campus COVID-19 Public Health Responses
 - To World Pandemic
- Innovative strategies for Scientific collaboration
 - Investigators with diverse interests
- Use of therapy dogs
 - Vaccination efforts for children at vaccine center

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

- Review the local COVID-19 public health responses in the context of a world pandemic.
- List innovative strategies for scientific collaboration among investigators with diverse interests.
- Describe the use of therapy dogs in the vaccination efforts for children.

Long-term Goal:

- Attendees will be able to describe diverse prevention and mitigation strategies useful for the COVID-19 pandemic in Puerto Rico and to learn about the integration of faculty and students from five health professional schools in a multi-disciplinary and interprofessional approach to vaccination efforts.

Recommended Readings: Time-Varying Effectiveness of Three Covid-19 Vaccines in Puerto Rico Mónica M. Robles Fontán, Elvis G. Nieves, Iris Cardona Gerena, Rafael A. Irizarry doi: <https://doi.org/10.1101/2021.10.17.21265101> accessed at: <https://www.medrxiv.org/content/10.1101/2021.10.17.21265101v2>

Earn 1.5 continuing education credits

Odets, 4th Floor

Symposium 77

Implementing Digital Mental Health Interventions in Real-world Settings

CHAIR: *Alexandra L. Silverman, M.A., University of Virginia*

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

All level of familiarity with the material

Primary Category: Technology

Key Words: *Technology / Mobile Health, Implementation*

Delivery of Cognitive Bias Interventions in Real-world Settings

Courtney Beard, Ph.D., McLean Hospital

Risa Weisberg, Ph.D., Boston University

Erin Beckham, B.A., McLean hospital

Ramya Ramadurai, B.A., American University

Heather Martin, McLean Hospital

Feasibility and Acceptability of a Web-based Interpretation Training Program Delivered to Patients with Anxiety in a Healthcare System

Alexandra L. Silverman, M.A., University of Virginia

Jennifer Boggs, Ph.D., MSW, Kaiser Permanente Colorado – Institute for Health Research

Jeremy Eberle, M.A., University of Virginia

Megan Baldwin, B.S., Kaiser Permanente Colorado

Henry Behan, M.A., University of Virginia

Anna Baglione, M.S., University of Virginia

Valerie Paolino, Ph.D., Kaiser Permanente Colorado

Angel F. Vela de la Garza Evia, B.S., University of Virginia

Medhi Boukhechba, Ph.D., University of Virginia

Laura Barnes, Ph.D., University of Virginia

Bethany Teachman, Ph.D., University of Virginia

Challenges and Lessons Learned in the Dissemination and Implementation of a Self-guided Mental Health App for College Students

Emily G. Lattie, Ph.D., Northwestern University Feinberg School of Medicine

Katherine Cohen, M.A., Stony Brook University

Emily Hersch, M.A., Northwestern University Feinberg School of Medicine

Clarisa Wijaya, Ph.D., Northwestern University

Kofoworola Williams, M.P.H., Ph.D., Feinberg School of Medicine, Northwestern University

Kaylee P. Kruzan, Ph.D., Northwestern University

David Mohr, Ph.D., Northwestern University

Culturally Adapting, Disseminating, and Evaluating a Single-session Digital Mental Health Platform for San Antonio Youth

Jessica L. Schleider, Ph.D., Stony Brook University

Chantelle Roulston, Ph.D., Stony Brook University

Akash Shroff, B.S., Stony Brook University

Julia Fassler, B.A., New York University

Nicole Dierschke, DrPH, UT Teen Health

Jennifer San Pedro Todd, J.D., UT Teen Health

Ambar Rios-Herrera, LPC, M.S., UT Teen Health

Kristen Plastino, M.D., UT Teen Health

Implementation of the Text Messaging Program: Staywell

Marvyn R. Arévalo Avalos, Ph.D., University of California at Berkeley

Karina Rosales, Ph.D., University of California Berkeley Social Welfare

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

Earn 1.5 continuing education credits

Ziegfeld, 4th Floor

Symposium 78

Novel Approaches to Increase Access to and Engagement in PTSD Treatment

CHAIR: Anna E. Jaffe, Ph.D., University of Nebraska-Lincoln

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

Basic to Moderate level of familiarity with the material
Primary Category: Trauma and Stressor Related Disorders and Disasters
Key Words: PTSD (*Posttraumatic Stress Disorder*), Treatment, Trauma

Improving Voluntary Engagement for PTSD Treatment Among Active Duty Service Members Using Motivational Enhancement Therapy

Debra Kaysen, ABPP, Ph.D., Stanford University
Thomas Walton, Ph.D., University of Washington
Anna E. Jaffe, Ph.D., University of Nebraska-Lincoln
Scott Graupensper, Ph.D., University of Washington
Issac Rhew, Ph.D., University of Washington
Denise Walker, Ph.D., University of Washington, Seattle

Enhancing Social Support to Engage Veterans in PTSD Treatment: Veterans and VA Providers' Perspectives

Sarah B. Campbell, Ph.D., VA Puget Sound Health Care System
Tracy Simpson, Ph.D., VA Puget Sound Health Care System
John C. Fortney, Ph.D., University of Washington School of Medicine

Expanding the Reach of CPT in Prisons: Strategies from Formative Evaluation and Early Implementation

Melissa J. Zielinski, Ph.D., University of Arkansas for Medical Sciences

Evaluating the Feasibility, Acceptability, and Efficacy of a Brief, Self-directed Text Message Intervention for Co-occurring PTSD Symptoms and Alcohol Misuse

Kristen Lindgren, ABPP, Ph.D., University of Washington School of Medicine
Emily Dworkin, Ph.D., University of Washington School of Medicine
Debra Kaysen, ABPP, Ph.D., Stanford University
Heidi J. Ojalehto, B.S., University of North Carolina Chapel Hill
Cynthia Stappenbeck, Ph.D., Georgia State University
Michele Bedard-Giligan, Ph.D., University of Washington

Earn 1.5 continuing education credits

O'Neill, 4th Floor

Symposium 79

Novel Daily Methodologies to Understand the Syndemics of Suicide and Nonsuicidal Self-harm Among High-risk and Marginalized Populations

CHAIRS: *Alexa M. Raudales, M.A., University of Rhode Island*
Nicole Weiss, Ph.D., University of Rhode Island

DISCUSSANT: *Heather Schatten, Ph.D., Brown University & Butler Hospital*

Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

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

Dynamic Micro-longitudinal Approach to Assessing Reciprocal Relations Between Emotion Dysregulation and NSSI and the Influence of PTSD Among Sexual Assault Survivors

Alexa M. Raudales, M.A., University of Rhode Island

Manshu Yang, Ph.D., University of Rhode Island

Heather Schatten, Ph.D., Brown University & Butler Hospital

Michael Arney, Ph.D., Warren Alpert Medical School of Brown University

Nicole Weiss, Ph.D., University of Rhode Island

Using Ecological Momentary Assessment to Examine Interoceptive Attention as a Momentary Predictor of Disordered Eating and Non-suicidal Self-injury

Elizabeth A. Velkoff, Ph.D., University of California San Diego

April Smith, Ph.D., Auburn University

Assessing Changes in Suicide Risk in Persons Living with HIV Using Ecological Momentary Assessment

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

Yiqin Zhu, M.S., University of Pennsylvania

Kevin Narine, Ph.D., William James College

Emily Ballentine, Ph.D., University of Pennsylvania

Exploring the Roles of Everyday Social Stressors and Emotional Responses in Predicting NSSI Urges and Behaviors in Daily Life

Lauren A. Haliczzer, M.A., M.S., University of Massachusetts Amherst

Katherine Dixon-Gordon, Ph.D., University of Massachusetts Amherst

Earn 1.5 continuing education credits

Carnegie & Alvin, 5th Floor

Symposium 80

Picky Eating, Not Just for Kids: Presentation and Treatment of Avoidant/restrictive Food Intake in Transition Age Youth and Young Adults

CHAIR: *Jessie Menzel, Ph.D., Equip Health*

DISCUSSANT: *Jennifer J. Thomas, Ph.D., Massachusetts General Hospital*

Basic to Moderate level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Eating, Etiology, Treatment*

Self-reported Characteristics and Inpatient Hospital Course of Adults with ARFID Compared to Age- and Sex-matched Controls with Anorexia Nervosa

Irina Vanzhula, Ph.D., Johns Hopkins School of Medicine

Colleen Schreyer, Ph.D., Johns Hopkins School of Medicine

Angela Guarda, M.D., Johns Hopkins School of Medicine

Using an Enhanced Family Based Treatment for Transition Age Youth with ARFID

Jessie Menzel, Ph.D., Equip Health

Jessica Baker, Ph.D., Equip Health

Kelly Cai, M.S., Equip Health

David Freestone, Ph.D., Equip Health

Cara Bohon, Ph.D., Equip Health

Dori Steinberg, Ph.D., Equip Health

Changes in Fasting Anterior Cingulate Cortex Activation and Cholecystokinin Levels After Cognitive-behavioral Therapy for ARFID

Kendra R. Becker, Ph.D., Massachusetts General Hospital/Harvard Medical School

Avery Van De Water, B.S., Brigham and Women's Hospital

Katie Rozzell, B.S., University of Hawai'i at Manoa

Nassim Tabri, Ph.D., Carleton University

Lauren Breithaupt, Ph.D., Massachusetts General Hospital/Harvard Medical School

Helen Burton Murray, Ph.D., Massachusetts General Hospital/Harvard Medical School

Casey M. Stern, Ph.D., Massachusetts General Hospital

Madhusmita Misra, M.D., MPH, Massachusetts General Hospital/Harvard Medical School

Lawson Elizabeth, M.D., Massachusetts General Hospital/Harvard Medical School

Laura Holsen, Ph.D., Brigham and Women's Hospital

Kamryn Eddy, Ph.D., Massachusetts General Hospital/Harvard Medical School

Jennifer J. Thomas, Ph.D., Massachusetts General Hospital

2:00 p.m. – 3:30 p.m.

Earn 1.5 continuing education credits

Broadhurst/Belasco, 5th Floor

Symposium 81

When “gold Standard” Fails the Patient: Understanding How to Better Meet Our Patients’ Needs in Treatment

CHAIR: *Jennie M. Kuckertz, Ph.D., McLean Hospital/Harvard Medical School*

DISCUSSANT: *Stefan G. Hofmann, Ph.D., Boston University*

Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Psychotherapy Outcome, Change Process / Mechanisms, Recovery*

Understanding Non-response to Intensive/residential Treatment for OCD Based on Orientation Towards Distress: A Network Approach

Jennie M. Kuckertz, Ph.D., McLean Hospital/Harvard Medical School

Richard J. McNally, Ph.D., Harvard University

Bradley Riemann, Ph.D., Rogers Behavioral Health

Claudia Van Borkulo, Ph.D., University of Amsterdam

Benjamin Bellet, M.S., Harvard University

Nathaniel Van Kirk, Ph.D., McLean Hospital/Harvard Medical School

Jason Kropfingier, Ph.D., McLean Hospital/Harvard Medical School

Martha Falkenstein, Ph.D., McLean Hospital/Harvard Medical School

Extinction Learning Profiles in Pediatric OCD: Implications for Treatment
Joseph F. McGuire, Ph.D., Johns Hopkins University School of Medicine

Inference-based Cognitive-behavioral Therapy versus Exposure and Response Prevention for Obsessive-compulsive Disorder: Initial Findings from a Non-inferiority Trial

Frederick Aardema, Ph.D., University of Montreal

Behaviors Associated with Latent Mood States: Potential Clinical Utility of Person-specific Mood State Classification

Esther Howe, M.A., University of California, Berkeley

Aaron J. Fisher, Ph.D., University of California, Berkeley

2:00 p.m. – 3:00 p.m.

Earn 1 continuing education credit

Shubert/Uriis, 6th Floor

Symposium 82

Neurocognitive Predictors of Behavioral Parent Training for ADHD: Bridging Etiological Science and Treatment Research to Identify Potentially Novel Intervention Targets

CHAIR: *Lauren M. Friedman, Ph.D., Arizona State University*

DISCUSSANT: *Mary V. Solanto, Ph.D., Northwell Health*

Basic to Moderate level of familiarity with the material

Primary Category: ADHD - Child

Key Words: ADHD, Parent Training, Externalizing

Processing Speed and Working Memory Abilities Predict Behavioral Treatment Outcomes Among Children with ADHD-inattentive Presentation

Lauren M. Friedman, Ph.D., Arizona State University

Keith McBurnett, Ph.D., University of California, San Francisco

Stephen Hinshaw, Ph.D., University of California, Berkeley

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

What Predicts Response to an Intensive Behavioral Intervention for Youth with ADHD? The Implications of Neurocognitive Functioning for Understanding Changes in ‘Real-world’ Behaviors

Joseph S. Raiker, Jr., Ph.D., Florida International University

Morgan Jusko, M.S., Florida International University

Jessica Smith, M.S., Florida International University

Mileini Campez, M.S., Florida International University

Kelcey J. Little, B.S., M.S., Emory University School of Medicine

Elizabeth Gnagy, M.S., Florida International University

Andrew Greiner, B.S., Florida International University

Justin Parent, Ph.D., Alpert Medical School of Brown University

Erika Coles, Ph.D., Florida International University

William E. Pelham Jr., Ph.D., Center for Children and families, Florida International University

Parent and Child Neurocognitive Functioning Predict Response to Behavioral Parent Training for Youth with ADHD

Whitney Fosco, Ph.D., Penn State College of Medicine

Dustin E. Sarver, Ph.D., University of Mississippi Medical Center

Michael Kofler, Ph.D., Florida State University

Paula Aduen, Ph.D., Massachusetts General Hospital

Does Parental Emotional Regulatory Capacity Predict the Response to Behavioral Parenting Interventions in Children with ADHD?

James Waxmonsky, M.D., Penn State College of Medicine

Daniel Waschbush, Ph.D., Penn State Hershey Medical Center, Penn State College of Medicine

Whitney Fosco, PhD, Penn State College of Medicine

Avleen Walia, BA, Penn State Collège of Medicine

Urveesha Nirjar, M.A., Penn State College of Medicine

Autumn Kujawa, Ph.D., Vanderbilt University

Earn 1.5 continuing education credits

Plymouth/Royale, 6th Floor

Symposium 83

Help-seeking and Therapeutic Relationships Among Minoritized Individuals

CHAIR: *Rebecca Browne, M.S., Suffolk University*

DISCUSSANT: *Jessica G. Graham-LoPresti, Ph.D., Suffolk University*

Basic level of familiarity with the material

Primary Category: Oppression and Resilience Minority Health

Key Words: *Underserved Populations*

Self-compassion and Mental Health Help-seeking Among BIPOC Individuals

Rebecca Browne, M.S., Suffolk University

Sarah Schwartz, Ph.D., Suffolk University

The Role of Cultural Orientation and Generation Status in Psychological Help Seeking Among Asian and Asian American College Students

Linsey R. Mathew, M.S., Suffolk University

Rebecca Browne, M.S., Suffolk University

Laura Austin, M.S., Suffolk University

Sarah Schwartz, Ph.D., Suffolk University

Jessica loPresti, Ph.D., Suffolk University

Stigma Consciousness Predicts Attitudes Toward Mental Healthcare Providers Among Gender and Sexual Minoritized Adults

Anna Larson, Ph.D., Suffolk University

Sarah Schwartz, Ph.D., Suffolk University

Black People's Perspectives on Therapy: Responses to Therapist Attention to a Context of Stereotypes

Tsotso Ablorh, M.A., University of Massachusetts Boston

Earn 1.5 continuing education credits

Marquis Ballroom B, 9th Floor

Symposium 85

Using Technology to Support Couples During Times of Crisis

CHAIR: *Kayla Knopp, Ph.D., VA San Diego Health Care System*

DISCUSSANT: *Samantha Connolly, Ph.D., Harvard Medical School*

Basic to Moderate level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Telehealth/m-health, Technology / Mobile Health*

SATURDAY

The Role of Telehealth in Providing Equitable Access to Couple and Family Services Among Veterans Before and During the COVID-19 Pandemic

Kayla Knopp, Ph.D., VA San Diego Health Care System

Grace McKee, Ph.D., Central Virginia VA Medical Center

Janina Schnitzer, Ph.D., VA San Diego Healthcare System

Leslie Morland, Psy.D., University of California-San Diego/San Diego VA

Shirley M. Glynn, Ph.D., VA Greater Los Angeles Healthcare System

Samantha Connolly, Ph.D., Harvard Medical School

Scott McDonald, Ph.D., Central Virginia VA Medical Center

A Single-arm Pilot of Telehealth Relationship Checkups Offered to Veterans During the COVID-19 Pandemic

Dev Crasta, Ph.D., US Department of Veterans Affairs

Jennifer Funderburk, Ph.D., Department of Veterans Affairs

Tatiana D. Gray, Ph.D., Springfield College

James Córdova, Ph.D., Clark University

Peter Britton, Ph.D., Center of Excellence for Suicide Prevention, VA Finger Lakes Healthcare Center

Does Coparenting Improve During the Ourrelationship Program? Explorations Within a Low-income Sample During the COVID-19 Pandemic

Yunying Le, Ph.D., The Pennsylvania State University

S. Gabe Hatch, M.S., University of Miami

Zachary Goodman, M.A., University of Miami

Brian Doss, Ph.D., University of Miami

A Preliminary Examination of the Effects of Baseline Relationship Satisfaction on Couple HOPES Outcomes, an Online Self-help Couples Intervention for PTSD

Kristen M. Whitfield, Ph.D., Ryerson University

Alexander O. Crenshaw, Ph.D., Ryerson University

Victoria L. Donkin, Ph.D., Ryerson University

Robert Valela, BCom, Ryerson University

Jennifer Ip, M.A., Ryerson University

Caitlin Martin-Newnham, MJ, York University

sonya Varma, BSc, York University

Alyssa A. Di Bartolomeo, Ph.D., York University

Lindsay Fulham, M.A., York University

Alexis Collins, B.S., Ryerson University

Desiree Mensah, BSc, York University

Meredith Landy, Ph.D., Psy.D., Ryerson University

Christina Samonas, Ph.D., Ryerson University

Leslie Morland, Psy.D., University of California-San Diego/San Diego VA

Brian Doss, Ph.D., University of Miami

Anne C. Wagner, Ph.D., Remedy + Remedy Institute

Skye Fitzpatrick, Ph.D., York University

Candice M. Monson, Ph.D., Ryerson University

The Agapé App: Developing and Evaluating a Relationship Wellness App to Promote Daily Connection

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

Jenna Macri, Ph.D., Agape Wellness Inc.

Earn 1.5 continuing education credits

Skylobby, 16th Floor

Symposium 86

Evaluating Strategies to Disseminate Information About Evidence-based Practices to Stakeholders

CHAIR: Margaret E. Crane, M.A., Temple University

DISCUSSANT: Sara J Becker, Ph.D., Brown University School of Public
health

All levels of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Dissemination, Public Policy, Mental Health Literacy*

The Effect of Caregiver Key Opinion Leaders on Increasing Caregiver Demand for Evidence-based Practices to Treat Youth Anxiety

Margaret E. Crane, M.A., Temple University

Gillian C. Dysart, Temple University

Sydney Keller, B.A., Temple University

Olivia Bauer, B.A., Temple University

Sirina Tiwari, Temple University

Jonathan Purtle, DrPH, MSc, New York University

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

Sara J Becker, PhD, Brown University School of Public health

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

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

Is Relevance a Double-edged Sword? State-tailored Dissemination Materials Are Perceived as More Relevant by Policymakers but Can Have Unintended Consequences

Jonathan Purtle, DrPH, MSc, New York University

Katherine Nelson, Ph.D., Drexel University School of Public Health

Sarah Gollust, PhD, University of Minnesota School of Public Health

Experimental Evidence for Increasing the Reach of Research Messages to State and Federal Policymakers

Patrick O'Neill, B.A., Columbia University & Pennsylvania State University

Jessica Pugel, M.A., Evidence-to-Impact Collaborative, Penn State University

D. Max Crowley, Ph.D., Evidence-to-Impact Collaborative, Penn State University

J. Taylor Scott, Ph.D., Evidence-to-Impact Collaborative, Penn State University

The Effects of Using Social Media and Youtube to Disseminate Clinical Science Research Findings to Mental Health Practitioners

Jacqueline Persons, Ph.D., Oakland Cognitive Behavior Therapy Center and University of California, Berkeley

Kelsie H. Okamura, Ph.D., Judge Baker Children's Center

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

Travis L. Osborne, Ph.D., Evidence Based Treatment Centers of Seattle

Robert Reiser, Ph.D., Reiser Healthcare Consulting

Jocelyn Sze, Ph.D., Bay Area Trauma Recovery Clinical Services

Peer and Supervisor Influence on School Mental Health Provider Attitudes Towards Evidence-based Treatment

Sheina Godovich, M.A., The Catholic University of America

Hannah M. Thomas, M.A., Montclair State University

Zohaib Jessani, M.A., Catholic University of America

Kathryn B. Guajardo, Ph.D., The Catholic University of America

Brendan Rich, Ph.D., The Catholic University of America

2:00 p.m. – 3:30 p.m.

Earn 1.5 continuing education credits

Edison/Booth, 5th Floor

Panel Discussion 14

Making Fidelity Assessment Attainable in the Pandemic Era and Beyond

MODERATORS: Sarah L. Kopelovich, Ph.D., University of Washington School of Medicine

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

PANELISTS: Maria Monroe-DeVita, Ph.D., University of Washington School of Medicine

Shannon Wiltsey Stirman, Ph.D., Stanford University

Shannon Dorsey, Ph.D., University of Washington, Seattle

Primary Category: Workforce Development / Training / Supervision

Key Words: Competence, Implementation, Underserved Populations

Interventions and programs that are administered with high fidelity are more likely to yield better program and patient outcomes. Ideally, organizations that offer evidence-based treatments like CBT take steps to ensure that practitioners are competent in the evidence-based practice (in other words, “*can they do it?*”) and that practitioners are adherent to the model (“*are they doing it?*”). Even under optimal conditions, publicly-funded behavioral health settings experience significant hardships in monitoring fidelity, let alone using fidelity metrics to guide program or professional development. Assessment is typically not remunerated, supervisors lack resources to support fidelity

assessment, and frontline staff are not acculturated to quality monitoring processes. The pandemic has further hindered efforts to assess fidelity due to crisis-level workforce shortages that have contributed to ballooning caseloads, burnout, and resource depletion. This panel is composed of experts in fidelity assessment for cognitive behavioral therapy for depression, anxiety, trauma, and psychosis among children, adolescents, and adult veterans and civilians as well as specialty treatment programs that incorporate CBT. Panelists will discuss how policy, technology, and implementation science have been leveraged to reduce barriers to fidelity assessment. Case examples will include a new bespoke fidelity tool that leverages machine learning technology to evaluate behavioral rehearsal of discrete CBT skills, establishing fidelity assessments for digital interventionists, an electronic portal for Assertive Community Treatment fidelity reviews that provides automated feedback, use of self-report checklists and CBT worksheets monitoring, and behavioral rehearsal. Aimed to ensure that fidelity is attainable during the pandemic era, the panelists will discuss the potential of these innovations to sustain high-quality care beyond the public health crisis.

2:00 p.m. – 3:30 p.m.

Earn 1.5 continuing education credits

Juilliard/Imperial, 5th Floor

Panel Discussion 15

Goal-setting Beyond Barriers for People with SMI: Bringing Together DEIB and Psychosocial Rehabilitation and Recovery Perspectives for People with Significant Barriers and Limited Resources

MODERATORS: *Charlie A. Davidson, Ph.D.*, Atlanta Center for Cognitive Therapy

Kim Mueser, Ph.D., Boston University

PANELISTS: *Brittney Jones, Psy.D.*, Stanford University

Nadine A. Chang, Ph.D., Gracie Square Hospital

Erica D. Marshall, Ph.D., Emory University and Grady Health System

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

Susan R. McGurk, Ph.D., Boston University

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *Psychosis / Psychotic Disorders, Recovery, Transdiagnostic*

Empirically-supported approaches to recovery following significant losses, including trauma, disaster, or onset of serious mental illness (SMI), often center around setting and progress toward motivating and values-aligned goals. Treatment techniques most often include guiding people to break down goals into related activities or steps, receive reinforcement from activities, experientially discover and challenge dysfunctional thoughts, build relevant skills, and experience progress and reduction of barriers. A collaborative, shared decision-making model of psychosocial rehabilitation and recovery (PSR) can empower and motivate people to engage in these techniques despite traumatic experiences, environ-

mental barriers, and the contradiction between goal setting and defeatist beliefs. However, people with SMI (including psychosis, PTSD, OCD, and depression) are disproportionately affected by disasters, health inequities, and discrimination related to diagnostic status and intersecting discriminated characteristics. The early intervention literature has clearly shown that most Americans are neither promptly nor adequately supported following onset of illness, which is often a personal disaster and/or trauma in itself. For those who receive support, goal setting techniques are limited by environmental and personal barriers including limited resources, stigma, and discrimination.

The purpose of this panel is to bring together experts in PSR for SMI, DEIB perspectives on behavioral treatment, and supporting disadvantaged people in difficult contexts. Panelists will identify convergences and divergences between approaches to collaborative goal setting and activity scheduling for people whose recent mental health and drastic environmental changes present significant barriers to these treatment techniques. They will focus on techniques in the context of responding to significant life changes, such as covid19-related losses, incarceration or involuntary hospitalization, or drastic losses after onset of mental illness. Panelists will present special insights from inpatient care, community rehabilitation, supported employment, and services for discriminated populations in the context of healthcare inequities.

Earn 1.5 continuing education credits

Winter Garden/Palace, 6th Floor

SATURDAY

Panel Discussion 16

Mentorship Match: Challenges, Learnings, and Tips for Developing and Implementing Mentorship Programs for Mental Health Professionals with Minoritized Identities

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

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

Janie J. Hong, Ph.D., Stanford University School of Medicine and Redwood Center for CBT and Research

Michelle E. Roley-Roberts, Ph.D., Creighton University

Juventino Hernandez Rodriguez, Ph.D., The University of Texas Rio Grande Valley

Natalie R. Holt, Ph.D., VA Tennessee Valley Healthcare System

Shirley B. Wang, M.A., Harvard University

Ashleigh Coser, Ph.D., Cherokee Nation of Oklahoma

Primary Category: Professional/ Interprofessional Issues

Key Words: *Underserved Populations, Career Development*

Despite the availability of mentorship programs for mental health professionals, there is currently a dearth of programs serving those who hold minoritized identities. Mentored individuals are more satisfied and committed to their professions than non-mentored individuals, with these individuals often earning higher performance evaluations, higher salaries, and faster career advancement (Wanberg, Welsh, & Hezlett, 2003; Shen et al., 2022). Mentorship can come in different forms, including formal or informal (Chao, Walz, & Gardner, 1992) psychosocial support and/or career development (Kram, 1985), and across dimensions of a mentee's experience including career stage and/or identity. Given the variety of benefits, coupled with the lack of programs for mentees with minoritized identities, it is important to understand how to best meet the unique needs of these individuals when developing and implementing mentorship programs.

Panelists include graduate students and professionals who have experience leading and/or participating in a mentorship program specifically geared towards individuals with various intersecting minoritized identities. Individuals from different ABCT Special Interest Groups will come together to discuss their experiences with mentorship. The discussion will review the need and evidence for mentorship programs, as well as challenges and lessons learned from these experiences. The goal of the panel is to provide practical strategies when creating mentorship programs to meet the needs of individuals holding a range of minoritized identities.

Earn 1.5 continuing education credits

Chelsea, 7th Floor

Spotlight Research 3

**Predictors and Determinants of Coping with COVID-19:
Cross-cultural Perspectives**

CHAIR: William H. O'Brien, Ph.D., Bowling Green State University

PANELISTS: Kullaya Pisitsungkagarn, Ph.D., Chulalongkorn University

Panita Suavansri, Ph.D., Chulalongkorn University

Jennifer Chavanovanich, Ph.D., Chulalongkorn University

Shan Wang, Ph.D., Duke Kunshan University

Primary Category: Multicultural Psychology

Key Words: *Multicultural Psychology, Global Mental Health, Health Psychology*

The COVID-19 pandemic created a complex psychological environment for persons around the world. In this presentation, researchers from Thailand, China, and the USA will describe the processes, challenges, and benefits associated with conducting cross-cultural research on COVID-19. They will review cross-cultural research in COVID-19 and present the results of several studies examining predictors and correlates of preventive health behaviors and psychological reactions to the COVID-19 pandemic. The first study collected data via social media in the USA and China during early stages of the pandemic (March 2020). The second study collected data via MTurk in the USA at three time points in (April, June, September). The third study collected data via MTurk in the USA in September/October 2021. The fourth study will collect data in the USA and Thailand via social media in the Spring of 2022.

The four studies have measures of COVID-19 preventive health behaviors (PPE, Social Distancing), adverse psychological reactions to COVID-19 (pandemic fatigue, psychological distress, physical symptoms, mental health, quality of life), and positive psychological reactions to COVID-19 (post traumatic growth). Demographic predictors include age, sex, medical status, education, income, job status, and living circumstances. Based on health behavior and learning theories, measures of perceived susceptibility and intolerance of uncertainty are contained in the data sets. Finally, cultural indicators (acculturation, individualism, collectivism, country) and cross-cultural measures of mindfulness-related mediators and moderators (impermanence, acceptance of suffering, non-self-attachment, serenity, self-compassion, compassion, psychological flexibility) of the (a) COVID-19 stress – psychological distress/growth relationship and (b) susceptibility – PPE use/Social distancing relationship were collected. The results of these studies provide insight into how persons from differing cultural contexts experience and cope with COVID-19 related distress. The studies also demonstrate that the inclusion of Eastern-based mindfulness and coping constructs significantly improves upon the conventional and limited contemporary Western-based models.

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

- Gain an understanding of how culture intersects with psychological reactions to, and coping with, COVID-19.
- Better understand how a multicultural approach yields improved prediction of COVID-19 related preventive health behaviors and mental health.
- Gain an appreciation of how mindfulness, acculturation, pandemic fatigue, and COVID-19 coping interact with cultural variables.
- Summarize cross-cultural findings related to COVID-19 coping and prediction of preventive health behaviors.
- Understand the ways that language and translation influence construct measurement.

Recommended Readings: Jarukasemthawee, S., Halford, W. K., & McLean, J. P. (2019). When East meets West: A randomized controlled trial and pre- to postprogram evaluation replication of the effects of insight-based mindfulness on psychological well-being. *Journal of Psychotherapy Integration*, 29, 307–323. <https://doi.org/10.1037/int0000179> Tanaphong Uthayaratana, Nattasuda Taephant & Kullaya Pisitsungkagarn (2019) Four noble truths based problem solving: a therapeutic view. *Mental Health, Religion & Culture*, 22,119-129, DOI: 10.1080/13674676.2018.1512565 William H. O'Brien, Shan Wang, Aniko Viktoria Varga, Huanzhen Xu, Tracy Sims, Kristin Horan, Chung Xiann Lim, Predicting personal protective equipment use, trauma symptoms, and physical symptoms in the USA during the early weeks of the COVID-19 lockdown (April 9–18, 2020), *Journal of Contextual Behavioral Science*, 21,37-47. doi.org/10.1016/j.jcbs.2021.05.003.

Earn 1.5 continuing education credits

Marquis Ballroom C, 9th Floor

Mini Workshop 15

A Safety Aid Reduction Treatment for Anxiety and Related Disorders

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

Laurel Franklin, Ph.D., Southeast Louisiana Veterans Health Care System

Basic level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: Anxiety, Group Therapy

Anxiety and related disorders (e.g., anxiety disorders, trauma-and stressor-related disorders, obsessive-compulsive and related disorders, and depressive disorders) are a highly prevalent, debilitating, and costly category of mental illness (Greenberg et al., 2003; Greenberg et al., 1999; Kessler et al., 2005; Kessler et al., 2012). Although there are a number of evidence-based psychotherapies (EBPs) available to manage these conditions (Butler et al., 2006), a significant proportion of providers report not using these validated treatment approaches (Forman & Beck, 2006). Factors contributing to EBP underutilization include the diagnosis specific nature of these protocols as well as the time and training needed to master and deliver these protocols. One approach to addressing these barriers is to utilize group-based transdiagnostic or unified treatments. Such protocols are based on the theory that anxiety and related disorders share common features and therefore respond to common therapeutic procedures (Allen et al., 2008). One such treatment, specifically focused on the identification and elimination of safety aids (i.e., cognitive or behavioral strategies designed to prevent, avoid, or alleviate anxiety), has received increasing empirical support (Raines et al., under review; Riccardi et al., 2017; Schmidt et al., 2012). Notably, the treatment manual was recently published and is now freely available for download to the public. As such, the purpose of this mini-workshop is to provide attendees with a broad overview of this treatment in the hopes that it would be useful for their clinical practice.

Outline:

- Overview of anxiety and related disorders.
- Gaps in current treatment literature and rationale for transdiagnostic treatments.
- Description of safety aids and how they function across anxiety and related disorders.
- Description of prior safety aid treatment literature.

- In depth overview of the adapted and expanded safety aid treatment protocol.
- Discussion of additional treatment considerations and anticipated problems.

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

- Describe the need and support for transdiagnostic treatments.
- Define safety aids and describe how they contribute to the development and maintenance of anxiety and related disorders.
- List the three main components of the safety aid reduction treatment.

Long-term Goal:

- Understand the role of and be able to address safety aid usage in evidence-based psychotherapies for anxiety and related disorders.
- Utilize the safety aid reduction treatment for anxiety and related disorder in practice.

Recommended Readings: Schmidt, N. B., Buckner, J. D., Pusser, A., Woolaway-Bickel, K., Preston, J. L., & Norr, A. (2012). Randomized controlled trial of false safety behavior elimination therapy: A unified cognitive behavioral treatment for anxiety psychopathology. *Behavior therapy*, 43(3), 518-532. Riccardi, C. J., Korte, K. J., & Schmidt, N. B. (2017). False safety behavior elimination therapy: a randomized study of a brief individual transdiagnostic treatment for anxiety disorders. *Journal of anxiety disorders*, 46, 35-45. Korte, K. J., Norr, A. M., & Schmidt, N. B. (2018). Targeting safety behaviors in the treatment of anxiety disorders: A case study of false safety behavior elimination treatment. *American Journal of Psychotherapy*, 71(1), 9-20.

Earn 1.5 continuing education credits

Astor Ballroom, 7th Floor

Mini Workshop 16

Early Intervention for Distress Following Disaster: Skills for Life Adjustment and Resilience (SOLAR)

Scott M. Pickett, Ph.D., Center for Translational Behavioral Science,
Department of Behavioral Sciences and Social Medicine, Florida State
University College of Medicine

Meaghan O'Donnell, Ph.D., Centre for Posttraumatic Mental Health,
Department of Psychiatry, University of Melbourne

SATURDAY

Basic to Moderate level of familiarity with the material

Primary Category: Disaster Mental Health

Key Words: *Trauma, Resilience, Treatment*

Natural disasters affect millions of people worldwide every year and have significant mental health consequences, including anxiety, depression, substance use disorders, and stress disorders such as posttraumatic stress disorder (Norris, 2006; Acierno et al., 2007; Kessler et al., 2008). Individuals affected by disasters may also experience impairments in functioning and experience an increase in somatic symptom severity without meeting criteria for a psychiatric disorder (Pollack, Weiss, & Trung, 2016). Skills for Life Adjustment and Resilience (SOLAR) is an internationally developed psychosocial skills based, brief program that can be delivered by lay community members (i.e., called coaches) that targets the adjustment difficulties experienced by disaster and trauma survivors. The six modules of the SOLAR program, delivered in 5 brief sessions, include arousal/affect management, promotion of healthy lifestyle and sleep, worry/rumination management, emotional processing of trauma, promotion of healthy relationships, and values-based behavioral activation and engagement. In a pilot study involving 15 disaster survivors (i.e., brush fires), the SOLAR program was found to be safe, feasible and acceptable, with reductions in psychological distress (O'Donnell et al., 2018). In Tuvalu, a Pacific Small Island Developing State, the SOLAR program was delivered following disastrous flooding resulting from Tropical Cyclone Pam. The results demonstrated decreases in distress, functional impairment, and PTSD symptoms compared to a wait-list control (Gibson et al., 2021). Most recently, the SOLAR program was delivered in a group format among German trauma survivors with similar positive improvements in insomnia symptoms, social support, quality of life, distress, and functional impairment (Lotzin et al., 2021). In this workshop we will 1) provide an overview of the SOLAR program, including the content of the modules and associated activities, and 2) cover the coach training and supervision procedures. We will present

information about the development and testing of SOLAR, and present new data from ongoing randomized controlled trials.

Outline:

- Welcome and Introductions
- Coach Preparation – Considerations before delivering Coach training
- Background of SOLAR program development and purpose
- Recovery mechanism targeted and treatment strategies
- Formats for delivery of Coach training
- SOLAR Program – Session-by-session requirements, preparation, and delivery of material
- Coach monitoring – Considerations following Coach training and during program delivery
- Supervision format and tips for success
- Present feasibility and acceptability data from ongoing research trials
- Questions and Comments

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

- Describe the content of the 5 sessions in the SOLAR program.
- Identify the treatment targets of the six SOLAR program modules.
- Explain the key components for coach training and supervision.
- Discuss the initial feasibility and effectiveness of the SOLAR program.

Long-term Goal:

- Be prepared to implement the SOLAR program in a community affected by a natural disaster with consultation and supervision with the presenters.

Recommended Readings: O'Donnell, M.L., Lau, W., Fredrickson, J., Bryant, R. A., Bisson, J., Burke, S., Busuttill, W., Coghlan, A., Creamer, M., Gray, D., Greenberg, N., McDermott, B., McFarlane, A. C., Monson, C., Phelps, A., Ruzek, J. I., Schnurr, P. P., Ugang, J., Watson, P., Whitton, S., Williams, R., Cowlshaw, S., & Forbes, D. (2020). An open label pilot study of a brief psychosocial intervention for disaster and trauma survivors. *Frontiers in Psychiatry*. doi.org/10.3389/fpsyt.2020.00483 Gibson, K., Little, J., Cowlshaw, S., Toromon, T., Forbes, D., O'Donnell, M.L. (2021). Piloting a scalable, posttrauma, psychosocial intervention in Tuvalu: The Skills for Life Adjustment and Resilience (SOLAR) Program. *European Journal of Psychotraumatology*. 12 (1). <https://doi.org/10.1080/20008198.2021.1948253> Lotzin, A., Hinrichsen, I., Kennemich, L., Freyberg, R.-C., Lau, W., & O'Donnell, M. (2021). The SOLAR group program to promote recovery after disaster and trauma - A randomized controlled feasibility trial among Germany trauma survivors. *Psychological Trauma: Theory, Research, Practice, and Policy*.

Earn 1.5 continuing education credits

Gramercy/Olmstead, 7th Floor

Clinical Round Table 9

Maybe It's Not Simply Rigidity: A Trauma-informed Lens for Utilizing CBT to Treat Autistic AdolescentsMODERATOR: *Rebecca Sachs, ABPP, Ph.D., CBT Spectrum*PANELISTS: *Dena Gassner, MSW, MSW**Matthew D. Lerner, Ph.D., Stony Brook University**Lauren Moskowitz, Ph.D., St. John's University**Tamara Rosen, Ph.D., St Christopher's Hospital for Children (Drexel University/Tower Health)**Briana S. Last, M.A., University of Pennsylvania**Hilary E. Kratz, Ph.D., La Salle University*

Primary Category: Autism Spectrum and Developmental Disorders

Autistic teens often present for treatment with symptoms related to anxiety, depression, and OCD. In the course of treating these symptoms with CBT, clinicians often encounter resistance (e.g., shutdown, avoidance), heightened emotional reactions or “unusual” narratives of seemingly common experiences (e.g., magnified response to common forms of peer rejection or sensory stimuli; fixation on one part of an interaction). Responses may often be viewed as normative sequelae of autism: rigidity, emotion dysregulation, perseveration, and social misperception. What if, however, these reactions are not simply “just autism” but, instead, arise from repeated adverse experiences in the face of minimal choice or control by the autistic individual? In other words, what if they are trauma responses?

This roundtable, composed of autism and trauma professionals and an autistic self-advocate, will introduce a novel framework for using CBT with autistic teens through the lens of respecting their often unique experiences of trauma. We will discuss how to identify when responses in session may/may not indicate a trauma history. We will address how this framework can help to reconsider case formulation (e.g., teen are not exaggerating/misperceiving past negative interactions but are accurately reflecting reality as they experienced it, behaviors are not compulsive but rather attempts at interoceptive regulation/masking). We will then provide strategies for incorporating this case formulation into clinical decision making: validating the trauma experience articulated by the teen on their own terms, providing opportunities for choice and control to engage in behavioral interventions (to act against a history of lack of such choice), capitalizing on intense interests rather than reducing them, and identifying common CBT strategies that may be less useful in the face of this framework (e.g., behavioral activation around an avoided trigger; identifying all negative thoughts as cognitive distortions). We will discuss how to utilize trauma-informed CBT approaches (e.g., a trauma narrative) as well as collaborative goal-setting to embrace, validate, and address trauma reactions that may drive clinical referrals for a range of presenting problems in Autism.

Gilbert, 4th Floor

Special Interest Group



**Behavioral Medicine and Integrated
Primary Care SIG**

- Review of SIG rationale/mission
- Introduction of new members and representatives
- Review of decisions from last year - SIG accomplishments in the past year
- Award presentations
- Panel discussion
- Collection of dues
- Co-chair 2022 election discussion and presentations

SATURDAY

Earn 1.5 continuing education credits

Columbia/Duffy, 7th Floor

Clinical Round Table 10

What to Do When Worries Ring True: How CBT Clinicians Can Address Realistic Worries Among Youth with Anxiety During Our Challenging Times

MODERATORS: *Alyssa M. Farley, Ph.D.*, Boston University Center for Anxiety and Related Disorders
Rachel Merson, Psy.D., Boston University Center for Anxiety and Related Disorders

PANELISTS: *Annie W. Dantowitz, LICSW*, Boston University Center for Anxiety and Related Disorders

Donna B. Pincus, Ph.D., Boston University

Kelsey Hudson, Ph.D., Boston University, Center for Anxiety and Related Disorders

Amanda Sanchez, Ph.D., George Mason University

Alicia R. Fenley, M.A., Boston University

Primary Category: Child / Adolescent - Anxiety

Cognitive-behavioral therapy (CBT) for youth anxiety has shown strong effectiveness (Kodal et al., 2018) and improved the lives of many children, adolescents, and families (Swan et al., 2018). Yet, the straightforward applications of CBT skills for youth anxiety presented in treatment manuals often assume that clients' worries are very unlikely to occur and/or that clients are 'catastrophizing' about associated outcomes. Manuals' examples suggest that skills such as cognitive restructuring and exposures will demonstrate clients' risk overestimation, thereby reducing their anxiety and impairment.

In our complex times, youth are dealing with multiple intersecting stressors that are affecting their mental health. This is evidenced by rates of youth anxiety increasing globally during the COVID-19 pandemic (Racine et al., 2021). Child mental health clinicians are in high demand (Abramson, 2022), and they are increasingly seeing youth whose worries are not clearly unrealistic – rather, they are understandable given our current context, and they may be associated with significant consequences. While the standard examples in CBT manuals are useful for learning CBT skills, they can seem disconnected, oversimplified, or difficult to apply to the diverse concerns that youth report in sessions. As such, clinicians may question whether CBT is appropriate and wonder how to move forward.

The goal of this clinical round table is to discuss the scope and applications of CBT skills when treating anxious youth with realistic worries. Panelists will discuss how CBT clinicians can provide validating and effective treatment to youth affected by stressors in their micro- through chrono-system (Bronfenbrenner, 1977). Panelists will use the existing literature and clinical vignettes to discuss ways to work with youth who are anxious

about individual/family stressors such as medical illnesses, community concerns such as neighborhood safety, societal tragedies such as school shootings and systemic racism, and universal threats such as climate change. Panelists will also highlight the limitations of the CBT framework and describe when other types of interventions/supports would be warranted. Moderators will conclude by reviewing common themes across the vignettes.

Earn 1.5 continuing education credits

Broadway Ballroom, 6th Floor

Invited Panel 3

Funding Mechanisms for Behavioral Science Research

Basic level of familiarity with the material

Primary Category: Cognitive Science/ Cognitive Processes

Key Words: *Research Funding, Change Process/ Mechanisms, Translational Research*

MODERATOR: *Daniel McNeil, Ph.D.*, Eberly Distinguished Professor,
West Virginia University

PANELISTS: *Lisa Onken, Ph.D.*, Director, Behavioral Change & Intervention
Program, National Institute on Aging

Paige A. Green, Ph.D., MPH, FABMR, Chief of Basic
Biobehavioral and Psychological Sciences Branch,
Behavioral Research Program, Division of Cancer Control
and Population Sciences, National Cancer Institute

Amanda Chue, Ph.D., Program Officer, Science
Operations, Clinical Effectiveness and Decision Science,
Patient-Centered Outcomes Research Institute (PCORI)

Melissa Riddle, Ph.D., Chief, Behavioral Social Sciences
and Research Branch, National Institute of Dental and
Craniofacial Research

David Clark, DrPH, Chief of Implementation
Science Branch, Center for Translation Research &
Implementation Science, National Heart, Lung, and
Blood Institute

Christine M. Hunter, Ph.D., ABPP (CAPT, USPHS), Acting
Director for Behavioral and Social Sciences Research,
Office of Behavioral and Social Sciences Research,
National Institutes of Health

Monica Webb Hooper, Ph.D., Deputy Director, National
Institute on Minority Health and Health Disparities
(NIMHD)

Jennifer Humensky, Ph.D., Chief, Financing and Managed
Care Research Program, National Institute of Mental
Health/NIH

A significant disease burden in the U.S. can be attributed to behavioral factors, yet there is a significant gap in the integration of disease and behavior change research that is imperative to accelerate discovery, translation, and create a broader impact for the public. The NIH has laid out a vision for a unified science of behavior change (see Nielsen, 2018), yet many cognitive and behavioral science researchers are unaware of the plethora of relevant funding mechanisms and opportunities available to them beyond the National Institute of Mental Health (NIMH). This invited panel will bring together directors, program officers, and representatives from “non-traditional” funders who have a specific behavioral science research portfolio: 1. The National Institutes of Health (NIH): o National Institute on Minority Health and Health Disparities o National Institute of Dental and Craniofacial Research, Behavioral and Social Sciences Research Branch o Division of Cancer Control and Population Sciences, Basic Biobehavioral and Psychological Sciences Branch o National Institute on Aging, Division of Behavioral and Social Research o National Heart, Lung and Blood Institute, The Center for Translation Research and Implementation Science o Division of Services and Intervention Research, Services Research and Clinical Epidemiology Branch o Office of Behavioral and Social Sciences Research 2. Patient-Centered Outcomes Research Institute (PCORI) o Clinical Effectiveness and Decision Science Program The primary goal of this invited panel is to help our members gain knowledge regarding potential funding sources for their work, with a special emphasis on those that our members may be less familiar with. The moderator will facilitate a dialogue amongst the panelists about: goals and priorities of their institute/division/branch, relevant funding priorities and opportunities for behavioral and psychological science researchers, and answer questions from the audience.

Outline:

- Panelists will provide a brief overview of the mission and overall funding priorities of their institute/branch/division, with a special focus on the integration of behavioral science research.
- The moderator will pose key open-ended questions with the goal of generating thought
- provoking dialogue around relevant funding opportunities for behavioral and psychological science researchers.
- Q&A

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

- Describe the mission and funding priorities of at least one NIH or PCORI institute that participant was previously unfamiliar with.
- List potential funding mechanisms that may be relevant to participant’s behavioral science research.
- Understand a mechanism-focused approach to behavior change research.

Long-term Goals:

- Although CBT has traditionally been used to impact mental health, CBT principles have the potential to positively impact health outcomes more broadly.
- Mechanism focused research is a promising avenue for linking science and practice and there are a number of funding opportunities throughout NIH and beyond to support this research.

Recommended Readings: Nielsen, L., et al. (2018). The NIH Science of Behavior Change Program: Transforming the science through a focus on mechanisms of change. *Behaviour Research and Therapy*, 101, 3-11. DOI: 10.1016/j.brat.2017.07.002 Keller, C., et al. (2021). Future directions of the National Institutes of Health Science of Behavior Change Program. *Translational Behavioral Medicine*, 11 (9), 1795-1801. <https://doi.org/10.1093/>

3:30 p.m. – 5:00 p.m.

Earn 1.5 continuing education credits

SoHo/Herald, 7th Floor

Symposium 87

Frontiers in Perinatal Mental Health: Assessing and Intervening on Psychological Distress During a Critical Vulnerability Window

CHAIR: Samantha N. Hellberg, M.A., University of North Carolina at Chapel Hill

DISCUSSANT: Cynthia L. Battle, Ph.D., Alpert Medical School of Brown University

Basic to Moderate level of familiarity with the material

Primary Category: Women's Health

Key Words: *Perinatal, Assessment, Treatment*

Cutting-edge Efforts to Assess Perinatal Distress in Real-time and Real-world Contexts

Samantha N. Hellberg, M.A., University of North Carolina at Chapel Hill

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

Culturally-sensitive Psychotherapy for Perinatal Women: a Mixed Methods Study

Daisy R. Singla, Ph.D., Campbell Family Mental Health Research Institute, Centre for Addiction and Mental Health

Sabrina Hossain, MSc, Institute for Mental Health Policy Research, Centre for Addiction and Mental Health

Nicole Andrejek, Ph.D., Institute for Mental Health Policy Research, Centre for Addiction and Mental Health

Matt Cohen, Ph.D., Department of Psychiatry, University of North Carolina School of Medicine

Cindy-Lee Dennis, Ph.D., Department of Psychiatry, Temerty Faculty of Medicine, University of Toronto

Jo Kim, Ph.D., Department of Obstetrics & Gynecology, NorthShore University HealthSystem

Laura LaPorte, LCSW, Department of Obstetrics & Gynecology, NorthShore University HealthSystem

Samantha Meltzer-Brody, M.D., MPH, Department of Psychiatry, School of Medicine,
University of North Carolina
Angie Puerto Nino, M.D., MHSc, Institute for Mental Health Policy Research, Centre
for Addiction and Mental Health
Paula Ravitz, M.D. FRCPC, Department of Psychiatry, Sinai Health
Nour Schoueri-Mychasiw, Ph.D., Lunenfeld-Tanenbaum Research Institute, Sinai
Health
Maral Zibaman, M.D., Institute for Mental Health Policy Research, Centre for
Addiction and Mental Health
Richard Silver, M.D., Department of Obstetrics & Gynecology, NorthShore University
HealthSystem
Simone Vigod, M.D., MSc, FRCPC, Department of Psychiatry, Women's College
Hospital
Crystal E Schiller, Ph.D., Department of Psychiatry, School of Medicine, University of
North Carolina

Characterizing Postpartum Maternal Sleep in the Naturalistic Setting with Wearable Devices

Teresa A. Lillis, Ph.D., Rush University Medical Center
Devon A. Hansen, Ph.D., LMHC, Washington State University
Mark McCauley, B.S., Washington State University
Hans. P.A. Van Dongen, Ph.D., Washington State University

Perinatal PTSD Treatment During the COVID-19 Pandemic: Feasibility and Acceptability of Narrative Exposure Therapy (NET) via Telehealth

Avelina C. Padin, Ph.D., Rush University Medical Center
Natalie Stevens, Ph.D., Rush University Medical Center

Earn 1.5 continuing education credits

Empire/Hudson, 7th Floor

Symposium 88

Examining Psychotherapy Dose for Posttraumatic Stress Disorder and Clinical Outcomes

CHAIR: Jenna M. Bagley, B.S., B.A., Case Western Reserve University

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

Moderate level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorders and Disasters

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

Understanding How Adequate Dose of Psychotherapy Relates to PTSD Symptom Change Using Veterans Affairs Administrative Records

Kelly Harper, Ph.D., National Center for PTSD

Daniel Lee, Ph.D., National Center for PTSD

Samantha Mosier, Ph.D., Emmanuel College

Ilana Zweig, BS, National Center for PTSD

Terence Keane, Ph.D., VA Boston Healthcare System

Brian Marx, Ph.D., National Center for PTSD

Adequate Dose? Examining Symptom Change and Loss of Diagnosis Across Treatments for PTSD

Jenna M. Bagley, B.S., B.A., Case Western Reserve University

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

Allison Baier, M.A., Case Western Reserve University

Alexandra Klein, M.A., Case Western Reserve University

Lori Zoellner, Ph.D., University of Washington

**Using Causal Moderation Analysis to Isolate Treatment Class by Dosage
Interaction Effects on Comorbid PTSD and Alcohol/other Drug Disorder
Outcomes**

Skye Fitzpatrick, Ph.D., York University

Antonio Morgan-Lopez, Ph.D., RTI International

Alex Kline, Ph.D., University of California- San diego

Teresa López-Castro, Ph.D., City College of New York

Sonya Norman, Ph.D., NCPTSD

Lisette Saavedra, Ph.D., RTI International

Lesia Ruglass, Ph.D., City College of New York

Therese Killeen, Ph.D., Medical University of South Carolina

*Sudie Back, Ph.D., Medical University of South Carolina/Ralph H. Johnson VA
Medical Center*

Chantel Ebrahimi, M.A., The New School

Denise Hien, Ph.D., Rutgers University

The Impact of Length of Episodes of Care on PTSD Outcomes

Cynthia Yamokoski, Ph.D., National Center for PTSD

Vanessa Facemire, Ph.D., VA Northeast Ohio Healthcare System

Heather Flores, Psy.D., VA Northeast Ohio Healthcare System

Earn 1.5 continuing education credits

Gotham, 7th Floor

Symposium 97

Novel Approaches for the Study of Repetitive Negative Thinking

CHAIR: Sarah C. Dolan, M.A., Hofstra University

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

Moderate level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Cognitive Processes, Transdiagnostic*

Appearance-related Repetitive Negative Thinking Induction: A Proof-of-concept Study in Undergraduate Women

Sarah C. Dolan, M.A., Hofstra University

Zoe Stout, M.A., Hofstra University

Ayla N. Gioia, M.A., Hofstra University

Ashley Kwak, Hofstra University

Clare Wieland, Hofstra University

Elisabeth Kac, Hofstra University

Cate Morales, M.A., Hofstra University

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

Assessing Naturally Occurring Episodes of Rumination in Daily Life: The Day Reconstruction Method for Rumination (DRM-R)

Cassandra Lyman, B.S., B.A., University of South Florida

Eve Rosenfeld, Ph.D., VA Palo Alto Health Care System/Stanford

John Roberts, Ph.D., Department of Psychology

Does Concern over Mistakes Cause Repetitive Negative Thinking?: An Experimental Study

Leigh C. Brosco, M.S., University of Louisville

Cheri Levinson, Ph.D., University of Louisville

How Do Humans Learn Mental Actions? The Cognitive Actions Task and Its Implications for the Treatment of Repetitive Negative Thinking

Peter F. Hitchcock, Ph.D., Brown University

Michael Frank, Ph.D., Brown University

3:30 p.m. – 4:30 p.m.

Marquis Ballroom A, 9th Floor

Special Interest Group



Child and Adolescent Depression (CAD) SIG

The Child and Adolescent Depression SIG Annual Membership Meeting will include a presentation by an honored guest speaker and a member update on SIG projects and upcoming initiatives. We invite you to join us to share ideas and connect with colleagues!

4:00 p.m. – 5:30 p.m.

Earn 1.5 continuing education credits

Ziegfeld, 4th Floor

Symposium 89

Understanding Individuals' Preferences for and Experiences in PTSD Treatment and Delivery Modalities

CHAIR: Stephanie Y. Wells, Ph.D., Durham VA Health Care System/
VISN 6 Mid-Atlantic MIRECC

DISCUSSANT: Leslie Morland, Psy.D., University of California-San
Diego/San Diego VA

Moderate level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: PTSD (Posttraumatic Stress Disorder), Service Delivery, Psychotherapy Process

Veteran Preferences Toward Different Modalities of PTSD Care

Nadia Malek, Ph.D., National Center for PTSD

Eve Rosenfeld, Ph.D., VA Palo Alto Health Care System/Stanford

Craig Rosen, Ph.D., National Center for PTSD

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

SATURDAY

Examining Veterans' Preferences for Couples-based Treatments and Delivery
Stephanie Y. Wells, Ph.D., Durham VA Health Care System/VISN 6 Mid-Atlantic MIRECC

Kathleen M. Grubbs, Ph.D., VA San Diego Healthcare System/University of California, San Diego

Kayla Knopp, Ph.D., VA San Diego Health Care System

Eric Dedert, Ph.D., Durham VA Health Care System

George Jackson, PhD, MHA, Durham VA Health Care System

Shannon Kehle-Forbes, Ph.D., Minneapolis VA Health Care System

Leslie Morland, Psy.D., University of California-San Diego/San Diego VA

Treatment Engagement with Limited Treatment Options: The Effect of the COVID-19 Outbreak on Treatment Engagement Within a PTSD Specialty Clinic

Alyssa C. Jones, Ph.D., Ralph H. Johnson VA Medical Center and Medical University of South Carolina

Ursula Myers, Ph.D., Ralph H. Johnson VA Medical Center and Medical University of South Carolina

Bethany Wangelin, Ph.D., Ralph H. Johnson VA Medical Center and Medical University of South Carolina

Examining Group Cohesion and Patient Satisfaction in a Posttraumatic Stress Disorder Treatment Program: A Comparison Between In-person and Virtual Formats

Elizabeth Goetter, Ph.D., Massachusetts General Hospital

Elyse Lynch, B.A., Massachusetts General Hospital

Molly Nadel, Ph.D., Massachusetts General Hospital

Laura Harward, LICSW, Massachusetts General Hospital

Edward Wright, Ph.D., Massachusetts General Hospital

The Effect of the Perceived Working Alliance on Veterans' Intensive PTSD Treatment Outcomes

Philip Held, Ph.D., Rush University Medical Center

Dale Smith, Ph.D., Rush University Medical Center

Jennifer Coleman, Ph.D., Rush University Medical Center

Brian Klassen, Ph.D., Rush University Medical Center

Earn 1.5 continuing education credits

O'Neill, 4th Floor

Symposium 90

**The Collateral Consequences of COVID-19:
Psychological & Behavioral Sequelae Among
Psychiatrically Acute Adolescents**

CHAIR: Jennifer A. Poon, Ph.D., Alpert Medical School of Brown University

DISCUSSANT: Jarrod M. Leffler, ABPP, Ph.D., Virginia Commonwealth University

All level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Disaster Mental Health, Adolescents*

**COVID-19 Related Impact on Daily Stressors, Coping, and Suicidal Ideation in
Psychiatrically Hospitalized Youth**

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

Anastacia Y. Kudinova, Ph.D., Alpert Medical School of Brown University

Elizabeth Thompson, Ph.D., Rhode Island Hospital/Alpert Medical School of Brown University

Sarah Thomas, Ph.D., Alpert Medical School of Brown University

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

Leyla Ergudar, Ph.D., Alpert Medical School of Brown University

Heather MacPherson, Ph.D., William James College

Taylor A. Burke, Ph.D., Harvard Medical School

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

SATURDAY

Suicidal Thoughts and Behaviors in Psychiatrically Hospitalized Adolescents Pre- and Post- COVID-19: A Historical Chart Review and Examination of Contextual Correlates

Elizabeth Thompson, Ph.D., Rhode Island Hospital/Alpert Medical School of Brown University

Sarah Thomas, Ph.D., Alpert Medical School of Brown University

Taylor A. Burke, Ph.D., Harvard Medical School

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

Heather MacPherson, Ph.D., William James College

Alexandra Bettis, PhD, Vanderbilt University Medical Center

Anastacia Y. Kudinova, Ph.D., Alpert Medical School of Brown University

Katelyn Affleck, Ph.D., Bradley Hospital/Alpert Medical School of Brown University

Jeffrey Hunt, M.D., Brown University

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

Covid-19-specific Suicidal Thoughts and Behaviors in Psychiatrically Hospitalized Adolescents

Brooke A. Ammerman, Ph.D., University of Notre Dame

Taylor A. Burke, Ph.D., Harvard Medical School

Alexandra Bettis, PhD, Vanderbilt University Medical Center

Anastacia Y. Kudinova, Ph.D., Alpert Medical School of Brown University

Sarah Thomas, Ph.D., Alpert Medical School of Brown University

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

Leyla Ergudar, Ph.D., Alpert Medical School of Brown University

Heather MacPherson, Ph.D., William James College

Elizabeth Thompson, Ph.D., Rhode Island Hospital/Alpert Medical School of Brown University

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

Use of Substances to Cope by Adolescent Psychiatric Inpatients Before and During the covid-19 Pandemic

Sarah Thomas, Ph.D., Alpert Medical School of Brown University

Elizabeth Thompson, Ph.D., Rhode Island Hospital/Alpert Medical School of Brown University

Micaela M. Maron, B.S., Bradley Hospital/Warren Alpert Medical School of Brown University

Sarah K. Ryan, PhD, Bradley Hospital/Alpert Medical School of Brown University

Samuel Meisel, Ph.D., Alpert Medical School of Brown University

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

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

The Impact of COVID-19 on Psychiatrically-hospitalized Sexual and Gender Minority Adolescents

Jennifer A. Poon, Ph.D., Alpert Medical School of Brown University

Andrew Barnett, Ph.D., Alpert Medical School of Brown University

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

Micaela M. Maron, B.S., Bradley Hospital/Warren Alpert Medical School of Brown University

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

Earn 1.5 continuing education credits

Carnegie & Alvin, 5th Floor

Symposium 91

The Role of Eating Disorder Symptoms Across Underrepresented Groups in Eating Disorder Research: What Non-eating Disorder Professionals and Researchers Need to Know

CHAIR: *Caroline Christian, M.S., The University of Louisville*

DISCUSSANT: *Carolyn B. Becker, Ph.D., Trinity University*

All level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Comorbidity, Underserved Populations, Assessment*

Minority Stressors, Rumination, & Eating Psychopathology Among Trans and Nonbinary Adults

Claire Cusack, M.A., The University of Louisville

Marita Cooper, Ph.D., Children's Hospital of Philadelphia

Paz Galupo, Ph.D., Towson University

University Students with Probable Insomnia Disorder Report Elevated Eating Disorder Prevalence, Behavioral Symptoms, and Impairment

Kara A. Christensen, Ph.D., University of Kansas

Nicole Short, Ph.D., University of North Carolina Chapel Hill School of Medicine

Victoria Perko, M.A., University of Kansas

Kelsie Forbush, Ph.D., University of Kansas

Eating Disorder Symptoms and Symptom Changes Across Pregnancy Predict Postpartum Depression over and Above Depressive Symptoms During Pregnancy

Caroline Christian, M.S., The University of Louisville

Luis Sandoval-araujo, Ph.D., University of Louisville

Cheri Levinson, Ph.D., University of Louisville

Avoidant/restrictive Food Intake Disorder Symptoms Are Not as Frequent as Other Eating Disorder Symptoms Among Adults with Ulcerative Colitis in Remission

Katheryn G. Kiser, *PhD*, Massachusetts General Hospital

Lauren Canha, *Ph.D.*, Massachusetts General Hospital

Katherine Williams, *B.S.*, Massachusetts General Hospital

Jessica McGoldrick, *B.S.*, Massachusetts General Hospital

Tiffany Taft, *Psy.D.*, Northwestern University

Jennifer J. Thomas, *Ph.D.*, Massachusetts General Hospital

Hamed Khalili, *MD, MPH*, Massachusetts General Hospital

Helen Burton Murray, *Ph.D.*, Massachusetts General Hospital

A Network Analysis Investigation of Eating Disorder Symptoms in a Sample of Military Members

April Smith, *Ph.D.*, Auburn University

Shruti S. S. Kinkel-Ram, *M.A.*, Miami University

William Grunwald, *Ph.D.*, Auburn University

Lauren Forrest, *Ph.D.*, Penn State College of Medicine

4:00 p.m. – 5:30 p.m.

Earn 1.5 continuing education credits

Edison/Booth, 5th Floor

Symposium 92

Complicated Grief: Investigating Bereavement Experiences, End-of-life Caregiving, and Suicide Exposure Among Sexual and Gender Minority Adults

CHAIR: Kirsty A. Clark, *Ph.D.*, Vanderbilt University

DISCUSSANT: Skyler D. Jackson, *Ph.D.*, Yale School of Public Health

Advanced level of familiarity with the material

Primary Category: LGBTQ+

Key Words: Grief / Bereavement, Stigma, Suicide

Association of Sexual Orientation with Suicide Bereavement and Suicide-related Emotional Distress Among US Adults

Kirsty A. Clark, *Ph.D.*, Vanderbilt University

Joseph Sexton, Vanderbilt University

Tara McKay, *Ph.D.*, Vanderbilt University

Risk for Suicidal Thoughts and Behaviors in Transgender and Gender Diverse Adults: The Roles of Suicide Attempt and Suicide Death Exposure

Raymond P. Tucker, Ph.D., Louisiana State University

Julie Cerel, Ph.D., University of Kentucky

Alix Aboussouan, B.S., Louisiana State University

Annie Snow, Ph.D., University of Kentucky

Qualitatively Understanding Barriers Faced by Older SGM Adults Around End-of-life Care: A Community-based Approach

Carey Candrian, Ph.D., University of Colorado School of Medicine

LGBT* After Loss: A Mixed-method Analysis on the Effect of Partner Bereavement on Interpersonal Relationships and Subsequent Partnerships

Rachael D. Nolan, M.P.H., Ph.D., University of Cincinnati College of Medicine

Chelsea Kirkland, MPH, Kent State University

Ronald Davis, Ph.D., Youngstown State University

4:00 p.m. – 5:30 p.m.

Earn 1.5 continuing education credits

Broadhurst/Belasco, 5th Floor

Symposium 93

Mechanisms of Treatment in Action: Using Innovative Methods to Examine Symptom Change Across Cognitive-behavioral Interventions

CHAIR: *Alexander R. Daros, Ph.D., Centre for Addiction and Mental Health*

DISCUSSANT: *Elizabeth H. Eustis, Ph.D., Boston University Center for Anxiety and Related Disorders*

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Change Process / Mechanisms, Emotion Regulation, Psychotherapy Outcome*

Emotion Regulation Strategies as Predictors of Depressive Symptom Improvement During Psychotherapy: Evidence from Intensive Longitudinal Assessment

Alexander R. Daros, Ph.D., Centre for Addiction and Mental Health

Jeffrey Wardell, Ph.D., York University

Lena Quilty, Ph.D., CPsych, Centre for Addiction and Mental Health

Mechanisms of Change in Treatments for Transdiagnostic Emotion

Dysregulation: The Roles of Skills Use, Perceived Control, and Mindfulness

Kristin Wyatt, Ph.D., Arise Psychological Wellness & Consulting, PLLC and Duke University School of Medicine

Jeremy Eberle, M.A., University of Virginia

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

Craig Enders, Ph.D., University of California, Los Angeles

Andrada D. Neacsiu, Ph.D., Duke University Medical Center

Exploring the Relationships Among Distress Tolerance, Emotion Regulation, and Psychotherapeutic Techniques in a Remotely Delivered Experimental Study

Kiran Kaur, M.S., University of Utah

Anu Asnaani, Ph.D., University of Utah

Skill Use Mediates the Within-person Effect of the Therapeutic Alliance on Session-to-session Changes in Anxiety and Depression in the Unified Protocol

Martina Fruhbauerova, M.S., University of Kentucky

Matthew W. Southward, Ph.D., University of Kentucky

Douglas R. Terrill, Ph.D., University of Kentucky

Stephen A. Semcho, M.A., University of Kentucky

Nicole E. Stumpp, M.S., University of Kentucky

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

Earn 1.5 continuing education credits

Shubert/Uris, 6th Floor

Symposium 94

**Optimizing Interventions for ADHD Using Technology:
Designs to Improve Treatment Engagement and
Implementation**

- CHAIRS: *Melissa R. Dvorsky, Ph.D.*, Children's National Health System
 Lauren M. Haack, Ph.D., University of California San
 Francisco
- DISCUSSANT: *Michael C. Meinzer, Ph.D.*, University of Illinois at
 Chicago

Basic to Moderate level of familiarity with the material

Primary Category: ADHD - Child

Key Words: ADHD, Technology / Mobile Health, Adherence

**Development and Usability of a Digital Tool to Promote Adolescents'
Engagement in Psychosocial Treatment for ADHD**

- Melissa R. Dvorsky, Ph.D.*, Children's National Health System
Randi Streisand, Ph.D., Children's National/George Washington University School of
Medicine & Health Sciences
Amanda H. Steinberg, B.S., Children's National Hospital
Andrea M. Chronis-Tuscano, Ph.D., UMD
Linda J. Pfiffner, Ph.D., University of California San Francisco

**Development of a Digital Health Tool for Improving Parent Adherence to
Behavioral Parent Training**

- Linda J. Pfiffner, Ph.D.*, University of California San Francisco
Melissa R. Dvorsky, Ph.D., Children's National Health System
Elizabeth Hawkey, Ph.D., University of California, San Francisco
Lauren M. Haack, Ph.D., University of California San Francisco
Sara Chung, Ph.D., University of California, San Francisco
Liz Owens, Ph.D., University of California, San Francisco
Aya Williams, Ph.D., University of California, San Francisco
Emma Huston, B.S., University of California, San Francisco
Jasmine Lai, B.S., University of California, San Francisco

Adapting a Comprehensive ADHD Intervention and School Clinician Training Program for Fully Remote Delivery in Mexico: The CLS-R-FUERTE Program

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

Jasmine Lai, B.S., University of California, San Francisco

María Fernanda Arriaga Guerrero, Psic., Autonomous University of Sinaloa

Maria Elena Urquidez Valdez, Ph.D., University of Sinaloa

Dulce Karely Alcaraz Beltrán, Lic., University of Sinaloa

Evelyn Clarissa Zúñiga Rivera, MC, University of Sinaloa

Dulce Maria Ledesma Saldaña, Profa., University of Sinaloa

Korinthya Delgado García, Profa., University of Sinaloa

Elva Moreno Candil, Profa., University of Sinaloa

Jassiel Ulises Martínez Beltrán, RC, University of Sinaloa

Eva A. Araujo, Ph.D., University of Sinaloa

4:00 p.m. – 5:30 p.m.

Earn 1.5 continuing education credits

Chelsea, 7th Floor

Symposium 95

Stigma, Sexual Assault, and Harassment: Mental and Behavioral Health Considerations of Female Servicemembers

CHAIRS: *Shannon L. Exley, Ph.D., Uniformed Services University of the Health Sciences*

Amanda Murray, M.A., M.S., Uniformed Services University of the Health Sciences

DISCUSSANT: *Natasha Schvey, Ph.D., Uniformed Services University of the Health Sciences*

All level of familiarity with the material

Primary Category: Military and Veterans Psychology

Key Words: *Stigma, Social Relationships, Violence / Sexual Assault*

Gender-based Stigma and Perceived Stress Among Military Women in a Predominantly Male Training Environment

Shannon L. Exley, Ph.D., Uniformed Services University of the Health Sciences

Natasha Schvey, Ph.D., Uniformed Services University of the Health Sciences

Emily Ricker, Ph.D., Uniformed Services University of the Health Sciences

Amelia Barrett, M.S., ATC, Uniformed Services University

Sarah de la Motte, Ph.D., MPH, ATC, Uniformed Services University

Gender and Racial Differences Among Service Members Seeking Sexual Assault-related Healthcare

Amanda Murray, M.A., M.S., Uniformed Services University of the Health Sciences
Tracey Koehlmoos, Ph.D., Uniformed Services University of the Health Sciences
Amanda Banaag, MPH, Center for Health Services Research; Henry M. Jackson Foundation for the Advancement of Military Medicine

Psychosocial and Demographic Characteristics and Perceived Experiences of Male and Female Military Officers Graduating from a Six-month Leadership Course

Emily Ricker, Ph.D., Uniformed Services University of the Health Sciences
Emily Ricker, Ph.D., Uniformed Services University of the Health Sciences
Amelia Barrett, M.S., ATC, Uniformed Services University
Daniel Clifton, Ph.D., ATC, Henry M Jackson foundation for the advancement of military medicine, uniformed services university of the health sciences
Carl Goforth, Ph.D., RN, Navy Medicine Readiness and Training Command Jacksonville, Uniformed Services University of the Health Sciences
Sarah de la Motte, Ph.D., MPH, ATC, Uniformed Services University

4:00 p.m. – 5:30 p.m.

Earn 1.5 continuing education credits

Gramercy/Olmstead, 7th Floor

Symposium 96

Evidence-based Cognitive-behavioral Treatments for Autistic Individuals: Adapting Approaches and Predicting Response

CHAIR: *Kelsey S. Dickson, Ph.D.,* San Diego State University

DISCUSSANT: *Jan Blacher, Ph.D.,* University of California, Los Angeles

Basic to Moderate level of familiarity with the material

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, Evidence-Based Practice*

Did You Do Your Homework? The Impact of Practicing Social Skills with Peers and Parents on PEERS® for Adolescents Outcomes

Hadley McGregor, M.A., University of California, Los Angeles
Chase Keyler, M.A., University of California, Los Angeles
Hillary Schiltz, M.S., University of California, Los Angeles
Christine Moody, Ph.D., University of California, Los Angeles
Elizabeth A. Laugeson, Psy.D., University of California Los Angeles Semel Institute for Neuroscience and Human Behavior

Parental Education Level and Treatment Outcomes in Autistic Adolescents and Young Adults Following the UCLA PEERS® Intervention

Stephanie Gonzalez, M.A., University of California Los Angeles

Christine Moody, Ph.D., University of California, Los Angeles

Yen-Ho Chou, B.S., University of California Los Angeles PEERS Clinic

Elizabeth A. Laugeson, Psy.D., University of California Los Angeles Semel Institute for Neuroscience and Human Behavior

Flexibility with Fidelity: Future Directions for Cultural Adaptations to Ebts for Latinx Families and Children with ASD

Elizabeth Baker, M.A., University of California, Riverside

Ann Marie Martin, Ph.D., University of California, Riverside

Elina Veytsman, M.A., University of California, Riverside

Jan Blacher, Ph.D., University of California, Los Angeles

Katherine Stavropoulos, Ph.D., University of California, Riverside

Therapist and Caregiver Report of Strategies to Accommodate and Address the Impact of Executive Functioning on Mental Health Services for Autistic Youth

Megan R. Ledoux, Ph.D., San Diego State University

Tana Holt, Ph.D., San Diego State University

Lauren Brookman-Frazee, Ph.D., University of California, San Diego

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

Earn 1.5 continuing education credits

Marquis Ballroom B, 9th Floor

Symposium 98

Transdiagnostic Behavioral Economic Mechanisms of Substance Use and Comorbid Psychiatric Symptoms

CHAIRS: Samuel F. Acuff, B.S., M.S., The University of Memphis
Lauren E. Oddo, M.S., University of Maryland, College Park

DISCUSSANT: Chris Correia, Ph.D., Auburn University

Basic to Moderate level of familiarity with the material

Primary Category: Addictive Behaviors

Key Words: Behavioral Economics, Transdiagnostic, Substance Abuse

Environmental Reward as a Predictor of covid-19-related Disruptions in Declining Trajectories of Drinking, Depression, and Anxiety Among American Emerging Adults

Samuel F. Acuff, B.S., M.S., The University of Memphis

Rachel Pace, B.S., University of Memphis

Hannah Cole, M.S., University of Memphis

Kyla Belisario, M.A., McMaster University

Ashley Dennhardt, Ph.D., University of Memphis

Allison Wallace, M.S., University of Memphis

Meenu Minhas, Ph.D., McMaster University

Alba González-Roz, Ph.D., University of Oviedo

Jillian Halladay, RN, M.S., McMaster University

Jalie Tucker, Ph.D., University of Florida

Michael Amlung, Ph.D., University of Kansas

James MacKillop, Ph.D., Peter Boris Centre for Addictions Research, McMaster University & St. Joseph's Healthcare Hamilton

James Murphy, Ph.D., University of Memphis

A Daily Diary Investigation of ADHD and Alcohol Problems: The Role of Substance-free Reward

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

Keanan Joyner, Ph.D., University of California at Berkeley

James Murphy, Ph.D., University of Memphis

Andrea M. Chronis-Tuscano, Ph.D., University of Maryland

Delay Discounting as a Transdiagnostic Indicator Across Psychiatric Conditions and Health Behaviours in Large Samples of General Community Adults in Canada and the United States

Emily E. Levitt, Ph.D., McMaster University

Assaf Oshri, Ph.D., University of Georgia

Sandra S. Sanchez-Roige, Ph.D., University of California

Abraham A. Palmer, Ph.D., University of California San Diego

James MacKillop, Ph.D., Peter Boris Centre for Addictions Research, McMaster University & St. Joseph's Healthcare Hamilton

The Impact of Behavioral Activation on Delay Discounting up to 1-year Post Substance Use Treatment

Louisa F. Kane, M.S., University of North Carolina

Paulina Linares Abrego, B.S., University of North Carolina at Chapel Hill

Elizabeth D. Reese, M.A., University of North Carolina

Katherine L. Benson, B.S., University of North Carolina

Catherine E. Paquette, MPS, M.A., University of North Carolina

Stacey B. Daughters, Ph.D., University of North Carolina

4:00 p.m. – 5:30 p.m.

Earn 1.5 continuing education credits

Marquis Ballroom C, 9th Floor

Symposium 99

The Impact of COVID-19 on Students from Elementary School Through College

CHAIRS: *Jill Stadterman, M.A., Fordham University*

Amy Roy, PhD, Fordham University

DISCUSSANT: *Stephen P. Becker, Ph.D., University of Cincinnati College of Medicine*

Basic to Moderate level of familiarity with the material

Primary Category: Student Issues

Key Words: School, Adolescents, Child

The Impact of Parental Factors on Remote Learning Outcomes Among Grade School Children with and Without ADHD

Jill Stadterman, M.A., Fordham University

Melanie Silverman, M.A., Fordham University

Emily Hirsch, M.A., Fordham University

Amy Roy, Ph.D., Fordham University

Anxious and Online: The Impact of Remote Learning on Anxiety, Social Disruption, and Social Media Use Among Anxious Adolescents During COVID-19

Jennifer L. de Rutte, M.A., The Graduate Center, City University of New York

Abigail Findley, Ph.D., The Graduate Center, City University of New York

Amy Roy, Ph.D., Fordham University

Tracy Dennis-Tiwary, Ph.D., Hunter College

Did the COVID-19 Pandemic Widen Educational Inequalities Among High School

Rosanna Breaux, Ph.D., Virginia Tech

Melissa R. Dvorsky, Ph.D., Children's National Health System

Joshua M. Langberg, Ph.D., Virginia Commonwealth University

Stephen P. Becker, Ph.D., University of Cincinnati College of Medicine

Racial and Ethnic Differences in the Psychological, Academic, and Financial Impact of COVID-19 on College Students in the Epicenter of the Pandemic

Carrie Masia, Ph.D., Montclair State University

Jazmin Reyes-Portillo, Ph.D., Montclair State University

4:00 p.m. – 5:30 p.m.

Earn 1.5 continuing education credits

Skylobby, 16th Floor

Symposium 100

Disaster Resilience Across the Disaster Management Cycle

CHAIR: *Marcela C. Weber, Ph.D., University of Arkansas for Medical Sciences*

DISCUSSANTS: *Alyssa Wood, M.S., University of Mississippi*
Stefan E. Schulenberg, Ph.D., Department of Psychology, University of Mississippi

Moderate to Advanced level of familiarity with the material

Primary Category: Disaster Mental Health

Key Words: *Resilience, Community-Based, Trauma*

Preparedness to Deliver Acute Support: The Role of Community-based Psychological First Aid for Students in a Tornado-prone Region

Mikaela Raley, M.S., The University of Mississippi

Stefan E. Schulenberg, Ph.D., Department of Psychology, University of Mississippi

**Practical Considerations for Training Healthcare Workers in Delivering
Motivational Interviewing for COVID-19 Vaccine Acceptance**

Marie M. Mesidor, Ph.D., Central Arkansas Veterans Health System

Jennifer Manuel, Ph.D., San Francisco VA Healthcare System

Karen Seal, M.D., MPH, San Francisco VA Healthcare System

Jeffrey Pyne, M.D., Central Arkansas Veterans Healthcare System

**Healthcare Workers' Trajectories of Anxiety During the COVID-19 Pandemic:
Implications for Organizational and Community Resilience**

Brandon Griffin, Ph.D., University of Arkansas for Medical Sciences

Patrick Coyle, Ph.D., La Salle University

Marcela C. Weber, Ph.D., University of Arkansas for Medical Sciences

*Charles Benight, Ph.D., Lyda Hill Institute for Human Resilience, University of
Colorado- Colorado Springs*

Andrew Smith, Ph.D., Geisel School of Medicine at Dartmouth

Needs Assessment of Houston Firefighters in Response to Hurricane Harvey

Katharine L. Thomas, Ph.D., Baylor Scott & White Health

Emily Beattie, B.A., Baylor Scott & White, Warriors Research Institute

Jordan Smith, MPH, Baylor Scott & White, Warriors Research Institute

Victoria Torres, M.A., University of Mississippi

Elizabeth Coe, Psy.D., Baylor Scott & White, Warriors Research Institute

Suzy B. Gulliver, Ph.D., Texas A&M College of Medicine

**From Recovery to Preparedness: The Process of Posttraumatic Growth in
Tornado Survivors**

Marcela C. Weber, Ph.D., University of Arkansas for Medical Sciences

Stefan E. Schulenberg, Ph.D., University of Mississippi

Earn 1.5 continuing education credits

Odets, 4th Floor

Panel Discussion 17

Considerations of Diversity, Equity, and Inclusion in the Design and Use of Digital Mental Health Interventions with Individuals from Marginalized Identities

MODERATOR: *Giovanni Ramos, M.A., University of California Los Angeles*

PANELISTS: *Adrian Aguilera, Ph.D., University of California, Berkeley*
Jeffrey M. Cohen, Psy.D., Columbia University
Torrey A. Creed, Ph.D., Perelman School of Medicine at the University of Pennsylvania
Emily G. Lattie, Ph.D., Northwestern University Feinberg School of Medicine
Stephen M. Schueller, Ph.D., University of California, Irvine
Colleen Stiles-Shields, Ph.D., Rush University Medical Center

Primary Category: Telehealth/m-Health

Key Words: *Technology / Mobile Health, Treatment/ Program Design, Underserved Populations*

Despite decades of research identifying effective evidence-based treatments, unmet mental health need is especially high among marginalized groups, such as low-socioeconomic status (SES) individuals, rural communities, sexual/gender minorities (SGMs), and people of color (POC) (Cook et al., 2017; Cummings et al., 2017; Dahlhamer et al., 2016; Evans-Lacko et al., 2018). While no single approach will address all factors driving these disparities, digital mental health interventions (DMHIs) represent a paradigmatic shift in service delivery that could reduce the treatment gap among marginalized groups (Ramos & Chavira, 2019; Schueller et al., 2019). However, DMHIs designed with individuals who are of middle- or high-SES, urban, heterosexual, and White in mind may inadvertently alienate users from marginalized identities, perpetuating longstanding mental health inequities, or even worse, creating a new digital divide that is wider than the already existing disparities (Ramos et al., 2021). Therefore, carefully considering issues of diversity, equity, and inclusion (DEI) in the design, selection, and use of DMHIs with marginalized groups is crucial (Bunye et al., 2021; Cohen et al., 2022; Lattie et al., 2022).

Aligned with this year's theme of *Using cognitive and behavioral science to make an impact* and its goal to *Examine ways to facilitate and support novel methods of treatment delivery, particularly in underserved communities*, this panel seeks to 1) discuss methodologies for the design of DMHI content relevant to groups with marginalized identities, 2) provide resources to select and assess appropriate DMHIs for marginalized groups, and 3) provide clinical recommendation for the use of DMHIs that were not necessarily developed with marginalized

groups in mind. Discussants have extensive experience using DMHIs with marginalized groups, including low-SES individuals, rural populations, SGMs, and POC. Panelists also bring expertise in designing and developing a wide range of DMHIs (e.g., text messaging interventions, apps, websites, chatbots), collaborating and consulting with DMHI industry, and creating guidelines for the selection and use of DMHIs with marginalized groups in everyday clinical practice.

4:00 p.m. – 5:30 p.m.

Earn 1.5 continuing education credits

Winter Garden/Palace, 6th Floor

Panel Discussion 18

Taking the Career Path Less Traveled: Alternative Careers Applying Clinical Science and Practice

MODERATOR: *Alayna Park, Ph.D.*, University of Oregon

PANELISTS: *Lynn F. Bufka, Ph.D.*, American Psychological Association

Allison R. Love, Ph.D., PracticeWise LLC

Rachel E. Kim, Ph.D., Judge Baker Children's Center

Kelsie H. Okamura, Ph.D., Judge Baker Children's Center

Resham Gellatly, Ph.D., University of California, Los

Angeles

Katherine Tsai, M.P.H., Ph.D., Five Acres

Primary Category: Professional/ Interprofessional Issues

The gap between clinical science and clinical practice is evident in not only how we apply knowledge but also how we discuss career options. Students and early-career professionals often learn about academic research positions and clinical positions, with little emphasis on positions that do not fall neatly into traditional career paths. The goal of this panel is to provide a forum for discussion about alternative careers that incorporate clinical science and/or clinical practice. This panel brings together speakers from diverse backgrounds at different stages of their careers, with job responsibilities that range from more research-focused to more clinically-focused. Panelists bring experiences working as leaders in a group practice, a community mental health agency, a state department of mental health, purveyor and intermediary organizations, and a leading scientific and professional organization in psychology. Their positions involve developing evidence-based mental health tools and services; providing evidence-based psychotherapy (EBP) training, supervision, and consultation to mental health professionals; conducting needs assessments and program evaluations; leading practice-based implementation efforts; and communicating findings from clinical science to policymakers and the general public. Panelists will: (a) describe a typical day in their position; (b) share what attracted them to their current position; (c) provide recommendations for searching for and securing similar positions; and (d) discuss how their work helps promote the delivery of effective and culturally-responsive mental health services. Aligned with the convention theme of emergency and disaster preparedness and response, attendees will gain an expanded understanding of the career options available to them, as we work together as a profession to address rising levels of mental health needs and empower populations to handle systemic and emergent challenges and adversity.

Earn 1.5 continuing education credits

Plymouth/Royale, 6th Floor

Panel Discussion 19

Challenges and Future Directions of Addressing Racial Trauma Among Black Communities Within Research and Clinical Practice

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

PANELISTS: *Ryan C. DeLapp, Ph.D., Montefiore Medical Center*
Shawn Jones, Ph.D., Virginia Commonwealth University
Isha W. Metzger, Ph.D., Georgia State University
Farzana Saleem, Ph.D., Stanford University
Monnica T. Williams, ABPP, Ph.D., University of Ottawa
Riana Anderson, Ph.D., Stanford University

Primary Category: Racial Trauma

Key Words: *Racial Trauma, Trauma, African Americans / Black Americans*

Experiences of racial discrimination constitute a significant public health concern and burden to the mental health of ethnically minoritized communities (Paradies, 2006; Williams, 2019). Several studies show that direct and vicarious experiences of racial discrimination can lead to substantial adverse psychological responses that strongly resemble post-traumatic stress sequelae (Kirkinis et al., 2021; Maxie-Moreman & Tynes, 2022), otherwise known as racial trauma (Carter, 2007). In the past decade, there has been an increase in empirical and theoretical research that demonstrates the prevalence, significance, and implications of racial trauma across the life course and among various racial and ethnic groups (Jones et al., 2020; Liu et al., 2019; Saleem et al., 2021; Skewes & Blume, 2019). Indeed, studies suggest that the trauma inducing nature of racial discrimination remains significant even after accounting for other potentially traumatic experiences (Bernard et al., in press; Mendez et al., 2022). Therefore, racial trauma represents a unique and burdensome psychological response to racial discrimination that warrants immediate attention among researchers, policymakers, and clinicians (Metzger et al., 2021; Williams, Printz, & DeLapp, 2018). Thus, the goals of this clinical roundtable are to examine and discuss challenges and future directions of addressing racial trauma, specifically among Black communities, within research and clinical practice. Drawing upon recent research elucidating the pernicious nature of racial trauma across developmental stages, five expert panelists will exchange ideas and discuss a) existing literature pertaining to racial trauma among Black communities and the limitations of extant work; b) questions pertaining to perceived challenges that hinder the study and treatment of racial trauma; and c) innovative approaches and frameworks that may inform future directions of the study and treatment of racial trauma.

Earn 1.5 continuing education credits

Juilliard/Imperial, 5th Floor

Clinical Round Table 11

Effectively Treating Diverse Presentations in Early Psychosis: Overcoming Crisis and Other “complicating Factors”

MODERATOR: *Daniel I. Shapiro, Ph.D.*, Department of Psychiatry and Behavioral Sciences; University of California, Davis

PANELISTS: *Khalima A. Bolden, Ph.D.*, University of California Davis Early Psychosis Clinic

Katherine Eisen, Ph.D., Stanford University School of Medicine

Sabrina Ereshefsky, Ph.D., University of California, Davis

Johanna B. Folk, Ph.D., University of California, San Francisco

Victoria Galvez, Psy.D., UCD Psychiatry

Karina Muro, Ph.D., University of California Davis

Primary Category: Schizophrenia / Psychotic Disorders

Early psychosis care is currently impacted by multiple emergencies. This clinical roundtable will describe methods and techniques for providing evidence-based care for “complex” presentations, reflecting these emergencies. Psychotic disorders are associated with enormous cost and burden. Research associating longer duration of untreated psychosis with worse outcomes and findings indicating benefits of earlier intervention have led to large-scale expansion of first-episode and clinical high-risk for psychosis services worldwide. With recent incidence estimates suggesting 200-300 new cases of psychosis per 100,000 people per year, availability of such evidence-based treatments remains overwhelmingly inadequate. This crisis of availability is compounded by other crises which require clinicians to modify their approach. First, ethno-racial minoritized families experience disproportionate barriers to accessible care. Second, those who are or have been involved with the justice system face unique barriers to receiving urgent specialty care. Third, comorbid conditions are the norm rather than the exception in psychosis, with common comorbidities such as trauma and neurodevelopmental disorders calling for their own evidence-based approaches or modifications to typical care. Finally, the covid-19 crisis has exacerbated these existing gulfs and introduced additional barriers. One is the ability to provide evidence-based practice via telehealth. Public health response to covid-19 has also changed referral patterns. Clinicians increasingly need to manage families who seek help at a point of clinical crisis. This experienced panel will address research, techniques, and strategies for modifying evidence-based practice including CBTp in early psychosis for families with comorbid PTSD and Autism Spectrum Disorder. They will describe cultural affirming engagement and care, focusing on Latinx families. Specific

strategies for providing this care in individuals who are justice-involved and for addressing clinical crisis via telehealth will also be presented.

4:00 p.m. – 5:30 p.m.

Gilbert, 4th Floor

Special Interest Group



**Clinical Psychology at Liberal Arts Colleges
SIG**

Our SIG is devoted to developing community and sharing resources among clinical psychology faculty, prospective faculty, and current and former students of liberal arts colleges. Meeting activities will include a review of SIG business, introduction of new officers, planning SIG activities for 2023, and presentation of our Student Poster Award.

4:00 p.m. – 5:30 p.m.

Majestic/Music Box, 6th Floor

Special Interest Group



**Dissemination & Implementation Science
SIG**

The DIS SIG business meeting will include a membership update, announcement of awards, a keynote address from the SIG's Achievement Award winner, and discussion of general SIG business.

SATURDAY

Earn 1.5 continuing education credits

Columbia/Duffy, 7th Floor

Symposium 101

Exposure Therapy for Youth: Novel Insights from Efficacy to Implementation

CHAIR: *Emily M. Becker-Haimes, Ph.D., University of Pennsylvania*

DISCUSSANT: *Anne Marie Albano, ABPP, Ph.D., Columbia University College of Physicians and Surgeons*

SATURDAY

Basic to Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Anxiety

Key Words: *ERP (Exposure and Response Prevention), Implementation, Translational Research*

Pilot Testing Self-distancing Strategies to Increase the Efficacy of Exposure

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

Effectiveness of Exposure-based CBT Delivered in a Public Mental Health System

Amanda Sanchez, Ph.D., George Mason University

Michal Weiss, B.S., Perelman School of Medicine at the University of Pennsylvania

Emily M. Becker-Haimes, Ph.D., University of Pennsylvania

It's All in the Name: Why Exposure Therapy Could Benefit from a New One

Emily M. Becker-Haimes, Ph.D., University of Pennsylvania

Rebecca Stewart, Ph.D., University of Pennsylvania

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

Processes, Successes, and Challenges Implementing an Intensive Exposure-based Treatment Model for Youth with Severe Anxiety in the Public Mental Health System

Douglas J. Clapp, MFT, La Salle University

Joshua Shields, B.A., Hall Mercer Community Mental Health

Amber Howard, M.A., Hall Mercer Community Mental Health

Emily M. Becker-Haimes, Ph.D., University of Pennsylvania

Earn 1.5 continuing education credits

Gotham, 7th Floor

Mini Workshop 12

Preparing Your Community for Response and Recovery to Mass Violence Incidents

Alyssa A. Rheingold, Ph.D., Medical University of South Carolina

Basic level of familiarity with the material

Primary Category: Mass Violence/Gun Violence

Key Words: *Mass Violence/Gun Violence, Early Intervention, Trauma*

Victims of mass violence incidents are at risk for experiencing a range of mental health problems including posttraumatic stress disorder, depression, and prolonged grief. This workshop will provide an overview discussion of current definitions of mass violence incidents (MVI), impact on victims and communities, as well as current best practices in preparing for and responding to events. Participants will learn about short-term and long-term approaches to assisting communities in healing after a MVI. Several acute interventions have been developed over the past decade with the goal of being implemented shortly following a traumatic event with the aim of reducing risk for longer-term mental health problems. These interventions (i.e., psychological first aid, skills for psychological recovery) will be described as it applies to mass violence. Lessons learned from several MVI responses will be offered. In addition, participants will be provided an overview of the latest resources available from the National Mass Violence Victimization Resource Center (NMVVR) which was established in October of 2017 in partnership with the Office for Victims of Crime (OVC) within the Office of Justice Programs, U.S. Department of Justice. The NMVVR serves as the source for best evidence to achieve a social understanding of mass violence upon which civic leaders, mental health professionals, journalists, policy makers, and victim assistance professionals can rely.

Outline:

Trauma Cue Warnings

Definitions of Mass Violence Incidents (MVI) and their complexities

Prevalence of MVI

Who are victims of MVI

Psychological Impact of MVI

Factors that impact mental health outcomes of MVI victims

Protective factors related to recovery

Early Intervention strategies for trauma and disaster

Brief overview of Psychological First Aid

Brief Overview of Skills for Psychological Recovery
 Planning for MVI as it relates to mental health services
 Response for MVI as it relates to mental health services
 Recovery efforts for MVI as it relates to mental health services
 MVI Resources: OVC Toolkit
 MVI Resources: National Mass Violence Victimization Resource Center
 Lessons learned from the field

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

- Describe current best practices in immediate and long-term mental health response to mass violence incidents.
- Describe basic components of Psychological First Aid for victims of mass violence.
- Describe basic components of Skills for Psychological Recovery for victims of mass violence.
- Discuss lessons learned and consider approaches for community preparedness for mass violence incidents.
- Identify several resources from the National Mass Violence Victimization Resource Center to assist in preparing for a mass violence incident.

Long-term Goal:

- Participants will be prepared to engage their communities in preparing for and mental/behavioral health response to mass violence incidents.

Recommended Readings: Ritchie, EC (2003). Mass Violence and Early Intervention: Best Practices Guidelines. *Primary Psychiatry*, 10, 43-48. S E. Hobfoll, P Watson, C C. Bell, R A. Bryant, M J. Brymer, M J. Friedman, M Friedman, B P.R. Gersons, J.V.M de Jong, C M. Layne, S Maguen, Y Neria, A E. Norwood, R S. Pynoos, D Reissman, J I. Ruzek, A Y. Shalev, Z Solomon, A M. Steinberg, and R J. Ursano. (2007). Five Essential Elements of Immediate and Mid-Term Mass Trauma Intervention: Empirical Evidence. *Psychiatry*, 70, 283-315. Ritchie, Watson, Friedman Eds. (2006). *Interventions Following Mass Violence and Disasters: Strategies for Mental Health Practice*. The Guilford Press, New York.

5:00 p.m. – 6:00 p.m.

Marquis Ballroom A, 9th Floor

Becoming a Fellow of ABCT

Antonette M. Zeiss, Ph.D., Retired
Maureen L. Whittal, ABPP, Ph.D., Vancouver CBT Centre/University of
British Columbia
Brian C. Chu, Ph.D., Rutgers University
Debra Hope, Ph.D., University of Nebraska-Lincoln

- 1. Antonette Zeiss - Overview - 10 minutes a. History of Fellows Committee b. "Outstanding and sustained accomplishments" basis of Fellow status; cannot just be doing one's job well or service to ABCT c. Six areas in which one could

demonstrate excellence (only 1 area needed): Clinical practice; Education and training; Advocacy/policy/public education; Dissemination/implementation; Research; Diversity, equity, and inclusion

- 2. Maureen Whittal – Yearly round and finding information - 10 minutes a. Serving on the Fellows Committee, process of application and decision b. Applying for Fellow status – dates c. Review process and final decisions on Fellow status d. Obtaining information: tBT stories and announcements; website
- 3. Brian Chu – Developing a strong application - 10 minutes a. Determining area(s) in which to demonstrate excellence b. Selecting writers for letters of recommendation; help the Fellows Committee can offer c. Strong letters – use info on the website to emphasize areas of outstanding and sustained achievement d. Strong self statement
- 4. Deb Hope – Diversity, equity, and inclusion - 10 minutes a. Using this category to apply for Fellow status b. Encouraging a higher number of Fellow applications from diverse ABCT membership, on multiple dimensions – importance of this and ideas on how to accomplish it c. Exploring an equitable process of application review A question and answer period will follow the presentations This session does not qualify for continuing education credit.

6:15 p.m. – 6:30 p.m.

Broadway Ballroom, 6th Floor

Presidential Address Kickoff

Award Winner: *Charles Silverstein, Ph.D.*

Presenter: *Jeffrey M. Cohen, Psy.D.*, Assistant Professor of Medical Psychology (In Psychiatry), Columbia University

Presenter: *Ilana Seager van Dyk, Ph.D.*, Senior Lecturer, Massey University

ABCT is proud to present to Charles Silverstein, Ph.D. our first Social Justice Award, named in his honor, the Charles Silverstein Lifetime Achievement Social Justice Award. In 1972 the AABT (known then as the Association for Advancement of Behavior Therapy) convention was in New York, and Dr. Silverstein organized a demonstration by gay and lesbian radicals against aversion therapy. That demonstration led to an invitation to present their argument to the Nomenclature Committee. On December 15th, 1972, homosexuality was deleted from DSM. He has spent his career advocating on behalf of the LGBTQIA+ community.

Drs. Jeffrey Cohen and Ilana Seager van Dyk, co-leaders of ABCT's Sexual and Gender Minority Special Interest Group will present the award.

Presidential Address ACBT for the Public Good: Why We Need to Be More Comfortable Using Someone Else's Toothbrush

Saturday, 6:15 p.m. – 7:30 p.m.

Earn 1 continuing education credits

Broadway Ballroom, 6th Floor

Laura D. Seligman, ABPP, Ph.D., The University of Texas Rio Grande Valley

SATURDAY

All level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: CBT, Ethics, Professional Development

Dr. Seligman is a Professor in the Department of Psychological Science at the University of Texas Rio Grande Valley and a board-certified clinical psychologist. Prior to moving to Texas, Dr. Seligman served as a Professor and Director of Clinical Training at the University of Toledo. She became President of the Association for Behavioral and Cognitive Therapies after serving as for six years at the co-Chair of ABCT Women's Issues in Behavior Therapy Special Interest Group and as co-Chair ABCT's Task Force to Promote Equity, Access, and Inclusion. Her research, primarily in the area of childhood internalizing disorders and women's professional development, has been sponsored by the National Institutes of Health, the National Science Foundation, The United States Department of Education, and the W.K. Kellogg Foundation.

The alleviation of human suffering or, put differently, the enhancement of health and well-being, is at the core of ABCT's mission. As we gather for the first time in 3 years due to a pandemic and a response that could be described as a very public and dramatic failed behavior change effort, we must ask ourselves how are we doing as a field. ABCT has its roots in a treatment that purported to offer optimism not evidenced in the prevailing methods of the time; optimism borne out of the promise to help people change behavior through the reliance on experimental psychology. I would argue that given these foundations, the work of cognitive behaviorists has the potential for broad and meaningful impact - impact that has not been fully realized. I will discuss the factors that I believe must be addressed for us to realize this potential, factors that include aligning the contingencies in our field with those that best serve the public good, a renewed focus on theory, and a reorientation toward collaboration and an iterative process over proprietary branding and novelty. Most importantly, however, we need to reacquaint ourselves with transparency and scientific debate with those who can challenge us so that we move steadily towards truth and ensure that the impact we do have will be a positive one.

Outline:

- Review the areas in which CBT could have broader impact and the importance of doing so.
- Discuss factors that may be impeding our progress.
- Discuss the factors that are necessary to ensure that the impact of CBT is a positive one.

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

- Discuss the relative merits of hypothesis testing and theory development.
- Identify the historical factors that have led to negative outcomes in behavioral research.
- Describe the situational factors that encourage or discourage high impact science.

Long-term Goal:

- To be better equipped to engage in high impact and ethical work in the attendee's work setting.

Recommended Readings: Foa, E. B., & Kozak, M. J. (1997). Beyond the efficacy ceiling? Cognitive behavior therapy in search of theory. *Behavior Therapy*, 28(4), 601-611. [https://doi.org/https://doi.org/10.1016/S0005-7894\(97\)80019-6](https://doi.org/https://doi.org/10.1016/S0005-7894(97)80019-6) Robinaugh, D. J., Haslbeck, J. M. B., Ryan, O., Fried, E. I., & Waldorp, L. J. (2021). Invisible Hands and Fine Calipers: A Call to Use Formal Theory as a Toolkit for Theory Construction. *Perspectives on Psychological Science*, 16(4), 725-743. <https://doi.org/10.1177/1745691620974697> Spector-Bagdady, K., & Lombardo, P. A. (2013). Something of an Adventure': Postwar NIH Research Ethos and the Guatemala STD Experiments. *The Journal of law, medicine & ethics*, Spector-Bagdady, Kayte, and Paul A Lombardo. "Something of an Adventure': Postwar NIH Research Ethos and the Guatemala STD Experiments." *The Journal of law, medicine & ethics* 41.3 (2013): 697-710. Web., 697-710.

10:30 p.m. – 1:30 a.m.

Astor Ballroom, 7th Floor

Saturday Night Dance Party

Dance away the evening- salsa, rumba, tango, or hip hop. We will have it all. Our DJ will take requests and the photo booth will have plenty of fun props for great pictures that you can take home as a memento of this great party. Connect with your colleagues or meet new friends one last time at this closing late night event. We hope to see you there!

Sunday, November 20

8:00 AM – 9:30 AM

Earn 1.5 continuing education credits

Ziegfeld, 4th Floor

Symposium 102

Selecting Suicide During Crisis: Clarifying Mechanisms of Suicide Risk Using Decision Science Approaches

CHAIRS: Adam Jaroszewski, Ph.D., Massachusetts General Hospital
Peter J. Franz, Ph.D., Montefiore Medical Center

DISCUSSANT: Alexander Millner, Ph.D., Franciscan Children's Hospital

All level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: Translational Research, Cognitive Biases / Distortions, Suicide

Decision-making Bias Toward Self-relevant Suicide-information Mediates past and Future Suicide Attempt

Adam Jaroszewski, Ph.D., Massachusetts General Hospital

Millner Alexander, Ph.D., Franciscan Children's Hospital

Samuel Gershman, Ph.D., Harvard University

Matthew Nock, Ph.D., Harvard University

Association of State and Daily Impulsivity with Suicidal Urges and Ability to Resist Them

Rebecca G Fortgang, Ph.D., Harvard University

Daniel Coppersmith, M.A., Harvard University

Alexander Millner, Ph.D., Franciscan Children's Hospital

Evan M. Kleiman, Ph.D., Rutgers, The State university of new jersey

Matthew Nock, Ph.D., Harvard University

SUNDAY

Tradeoffs Between Cognitive Effort and Relief in Nonsuicidal Self-injury

Peter J. Franz, Ph.D., Montefiore Medical Center

Rebecca G Fortgang, Ph.D., Harvard University

Alexander Millner, Ph.D., Franciscan Children's Hospital

Adam Jaroszewski, Ph.D., Massachusetts General Hospital

Ellen Wittler, Ph.D., Butler Hospital

Vilma Gabbay, M.D., Albert Einstein College of Medicine

Jonathan Alpert, M.D., Ph.D., Montefiore Medical Center

Joshua Buckholtz, Ph.D., Harvard University

Matthew Nock, Ph.D., Harvard University

Reinforcement-based Behavioral Adaptation in Attempted Suicide

Aliona Tsydes, Ph.D., University of Pittsburgh

Michael Hallquist, Ph.D., University of North Carolina at chapel hill

Alexandre Dombrowski, M.D., University of Pittsburgh

Earn 1.5 continuing education credits

Edison/Booth, 5th Floor

Symposium 103

Making Sense of the LGBTQA+ Youth Mental Health Crisis: The Role of CBT

CHAIR: *Natalie Rodriguez-Quintana, M.P.H., Ph.D., University of Michigan Medical School*

DISCUSSANT: *Claire A. Coyne, Ph.D., Northwestern University Feinberg School of Medicine*

Basic to Moderate level of familiarity with the material

Primary Category: LGBTQA+

Key Words: LGBTQA+, CBT

Mental Health Needs of LGBTQA+ Youth in a Large Urban Public School District

Natalie Rodriguez-Quintana, M.P.H., Ph.D., University of Michigan Medical School

Craig Rodriguez-Seijas, Ph.D., University of Michigan

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

Robin Jacob, Ph.D., University of Michigan

Katja Robinson, Ph.D., University of Michigan

Megan Foster Friedman, MPP, University of Michigan

A Foster, M.A., University of Michigan

Jennifer Vichich, MPH, Michigan Medicine

Maureen Smith, M.A., Michigan Medicine

Hersheena Rajaram, B.A., University of Michigan

Elizabeth Koschmann, Ph.D., Michigan Medicine

Differences in Suicidality and Psychological Symptoms Between Sexual and Gender Minority Patients Compared to Heterosexual and Cisgender Patients in a Psychiatric Hospital

Ana M. Ugueto, ABPP, Ph.D., The University of Texas Health Science Center at Houston, McGovern Medical School

Mathijs Lucassen, Ph.D., The Open University

Use of a Digital CBT Program by Transgender Adolescents Seeking Help for Depression: Real World Implementation Data and Recommendations for the Future

Mathijs Lucassen, Ph.D., The Open University
Karolina Stasiak, Ph.D., The University of Auckland
Theresa M. Fleming, Ph.D., Victoria University of Wellington
Christopher A. Frampton, Ph.D., Otago University
Yael Perry, Ph.D., Telethon Kids Institute, University of Western Australia
Matthew J. Shepherd, D.Clin.Psy., Massey University
Sally N. Merry, M.D., The University of Auckland

LGBTQ-affirmative Cognitive Behavioral Group Therapy for Youth: A Pilot Study

Ilana Seager van Dyk, Ph.D., Massey University
Zachary A. Soulliard, Ph.D., Yale School of Public Health
Eric K. Layland, Ph.D., Yale School of Public Health
John E. Pachankis, Ph.D., Yale School of Public Health

8:00 a.m. – 9:00 a.m.

Earn 1 continuing education credits

Juilliard/Imperial, 5th Floor

Symposium 104

Advances in the Measurement of Pediatric Irritability

CHAIRS: *Emily Hirsch, M.A., Fordham University*
Amy Roy, Ph.D., Fordham University
DISCUSSANT: *Melissa A Brotman, Ph.D., National Institute of Mental Health*

Basic to Moderate level of familiarity with the material

Primary Category: Assessment

Key Words: *Anger / Irritability, Measurement, Child*

Developmentally Specified Dimensional Assessment of Irritability in Early School-age Children

Emily Hirsch, M.A., Fordham University
Tasmia Alam, B.A., San Diego State University
Katherine Bevans, Ph.D., Janssen Global Services LLC
Amy Roy, Ph.D., Fordham University
Jillian L. Wiggins, Ph.D., San Diego State University
Lauren S. Wakschlag, Ph.D., Northwestern University

Validating a Novel Measure of Tonic and Phasic Irritability: Preliminary Evidence

Jamilah Silver, B.S., M.A., Stony Brook University

Daniel Klein, Ph.D., Stony Brook University

Real-time Assessment of Mood Lability in a Transdiagnostic Sample of Youth with Varying Levels of Irritability

Reut Naim, Ph.D., National Institute of Mental Health

Shannon Shaughnessy, Ph.D., National Institute of Mental Health

Ashley Smith, Ph.D., National Institute of Mental Health

Sarah Lyn Karalunas, Ph.D., Purdue University

Katharina Kircanski, Ph.D., National Institute of Mental Health

Melissa A Brotman, Ph.D., National Institute of Mental Health

Measuring Family Accommodation of Pediatric Irritability

Wan-Ling Tseng, Ph.D., Yale Child Study Center, School of Medicine, Yale University

Claire Whiting, B.A., Yale Child Study Center

Jennifer Meigs, Ph.D., National Institute of Mental Health

Wendy Silverman, Ph.D., Yale Child Study Center, School of Medicine, Yale University

Eli Lebowitz, PhD, Yale Child Study Center, School of Medicine, Yale University

Melissa A Brotman, Ph.D., National Institute of Mental Health

Earn 1.5 continuing education credits

Majestic/Music Box, 6th Floor

Symposium 105

Attentional Processing of Affective Stimuli and Psychopathology: Infancy to Adulthood

CHAIR: Mary E. McNamara, M.A., The University of Texas at Austin

DISCUSSANT: Jutta Joormann, Ph.D., Yale University

Basic to Moderate level of familiarity with the material

Primary Category: Translational

Key Words: *Attention, Translational Research, Depression*

Attentional Biases as an Emotion Regulation Strategy in Infants of Mothers with Major Depressive Disorder

Brandon Gibb, Ph.D., Binghamton University

Sherryl Goodman, Ph.D., Emory University

Peter Gerhardstein, Ph.D., Binghamton University

Paul Hastings, Ph.D., University of California, Davis

Claire Foster, M.S., Binghamton University

Holly Kobezak, B.A., Northern Illinois University

Event-related Potential Indicators of Attentional Biases in Anticipation of Unpredictable Threat and Their Relationship with Psychopathology and Risk in Adolescents

Brady Nelson, Ph.D., Stony Brook University

Clare C. Beatty, B.A., Stony Brook University

Rachel Ferry, Ph.D., Stony Brook University

Daniel Klein, Ph.D., Stony Brook University

Improving the Measurement of Attention Bias: Assessment of Bias Score Metrics and New Paradigms

Mary E. McNamara, M.A., The University of Texas at Austin

Christopher Beevers, Ph.D., The University of Texas at Austin

Jason Shumake, Ph.D., The University of Texas at Austin

Attention Bias Modification Training for Depression

Christopher Beevers, Ph.D., The University of Texas at Austin

Kean Hsu, Ph.D., Georgetown University

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

David Schnyer, Ph.D., The University of Texas at Austin

Jason Shumake, Ph.D., The University of Texas at Austin

8:00 a.m. – 9:30 a.m.

Earn 1.5 continuing education credits

Shubert/Uris, 6th Floor

Symposium 106

Encouraging Responsiveness in the Clinical Context: The Value of Person-centered Practices Within Child and Adolescent Mental Healthcare

CHAIR: Christopher Georgiadis, M.S., Florida International University

DISCUSSANT: Brian C. Chu, Ph.D., Rutgers University

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - Other

Key Words: Evidence-Based Practice, Therapy Process, Treatment

How Flexible Are Treatments for Youth Internalizing Disorders? Examining Modification Guidelines Included Across Supported Treatments

Christopher Georgiadis, M.S., Florida International University

Deepika Bose, M.S., Florida International University

Rebecca Wolenski, M.S., Florida International University

Natalie Hong, M.S., Florida International University

Stefany Cox, Ph.D., Florida International University

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

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

Person-centered Cultural Assessment to Reduce Inequities in Child Mental Health Service Engagement

Amanda Sanchez, Ph.D., George Mason University

Jason Jent, Ph.D., University of Miami Miller School of Medicine

Neil Kishan Aggarwal, M.D., Columbia University Department of Psychiatry

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

Stefany Cox, Ph.D., Florida International University

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

Dainelys Garcia, Ph.D., Mailman Center for Child Development

Martin LaRoche, Ph.D., Boston Children's Hospital at Martha Eliot, Harvard Medical School

Deciding Together: Results of a Novel Observational Coding System Evaluating Shared Decision Making in Youth Mental Health Treatment Planning

Laura Nelson Darling, M.A., Boston University Center for Anxiety and Related Disorders

Bruce F. Chorpita, Ph.D., University of California Los Angeles

David Langer, Ph.D., Suffolk University

Deciding Together: Results of a Novel Observational Coding System Evaluating Shared Decision Making in Youth Mental Health Treatment Planning

Alicia R. Fenley, M.A., Boston University

Bruce F. Chorpita, Ph.D., University of California Los Angeles

David Langer, Ph.D., Suffolk University

Examining the Impact of Adaptation to Parent-mediated Intervention on Treatment Attendance in an Outpatient Clinical Setting

Katherine Pickard, Ph.D., Emory University School of Medicine

Nicole Hendrix, Ph.D., Emory School of Medicine, Department of Pediatrics, Division of Autism and Related Disabilities

Natalie Brane, M.S., Children's Healthcare of Atlanta

Karen Guerra, M.S., Children's Healthcare of Atlanta

Kathryn Ulwen Hopkins, M.S., Children's Healthcare of Atlanta

Earn 1 continuing education credit

Plymouth/Royale, 6th Floor

Symposium 107

Considering the Roles of Parental Stress and Child Behavior Problems in the Prevention and Treatment of Child Physical Abuse

CHAIRS: *Lindsay R. Druskin, M.S., West Virginia University*
Cheryl B. McNeil, Ph.D., West Virginia University

DISCUSSANT: *Rochelle F. Hanson, Ph.D., Medical University of South Carolina*

Basic to Moderate level of familiarity with the material
Primary Category: Child / Adolescent - Trauma / Maltreatment
Key Words: *Trauma, Abuse / Maltreatment, Child*

A Multi-method Evaluation of Parent Factors Associated with Child Abuse Potential

Lindsay R. Druskin, M.S., West Virginia University
Jane Kohlhoff, Ph.D., University of new South Wales Sydney
Christopher Owen, M.S., West Virginia University
Robin Han, M.S.Ed., West Virginia University
Samantha N. Holbert, West Virginia University
Cheryl B. McNeil, Ph.D., West Virginia University

Parent-child Interaction Therapy and Trauma: A New Module to Address on Ongoing Concern

Robin H. Gurwitsch, Ph.D., Duke University Medical Center

Social-emotional Learning in Head Start: Influence of Familial Risk Factors

Kelsey McCoy, M.A., Medical University of South Carolina
Corrie Davies, Ph.D., University of Nebraska-Lincoln
Mary Fran Flood, Ph.D., University of Nebraska-Lincoln
David Hansen, Ph.D., University of Nebraska-Lincoln

Earn 1.5 continuing education credits

Astor Ballroom, 7th Floor

Symposium 108

Strategies to Monitor and Support Fidelity to Cognitive Behavioral Therapy and Cognitive Processing Therapy

CHAIR: Shannon Wiltsey Stirman, *Ph.D.*, Stanford University

DISCUSSANT: Debra Kaysen, *ABPP, Ph.D.*, Stanford University

Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Implementation, PTSD (Posttraumatic Stress Disorder), Depression*

A Comparison of Two Learning Collaborative Strategies to Improve and Sustain Fidelity to Cognitive Processing Therapy

Shannon Wiltsey Stirman, *Ph.D.*, Stanford University

Erin Finley, *Ph.D.*, UT Health San Antonio

Jansey Lagdamen, *B.S.*, National Center for PTSD

Jiyoung Song, *Ph.D.*, University of California, Berkeley

Tasoula Masina, Ryerson University

Syed Aajmain, *Ph.D.*, National Center for PTSD

Taylor Loskot, *Ph.D.*, Pacific University

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

Kera Swanson, *MPH*, National Center for PTSD

Heidi La Bash, *Ph.D.*, National Center for PTSD

Jeanine Lane, *Ph.D.*, Ryerson University

Scott Roesch, *Ph.D.*, San Diego State University

Joan Cook, *Ph.D.*, Yale School of Medicine, Department Of Psychiatry

Norman Shields, *Ph.D.*, Royal Canadian Mounted Police

Candice M. Monson, *Ph.D.*, Ryerson University

The Use of Worksheets to Assess Fidelity to Cognitive Processing Therapy and Cognitive Behavior Therapy

Amber Calloway, Ph.D., The Penn Collaborative for CBT and Implementation

Science, Perelman School of Medicine, University of Pennsylvania

Samantha Hernandez, Ph.D., National Center for PTSD; Stanford University

Jiyoung Song, Ph.D., University of California, Berkeley

Alayna Park, Ph.D., University of Oregon

Kimberly E. Dean, Ph.D., Massachusetts General Hospital/Harvard Medical School

Soo Jeong Youn, Ph.D., Harvard Medical School

Robert DeRubeis, Ph.D., University of Pennsylvania

Dawne Vogt, Ph.D., National Center for PTSD

Luana Marques, Ph.D., Harvard Medical School

Shannon Wiltsey Stirman, Ph.D., Stanford University

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

The Use of Clinician Self-report to Assess Fidelity to Cognitive Processing Therapy and Cognitive Behavior Therapy

Nicole B. Gumpert, Ph.D., Stanford University

Samantha Hernandez, Ph.D., National Center for PTSD; Stanford University

Alayna Park, Ph.D., University of Oregon

Jiyoung Song, Ph.D., University of California, Berkeley

Amber Calloway, Ph.D., The Penn Collaborative for CBT and Implementation

Science, Perelman School of Medicine, University of Pennsylvania

Kimberly E. Dean, Ph.D., Massachusetts General Hospital/Harvard Medical School

Dawne Vogt, Ph.D., National Center for PTSD

Soo Young, Ph.D., Harvard Medical School

Clara Johnson, Ph.D., University of Washington, Seattle

Robert DeRubeis, Ph.D., University of Pennsylvania

Luana Marques, Ph.D., Harvard Medical School

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

Shannon Wiltsey Stirman, Ph.D., Stanford University

Earn 1.5 continuing education credits

Columbia/Duffy, 7th Floor

Symposium 109

Who Helps the Helpers? Investigating the Experiences of Non-healthcare Frontline Workers During the COVID-19 Pandemic

CHAIR: *Melanie D. Hetzel-Riggin, Ph.D., Penn State Behrend*

DISCUSSANT: *Tonya Hansel, Ph.D., MSW, Tulane University*

Basic to Moderate level of familiarity with the material

Primary Category: System Stakeholder Issues

Key Words: *Community-Based, Stakeholder Relevant, Disaster Mental Health*

Impact of the Pandemic on Coordinated Community Responses to Domestic Violence: Impact on Service Providers

Melanie D. Hetzel-Riggin, Ph.D., Penn State Behrend

Examining Stresses and Sources of Support Among Police Officers Responding to the Compound Crises of COVID-19 and Prolonged Civil Unrest

Jess Bonnan-White, Ph.D., Stockton University

Anna Kosloski, Ph.D., University of Colorado-Colorado Springs

Matthew Lunn, Ph.D., University of Colorado-Colorado Springs

The Impact of COVID-19 on Police Officers' Levels of Stress, Burnout, and Institutional Betrayal

Marisa S. Berner, Ph.D., The Pennsylvania State University

Melanie D. Hetzel-Riggin, Ph.D., Penn State Behrend

Educator's Experiences of Burnout and Institutional Betrayal During the COVID-19 Pandemic

Ashley L. Sullivan, Ph.D., MSW, Penn State Erie, The Behrend College

Melanie D. Hetzel-Riggin, Ph.D., Penn State Behrend

Earn 1.5 continuing education credits

SoHo/Herald, 7th Floor

Symposium 110

New Approaches to Parenting of Disruptive Behaviors

CHAIRS: *Annabeth Groenman, Ph.D., University of Amsterdam*

Tycho J. Dekkers, Ph.D., University of Amsterdam

DISCUSSANT: *Tycho J. Dekkers, Ph.D., University of Amsterdam*

Basic to Moderate level of familiarity with the material

Primary Category: ADHD - Child

Key Words: *ADHD, Parenting, Parent Training*

Efficacy of a New Self-help Parenting Program with Optional Telephonic Support for Parents of Children with Externalizing Behavior

Suzanne de Jong, M.S., Vrije Universiteit Amsterdam

Barbara van den Hoofdakker, Ph.D., University of Groningen

Jaap Oosterlaan, Ph.D., Vrije Universiteit Amsterdam

Marjolein L Luman, Ph.D., Vrije Universiteit Amsterdam

The Moderating Effect of Child Neurocognitive Factors on the Effectiveness of Different Behavioral Parent Training Techniques for Children with ADHD: Analyses from a Randomized Controlled Microtrial

Dominique Doffer, M.S., University of Groningen, University Medical Center Groningen, Department of Child and Adolescent Psychiatry, Groningen, the Netherlands / Accare Child Study Center, Groningen, the Netherlands

Rianne Hornstra, MSc, Accare, Center for Child and Adolescent Psychiatry, University Medical Center

Tycho J. Dekkers, Ph.D., University of Amsterdam

Barbara van den Hoofdakker, Ph.D., University of Groningen

Marjolein L Luman, Ph.D., Vrije Universiteit Amsterdam

Saskia van den oord, Ph.D., KU Leuven

Dissemination of Brief, Animated Evidence-based Strategies for Caregivers and Teens with ADHD

Joyce Lui, Ph.D., University of Maryland, College Park

Nicholas P. Marsh, BA, University of Maryland, College Park

Melissa R. Dvorsky, Ph.D., Children's National Health System

Lauren E. Oddo, MS, University of Maryland, College Park

Anna Garner, MA, University of Maryland, College Park

Zuali Malsawma, MLS, CHADD

Andrea M. Chronis-Tuscano, Ph.D., University of Maryland

Individual Participant Data Meta-analysis on Behavioral Treatment for ADHD; An Approach with Great Promise and Potential Pitfalls

Annabeth Groenman, Ph.D., University of Amsterdam

*Rianne Hornstra,, MSC, Accare, Center for Child and Adolescent Psychiatry,
University Medical Center*

PAINT: IPDMA collaborators group, diverse

Marjolein L Luman, Ph.D., Vrije Universiteit Amsterdam

Saskia van den oord, Ph.D., Leuven

Barbara van den Hoofdakker, Ph.D., University of Groningen

Attachment Representation Moderates the Effectiveness of Different Behavioral Parent Training Techniques for Children with ADHD: Evidence from a Randomized Controlled Microtrial

Saskia van den oord, Ph.D., KU Leuven

*Rianne Hornstra,, MSC, Accare, Center for Child and Adolescent Psychiatry,
University Medical Center*

Tycho J. Dekkers, Ph.D., University of Amsterdam

Barbara van den Hoofdakker, Ph.D., University of Groningen

Guy Bosmans, Ph.D., Leuven

Saskia van den oord, Ph.D., KU Leuven

Earn 1.5 continuing education credits

Empire/Hudson, 7th Floor

Symposium 111

Realizing the Full Potential of Measurement-based Care (MBC) to Support Clinical and Organizational Decision-making: Lessons Learned from a Series of Mixed-methods MBC Implementation Studies

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

DISCUSSANT: Kelsie H. Okamura, Ph.D., Judge Baker Children's Center

Basic to Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Implementation, Evidence-Based Practice, Assessment*

Characterizing Therapist Reported Implementation of Measurement-based Care in Session with Clients

Elizabeth P. Casline, M.S., University of Miami

Grace Woodard, B.S., University of Miami

Zabin S. Patel, M.S., MPH, University of Miami

Dominique Phillips, B.S., University of Miami

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

Golda Ginsburg, Ph.D., University of Connecticut School of medicine

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

Measurement Feedback System Implementation in “real World” Children’s Mental Health Treatment: A Mixed Methods Analysis

Elizabeth Connors, Ph.D., Yale University

Corianna E. Sichel, Ph.D., Columbia University/New York State Psychiatric Institute

What Can We Learn from an Iterative Approach to Implementing Measurement-based Care?

Susan Douglas, Ph.D., Vanderbilt University

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

Ariane Wilson, M.Ed, Vanderbilt University

Briana Martinez, Undergraduate, University of Miami

Supporting the Transition of Acute Psychiatric Treatment for Youth to Telehealth Care Through Integration of Measurement Based Care

Jill Donelan, Psy.D., University of Massachusetts

Earn 1.5 continuing education credits

Chelsea/Gotham, 7th Floor

Symposium 112

Rapid Mental Health Responses During the COVID-19 Pandemic

CHAIR: *Andrew G. Guzick, Ph.D.*, Baylor College of Medicine

DISCUSSANT: *Jonathan S. Comer, Ph.D.*, Florida International University

Basic level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Treatment/ Program Design, Telehealth/m-health, CBT*

Parent-led, Transdiagnostic Cognitive-behavioral Therapy for Youth with Emotional Problems During the COVID-19 Pandemic: Effectiveness and Predictors of Outcome

Andrew G. Guzick, Ph.D., Baylor College of Medicine

Alicia Leong, Ph.D., Mount Sinai School of Medicine

Emily Dickinson, Ph.D., Florida International university

Alison Salloum, Ph.D., University of South Florida

Sarah M. Kennedy, Ph.D., University of Colorado School of Medicine

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

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

Development, Acceptability, and Feasibility of a Digital Module Within Blended Care for Coping with COVID-19 Distress

Monica S. Wu, Ph.D., Lyra Health

Jocelyn Lau, MPH, Lyra Health

Chelsey R. Wilks, Ph.D., University of Missouri-St. Louis

Connie Chen, M.D., Lyra Health

Anita Lungu, Ph.D., Lyra Health

Efficacy of Intensive CBT Telehealth for Obsessive-compulsive Disorder During the COVID-19 Pandemic

Bradley Riemann, Ph.D., Rogers Behavioral Health

Coping with covid-19: A CBT Intervention for School-aged Youth with Anxious and Depressive Symptoms

Allison Meyer, Ph.D., Indiana University School of Medicine

Natalie Rodriguez-Quintana, M.P.H., Ph.D., University of Michigan Medical School

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

Rochelle Flumenbaum, Ph.D., Michigan Medicine

Kristen Miner, LMSW, Michigan Medicine

Lynn Scoville, LMSW, Michigan Medicine

Kelly Warner, Clinical Specialist, Michigan Medicine

Elizabeth Koschmann, Ph.D., Michigan Medicine

8:00 a.m. – 9:30 a.m.

Earn 1.5 continuing education credits

Barrymore, 9th Floor

Symposium 113

Hidden and Structural Barriers to Evidence-based Mental Health Treatment Access and Engagement for Youth

CHAIR: *Briana S. Last, M.A., University of Pennsylvania*

DISCUSSANT: *Jessica L. Schleider, Ph.D., Stony Brook University*

All level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Dissemination, Mental Health Disparities, Health Care System*

Mixed Methods Examination of Youth-reported Barriers to Accessing Mental Health Services

Jenna Sung, M.A., Stony Brook University

Vanesa Mora Ringle, Ph.D., The Penn Collaborative for CBT and Implementation Science, University of Pennsylvania

Chantelle Roulston, Ph.D., Stony Brook University

Jessica L. Schleider, Ph.D., Stony Brook University

Assessing Real-world Access to Trauma-informed Outpatient Mental Health Services for Youth: A Mystery Shopper Study

Danielle R. Adams, MSW, The University of Chicago, Crown Family School of Social Work

Nancy Jacquelyn Perez-Flores, MSW, Washington University, Brown School of Social Work

Fatima Mabrouk, MSW, New York University, Silver School of Social Work

Carolyn Minor, BA, American Blues Theater

Access to Mental Health Support Among LGBTQ+ Youth of Color During COVID-19: Roles of State-level Racism, Homophobia, Provider Shortages, and Income Inequality

Chantelle Roulston, PhD, Stony Brook University

Sarah McKetta, M.P.H., M.S., Department of Epidemiology, Mailman School of Public Health, Columbia University

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

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

Jessica L. Schleider, Ph.D., Stony Brook University

Barriers to Crisis Service Use Among Black Young Adults

Allison N. Bair, Ph.D., University of Denver

Journey Simmons, PhD, Boston University

Emily Burns, M.A., Graduate School Of Professional Psychology

Samantha Scott, M.A., University of Denver

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

Social Inequities as Predictors of Caregiver Treatment Engagement and Moderators of Treatment Outcomes in an Effectiveness Trial of Trauma-focused Cognitive Behavioral Therapy in Philadelphia

Briana S. Last, M.A., University of Pennsylvania

Christina Johnson, BA, University of Pennsylvania Perelman School of Medicine

Chynna Mills, BA, University of Pennsylvania Perelman School of Medicine

Natalie Dallard, MA, Community Behavioral Health

Sara Fernandez-Marcote, MEd, LPC, Community Behavioral Health

Rinad Beidas, PhD, University of Pennsylvania Perelman School of Medicine

Earn 1.5 continuing education credits

Skylobby, 16th Floor

Symposium 114

The Impact of the COVID-19 Pandemic on Neural and Behavioral Markers of Mental Health Across Child and Adolescent Development

CHAIRS: *Aaron Heller, Ph.D., University of Miami*

Dylan Gee, Ph.D., Yale University

DISCUSSANT: *Daniel Pine, M.D., National Institute of Mental Health*

Moderate level of familiarity with the material

Primary Category: Disaster Mental Health

Key Words: *Adolescents, Child, Emotion*

The Affective Benefits of Exploration in Adolescence Depend on the Presence of Environmental Threat

Aaron Heller, Ph.D., University of Miami

Positive Affect in Children Before and During the COVID-19 Pandemic

Rebecca Waller, D. Phil., Ph.D., University of Pennsylvania

Shy Temperament Exacerbates Risk for Depressive Symptoms During the COVID-19 Pandemic in Adolescent Girls with Neural and Real-world Markers of Aberrant Social Functioning

Stefanie Sequeira, Ph.D., University of Pittsburgh

Jennifer Silk, Ph.D., University of Pittsburgh, Department of Psychology

Emily Hutchinson, B.S., University of Pittsburgh

Neil Jones, Ph.D., University of Pittsburgh

Cecile Ladouceur, Ph.D., University of Pittsburgh, Department Of Psychiatry

The Role of Family-level Factors in Childhood Anxiety During the COVID-19 Pandemic

Elizabeth R. Kitt, B.S., Yale University
Emily Cohodes, M.S., M.Phil., Yale University
Sarah McCauley, Ph.D., Yale University
Grace Hommel, B.S., Yale Child Study Center
Cristina Nardini, Ph.D., Yale University
Sadie Zacharek, B.S., Yale University
Alyssa Martino, M.S., SYC, Yale University
Tess Anderson, Ph.D., Yale University
Hannah Spencer, MSc, Yale University
Paola Odriozola, Ph.D., Yale University
Georgia Spurrier, Ph.D., Yale University
Alexis Broussard, Ph.D., Yale University
Carla Marin, Ph.D., Yale University
Wendy Silverman, Ph.D., Yale Child Study Center, School of Medicine, Yale University
Eli Lebowitz, Ph.D., Yale Child Study Center, School of Medicine, Yale University
Dylan Gee, Ph.D., Yale University

8:00 a.m. – 9:30 a.m.

Earn 1.5 continuing education credits

Odets, 4th Floor

SUNDAY

Panel Discussion 20

Expanding Treatment Delivery Options During Challenging Times: Increasing Access for Underserved Patients, Building Team Cohesion, and Improving Outcomes Through Virtual Intensive PTSD Programs

MODERATOR: Cynthia Yamokoski, Ph.D., National Center for PTSD
PANELISTS: Allison C. Aosved, ABPP, Ph.D., US Department of Veteran Affairs, Phoenix
Heather Flores, Psy.D., VA Northeast Ohio Healthcare System
Jeremy A. Fowler, Psy.D., US Department of Veterans Affairs

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: PTSD (*Posttraumatic Stress Disorder*), *Treatment/ Program Design, Cognitive Therapy*

The need to adjust service delivery models rapidly to respond to the changing environment is essential during emergencies and disasters. The ability to continue to treat mental health conditions while simultaneously offering the needed support and structure

patients may need is an important goal. Over the last two years, virtual intensive outpatient programs to treat posttraumatic stress disorder have been implemented at numerous medical centers to address service needs of individuals with PTSD during the pandemic. These programs that are based upon massed delivery of PTSD evidence-based psychotherapies (i.e., Cognitive Processing Therapy and Prolonged Exposure Therapy) and are designed to require minimal additional resources over and above the time required to deliver weekly evidence-based psychotherapy protocols. These programs are effective, accelerate outcomes, improve drop-out rates, and integrate support, but there are numerous additional benefits emerging from clinical experiences and early program evaluation data. Panelists will address the additional benefits including: flexibility in delivery options to meet the needs of patients and treatment teams (e.g., more rapid episode of care if patients or providers have limited time and hold uncertainty about impact of emergency/disaster on future resources), addressing barriers to care that existed both prior to and during the pandemic (e.g., stigma, support, travel, caregiving roles), providing access to care to under-served populations, improving staff morale and team-based care, and options to rapidly respond to changing circumstances. Panelists will also share experiences implementing new programs during the pandemic and offer recommendations for other sites of care interested in developing new options.

8:00 a.m. – 9:30 a.m.

Earn 1.5 continuing education credits

Carnegie & Alvin, 5th Floor

Panel Discussion 21

At a Crossroads: Making Apa's Apology Actionable Through Cbt-based Mentoring Practices

MODERATORS: *Jonah D. McManus, M.A., Kean University*
Nnamdi Uzoaru, M.A., Kean University

PANELISTS: *Barbara A. Prempeh, Psy.D., Children's Specialized Hospital*
Paola Ricardo, Psy.D., Kean University
Jessica G. Graham-LoPresti, Ph.D., Suffolk University
Uchenna Baker, Ph.D., Fairleigh Dickinson University
Donald R. Marks, Psy.D., Kean University

Primary Category: Culture / Ethnicity / Race

Key Words: *African Americans / Black Americans, College Students, Race*

In 2021, the American Psychological Association (APA) published an apology for its role in “promoting, perpetuating, and failing to challenge racism, racial discrimination, and human hierarchy in (the) U.S.” While this statement is extensive and articulates many resolutions, it is also lacking. As the Association of Black Psychologists (ABPsi) points out, APA's statement dismisses large pieces of its historic role in perpetuating racism and fails to provide clear actionable items directed at restitution and restoration. Critically, 4% of psychologists and 7% of doctoral students in psychology are black; almost 13% of the general population identifies as such. While wide-ranging changes need to occur in multiple contexts, training settings directly shape the future of the field, from admissions

processes through mentorship practices. Making the field more representative of populations it serves is not just a matter of offering ‘intensely white’ curricula (Gillborn et al., 2021) to more BIPOC students, but hinges on an embracing of values of ABPsi and other ethnic psychological associations. This asks for openness to a wide range of emotions as we truly reckon with our history and build coalitions (Dabiri, 2021) to take on current and impending public health emergencies. Mindfulness-based CBTs offer useful tools for this challenge (Magee, 2021). This panel aims to: 1) explore tensions and opportunities in mentoring in the face of our history and the apology and associated discourse; 2) explore the value of CBTs in informing this critical work; and 3) offer resources for continued learning and growth for mentors and mentees from various cultural backgrounds.

8:00 a.m. – 9:30 a.m.

Earn 1.5 continuing education credits

Gramercy, 7th Floor

Panel Discussion 22

Accommodations and Lessons Learned During the COVID-19 Pandemic Working with Underserved Populations with and at Risk for HIV And/or Substance Use Disorder

MODERATORS: *Mary B. Kleinman, M.P.H., M.S., University of Maryland, College Park*

Jessica F. Magidson, Ph.D., University of Maryland

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

Abigail W. Batchelder, M.P.H., Ph.D., MGH/Harvard Medical School

Sannisha Dale, Ph.D., University of Miami

Valerie Bradley, University of Maryland- College Park

Tiffany R. Glynn, Ph.D., Massachusetts General Hospital/ Harvard Medical School

Primary Category: Vulnerable Populations

Over the last few years, we have all had to modify how we conduct research and provide clinical care. Decisions have been made for us, for our safety, and for our patients’ safety. In some cases, we have had opportunities to work creatively within systems to maintain services and continue research with marginalized populations. This panel discussion brings together clinical researchers who work with marginalized populations with and at risk for HIV and/or substance use disorder (SUD). In some cases, COVID-19-driven changes have addressed previously-existing barriers to this work and improved accessibility to services. In other ways, these populations have been further cut off and inequities exacerbated. Despite changing landscape and hope of return to pre-pandemic operations, we can consider the utility of some adaptations and lessons that inform ongoing work to reach and engage marginalized populations. Presenter 1 will share experience working with men who have sex with men (MSM) with HIV and SUD who are sub-optimally

engaged in HIV treatment. That team has transitioned their therapeutic intervention to a virtual platform and supplemented patient participant phone plans to promote access. Presenter 2 will speak about work with HIV-negative MSM with social anxiety disorder and who use substances during sex. Those studies have put questionnaires online, spaced out medical visits, and offered use of a private computer for those without their own devices. Presenter 3's research on capturing microaggressions, discrimination, and trauma among Black women living with HIV adopted a hybrid approach that remained responsive to women's needs and a community-engaged HIV prevention project that pivoted to include COVID testing/vaccine access. Presenter 4 coordinated a peer-delivered behavioral intervention trial to support methadone treatment retention among patients with opioid use disorder. While the trial was taking place entirely remotely, telehealth challenges included call quality, lack of privacy, conflicting obligations, disconnected numbers, and limited talk minutes. Presenter 5 will discuss the adaptation of a research study on HIV risk/care among transwomen to address the impact of COVID and provide clinical services, including COVID testing.

8:00 a.m. – 9:30 a.m.

Earn 1.5 continuing education credits

O'Neill, 4th Floor

Clinical Round Table 12

Telehealth for Suicide Ideation with Marginalized Populations

MODERATOR: *Linda Oshin, Ph.D., Rutgers University*

PANELISTS: *Kenji Takeda, Psy.D., Rutgers University*

Jeffrey M. Cohen, Psy.D., Columbia University

Christy L. Oleszski, Ph.D., Yale University School of Medicine

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Multicultural Psychology, LGBTQ+*

The primary goals of this clinical roundtable are to illuminate the challenges and benefits of providing telehealth to individuals from marginalized populations who are experiencing self-injurious thoughts and behaviors (SITBs). While clinicians were often discouraged in using telehealth with individuals with SITBs, social distancing requirements during the COVID-19 pandemic expanded the use of telehealth to include this population. Barriers to accessing in-person care often disproportionately impacts individuals from marginalized populations (Chen et al., 2021). As clinicians consider their continued use of telehealth, it is important to consider the unique needs of individuals from marginalized populations to promote access and effective treatment of SITBs. The proposed clinical round table will gather researchers and clinicians who have experience treating marginalized patient populations for SITBs with telehealth. The round table will center the needs of these patient populations and discuss some of the challenges and recommendations in using telehealth to treat them. Specifically, the panel would include: 1) a researcher and a clinician from a trial of adaptive treatment strategies for suicidal

college students to discuss their experiences providing empirically supported treatments for suicide to college students of color, 2) the director of an interdisciplinary pediatric clinic that provides gender-affirming consultation and treatment for transgender and gender expansive youth, and 3) a clinical psychologist from an academic medical center who provides Cognitive Behavioral Therapy and Dialectical Behavior Therapy to sexual and gender minority young people with suicide ideation.

8:00 a.m. – 9:30 a.m.

Earn 1.5 continuing education credits
Marquis Ballroom B, 9th Floor

Clinical Round Table 13

Compassion-focused Psychotherapies: Emerging Interventions for Troubled Times

MODERATOR: *Keryn Kleiman, M.A., Kean University*
PANELISTS: *Benjamin Foote, M.A., Kean University*
Dennis Tirsch, Ph.D., The Center for CFT
Laura Silberstein-Tirsch, Psy.D., The Center for Compassion Focused Therapy
Emory Marino, Psy.D., Corporal Michael J Crescenz VA Medical Center
C. Virginia O’Hayer, Ph.D., Ph.D., Thomas Jefferson University Hospital
Maureen Sessa, M.A., M.S., Kean University

Primary Category: Treatment - Mindfulness & Acceptance

Amid the concurrent crises of the COVID-19 pandemic, ongoing systemic racism and other forms of oppression worldwide, and the growing threat of ecological catastrophe, the need for cultivation of compassion for self and others has never been more clear. A new generation of emerging cognitive-behavioral therapies has placed these concerns at their center. Building on the tradition of research-informed practice that has characterized behavioral and cognitive treatment, clinical researchers developing these interventions integrate scientific understanding of human behavior and evidence-based psychological processes. They are also conducting empirical research using a variety of novel protocols. This panel includes researchers and practitioners exploring and evaluating compassion-focused interventions for psychological distress in both individual and group contexts, including both transdiagnostic and problem-specific approaches. They will share the theoretical underpinnings for understanding and employing compassion-related processes, discuss the relevance of compassion as a response to crises and uncertainty, and describe specific practices, skills, and techniques that clinicians can consider applying in their current practice settings. Questions that the panelist will consider include (among others): (1) How do you conceptualize compassion and self-compassion? (2) what processes do you integrate from or with other empirically supported therapies (e.g., ACT, CBT, DBT), (3) what clinical challenges have you encountered in introducing compassion as a focus of treatment, and how have you addressed them?

Earn 1.5 continuing education credits

Marquis Ballroom C, 9th Floor

Mini Workshop 17

Enhancing Engagement in Digital Mental Health: Coaching 101

Courtney Beard, Ph.D., McLean Hospital

Jacqueline R. Bullis, Ph.D., McLean Hospital/Harvard Medical School

Harris E. Bajwa, PhD, Massachusetts General Hospital

Sara Mei, B.S., McLean Hospital

All level of familiarity with the material

Primary Category: Telehealth/m-Health

Key Words: *Technology / Mobile Health, Telehealth/m-Health*

The field of Digital Mental Health (DMH) has grown exponentially and has become even more relevant during the COVID-19 pandemic. DMH includes a range of technology-related interventions, such as internet-based Cognitive Behavioral Therapy (iCBT), smartphone apps, and virtual reality. While DMH interventions have the potential to disrupt the current model of mental healthcare, providing access to treatment for many more people and augmenting treatment as usual, keeping users engaged is difficult. The evidence suggests that most people stop using DMH when they are delivered entirely on their own. However, there is support from meta-analyses of randomized controlled trials that human guided DMHs are effective. Bachelors-level coaches are a cost-effective strategy to enhance engagement by providing human support and accountability. This Mini Workshop will introduce digital mental health coaching to researchers and clinicians. We will share evidence-based recommendations, as well as lessons learned from (1) supervising coaches for Mass General Brigham Healthcare's primary care behavioral health on-line CBT, and (2) creating a digital CBT clinic during COVID-19 using three DMH CBT tools and bachelor-level coaches. Speakers will include two licensed clinical psychologists and two bachelor-level coaches. First, we will provide the rationale and evidence base for coaching, discussing the challenges of engaging users in DMH and the continuum of human support in behavioral intervention technologies (BITs). Second, we will describe the role of a coach, the supportive accountability model of coaching, and how a coach differs from a therapist. Our coaches will role-play a coaching telephone session and app messaging and will share both client and coach experiences in a digital CBT clinic. Third, we will present the role of the licensed clinician, including training and supervision of coaches, safety monitoring, and study or clinic eligibility considerations. Finally, we will

discuss sociocultural considerations, reimbursement landscape, and lessons learned from our digital CBT clinic.

Outline:

- Rationale and current evidence base for DMH coaching
- Role of coach
- Role plays of coaching sessions
- Role of licensed clinician
- Sociocultural considerations
- Lessons learned

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

- Describe the evidence supporting coaching to enhance engagement with digital mental health.
- Explain the roles of a coach and clinical supervisor.
- Describe various forms of coaching and protocol considerations.

Long-term Goals:

- Attendees will be able to select the appropriate level of human support for their DMH.
- Attendees will be able to train and supervise coaches to deliver DMH in research and clinical settings.

Recommended Readings: Mohr, D., Cuijpers, P., & Lehman, K. (2011). Supportive accountability: a model for providing human support to enhance adherence to eHealth interventions. *Journal of medical Internet research*, 13(1), e30. Mohr, D. C., Azocar, F., Bertagnolli, A., Choudhury, T., Chrisp, P., Frank, R., ... & Banbury Forum on Digital Mental Health. (2021). Banbury Forum Consensus Statement on the Path Forward for Digital Mental Health Treatment. *Psychiatric Services*, appi-ps. Torous, J., Nicholas, J., Larsen, M. E., Firth, J., & Christensen, H. (2018). Clinical review of user engagement with mental health smartphone apps: evidence, theory and improvements. *Evidence-based mental health*, 21(3), 116-119.

Earn 1.5 continuing education credits

Olmstead, 7th Floor

Mini Workshop 18

Inner Resources for Stress: Essential Skills for Using Mindfulness and Meditation for Stress and Trauma

Lynn C. Waelde, Ph.D., Palo Alto University

Primary Category: Treatment - Mindfulness & Acceptance

Key Words: *Mindfulness, CBT, Disaster Mental Health*

Mindfulness and meditation (MM) techniques and interventions are often used as needed in-session to respond to client distress with little reliance on integration with client conceptualization and treatment planning to optimize their use (Waelde et al., 2016). As an alternative to ad hoc uses of MM, therapists can use a trauma-specific MM intervention—Inner Resources for Stress (IR; Waelde, 2022)—that integrates MM considerations into client conceptualization and treatment planning, taking into account that different MM techniques and usage intensities have different effects and may be matched to client needs and capacities to promote trauma resilience and recovery. This flexibility within manualization is conducive to a transdiagnostic, developmentally informed, and culturally responsive approach that can be implemented as trauma psychotherapy and as a preventive intervention in disaster settings. This mini-workshop will include didactic presentation, demonstrations, vignette practice, and discussion to address IR's essential skills, including matching MM techniques to the client's needs and capacities, use of client debriefing and In-the-Moment interventions in-session, and promoting between-session practice and application of the techniques to help the client overcome avoidance, regulate intrusive stress reactions, and encounter and resolve trauma material. In addition, ways to adapt and implement IR to disaster settings will be discussed.

Outline:

- Inner Resources for Stress (IR; Waelde, 2022) is a transdiagnostic, developmentally informed, and culturally responsive approach to using mindfulness and meditation (MM) in trauma treatment
- IR can be implemented as trauma psychotherapy and as a preventive intervention in disaster and other settings
- IR therapists rely on case and cultural conceptualization for appropriate implementation
- Different MM techniques and usage intensities have different effects and may be matched to client needs and capacities to promote trauma resilience and recovery
- Didactic presentation, demonstrations, vignette practice, and discussion will address how to
 - match MM techniques to the client's needs and capacities
 - conduct client debriefing and In-the-Moment interventions in-session

- promoting between-session practice and application of the techniques
- adapt and implement IR to disaster and other settings as a preventative intervention

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

- Explain the theoretical and empirical basis for using mindfulness and meditation to promote trauma resilience and recovery.
- Describe mindfulness and meditation techniques and their match for differing client presentations and intervention settings.
- Describe how Inner Resources for Stress can be flexibly implemented to match clients' diverse cultural backgrounds.

Long-term Goal:

- Participants will be able to conceptualize the use of mindfulness and meditation in trauma treatment from a culturally humble perspective.

Recommended Readings: Lutz, A., Slagter, H. A., Dunne, J. D., & Davidson, R. J. (2008). Attention regulation and monitoring in meditation. *Trends in Cognitive Sciences*, 12, 163–9. <https://doi.org/10.1016/j.tics.2008.01.005>Waelde, L. C. (2022). Mindfulness and meditation in trauma treatment: The Inner Resources for Stress program. The Guilford Press.Waelde, L. C., Hechanova, M. R. M., Ramos, P. A. P., Macia, K. S., & Moschetto, J. M. (2018). Mindfulness and mantra training for disaster mental health workers in the Philippines. *Mindfulness*, 9, 1181–1190. <https://doi.org/10.1007/S12671-017-0855-2>

8:00 a.m. – 9:00 a.m.

This session does not offer continuing education credit.

Winter Garden/Palace, 6th Floor

Research & Prof. Develop. 6

The Abcs of Educating the Public via the Media

PANELIST: *Richard J. McNally, Ph.D., Harvard University*

Basic level of familiarity with the material

Primary Category: Professional / Interprofessional Issues

Key Words: *Career Development, Dissemination, Mental Health Literacy*

Psychologists can perform a valuable service by educating the public via the mass media. Our role has become especially important in an age when facts must compete against massive misinformation. To be an effective scientific resource for journalists, we must remember our ABCs: accuracy, brevity, and clarity. The same principles hold when we write for the general public via Op-Eds, magazine articles, and trade books. However, the implementation of these principles varies as a function of the medium. Psychologists who work with the media have acquired considerable tacit knowledge about these practices, but there is no single source for younger professionals keen to share their knowledge

with the public. Accordingly, as someone who has worked the media since 1985, I will share what I have learned about the risks and rewards of being a source for newspapers, magazines, authors of books, and the US Senate as well as appearing on radio, television, and in documentary films.

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

- Define the ABCs of working with the media.
- Define the “curse of knowledge” and state how to avoid it.
- Describe how to avoid being misquoted in the media.

Recommended Readings: McNally, R. J. (2011). Reflections on mentoring. *The Behavior Therapist*, 34, 100-104.

8:00 a.m. – 9:30 a.m.

Gilbert, 4th Floor

Special Interest Group



Masters Level Training, Education and Practice SIG

Planned meeting agenda includes summary and status of SIG initiatives, discussion of SIG priorities and interest and ideas for future activities.

8:00 a.m. – 9:00 a.m.

Marquis Ballroom A, 9th Floor

Special Interest Group



Personality Disorders SIG

In this meeting, we will make key decisions about SIG leadership, SIG goals, whether to charge dues, etc. ABCT uses meeting attendance to gauge member interest in new SIGs-in-Formation, so mark your calendars! If you want to be kept in the loop about the Personality/Personality Disorders SIG, email Drs. Shannon Sauer-Zavala (ssz@uky.edu) or Matt Southward (southward@uky.edu) and we'll add you to the list.

This session does not offer continuing education credit

Winter Garden/Palace, 6th Floor

Research & Prof. Develop. 7

Careers in Clinical Psychology: Which Path Makes Sense for Me?

PANELISTS: *Jedidiah Siev, Ph.D.*, Swarthmore College

Sabine Wilhelm, Ph.D., Harvard Medical School

Matthew Nock, Ph.D., Harvard University

Jonathan B. Grayson, Ph.D., University of Southern California

Barbara W. Kamholz, ABPP, Ph.D., VA Boston HCS/ BU School of Medicine

All level of familiarity with the material

Primary Category: Professional / Interprofessional Issues

Key Words: *Career Development, Professional Development, Student Issues*

The goal of this moderated panel is to help students and early career psychologists tailor career paths in clinical psychology to meet their professional and personal goals. The panelists are seasoned clinical psychologists with successful careers in five types of settings: (1) medical school, (2) research university, (3) liberal arts college, (4) Veterans Affairs, and (5) private practice. In different career tracks, the panelists are all actively involved in ABCT and in furthering ABCT's mission to advance scientific approaches to "the understanding and improvement of human functioning" by investigating and applying evidence-based principles in clinical psychology. Therefore, the audience will learn about different pathways and approaches toward a career that is consistent with the fundamental professional values of ABCT and its members. The panelists will reflect on their own professional experiences and will address issues such as: How did you choose your career path? What advice do you have for a junior colleague or student considering that path? Is there anything unique about your position? What do you value most about your position and what might you change if you could? In your role, how do you balance your professional and personal lives? In addition, a large portion of time will be reserved for questions so that audience members have the opportunity to inquire about specific issues relevant to their professional development in a forum that will benefit others with similar considerations.

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

- Describe different career paths that are consistent with the mission of ABCT and the professional values of its members.
- Provide advice for students on how to choose and navigate career paths.
- Address questions and concerns about career decisions and related quality of life.

Earn 1.5 continuing education credits

Ziegfeld, 4th Floor

Symposium 115

Disaggregating the Monolith: Identity Nuances Among Sexual and Gender Minoritized Individuals in the Study and Treatment of Self-injurious Thoughts and Behaviors

CHAIR: Adam J. Mann, M.S., University of Toledo

DISCUSSANT: John E. Pachankis, Ph.D., Yale School of Public Health

All level of familiarity with the material

Primary Category: LGBTQ+

Key Words: LGBTQ+, Suicide, Self-Injury

Understanding Self-injurious Thoughts and Behaviors Among Individuals with Discordant and Concordant Sexual Minority Status: An Examination of Underlying Mechanisms

Adam J. Mann, M.S., University of Toledo

Matthew Tull, Ph.D., University of Toledo

Kim L. Gratz, Ph.D., University of Toledo

The Role of Sexual Orientation Mobility on the Prevalence of Self-injurious Thoughts and Behaviors in First Year College Students

Julie Prud'homme, B.A., M.S., University of Victoria

Brianna J. Turner, Ph.D., University of Victoria

Examining the Interpersonal Theory of Suicide for Understanding Suicide Attempts in a Sample of Sexual Minority Young Adults

Cindy Chang, Psy.M., Rutgers University

Kate Dorrell, B.S., Rosalind Franklin University of Medicine and Science

Brian Feinstein, Ph.D., Rosalind Franklin University of Medicine and Science

Blaire Ehret, Ph.D., University of California San Diego

Edward Selby, Ph.D., Rutgers University

Out of the Closet, but Not out of the Woods: Discrimination Mediates the Association Between Identity Disclosure and Non-suicidal Self-injury Among Sexual Minoritized Young Adults

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

Cindy Chang, Psy.M., Rutgers University

Christina Dyar, Ph.D., The Ohio State University

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

Edward Selby, Ph.D., Rutgers University

Brian Feinstein, Ph.D., Rosalind Franklin University of Medicine and Science

Investigating the Relationship Between LGBTQ+ Identity and Response to Single-session Interventions for Youth

Riley McDanal, B.A., Stony Brook University

Alex Rubin, B.S., University of Denver

Jenny Shen, M.A., Stony Brook University

Jessica L. Schleider, Ph.D., Stony Brook University

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

10:00 a.m. – 11:00 a.m.

Earn 1 continuing education credits

O'Neill, 4th Floor

Symposium 116

Telehealth Facilitated Programs to Promote Trauma Resilience and Recovery

CHAIR: *Zachary Adams, Ph.D., Indiana University*

DISCUSSANT: *Kimberly Canter, Ph.D., Nemours Children's Health*

All level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: *Trauma, Telehealth/m-health, Treatment/ Program Design*

Addressing Opioid Risks Following Traumatic Injury in Youth: User-guided Enhancements to a Technology-facilitated Resilience Program

Zachary Adams, Ph.D., Indiana University

Brigid Marriott, Ph.D., Indiana University School of Medicine

Swathi Karra, M.S., Indiana University School of Medicine

Elizabeth Linhart-Musikant, B.S., Indiana University School of Medicine

A Pediatric Trauma Center-based, Technology-enhanced Stepped Care Intervention for Adolescent Traumatic Injury Survivors

Tatiana Davidson, Ph.D., Medical University of South Carolina

Kristen Higgins, M.A., Medical University of South Carolina

Olivia Bravoco, B.S., Medical University of South Carolina

Robert Gates, M.D., FACS, Prisma Health Upstate

David Mooney, M.D., MPH, Boston Children's Hospital

Robert Russell, M.D., MPH, Children's of Alabama Hospital

Kenneth Ruggiero, Ph.D., Medical University of South Carolina

Leveraging Technology to Address Mental Health of Caregivers and Children Following Pediatric Traumatic Injury

Kristen Higgins, M.A., Medical University of South Carolina

Gabriela Becerra, Undergraduate, Medical University of South Carolina

Caitlyn Hood, M.A., University of Kentucky

Olivia Bravoco, B.S., Medical University of South Carolina

Tatiana Davidson, Ph.D., Medical University of South Carolina

Kenneth Ruggiero, Ph.D., Medical University of South Carolina

Leigh Ridings, Ph.D., Medical University of South Carolina

Burn Behavioral Health: Preliminary Data from a Burn Center-based Technology-enhanced Stepped-care Program for Burn Survivors

Yulia Gavrilova, Ph.D., Medical University of South Carolina

Kenneth Ruggiero, Ph.D., Medical University of South Carolina

Tatiana Davidson, Ph.D., Medical University of South Carolina

Aaron Leshner, M.D., Medical University of South Carolina

Steven Kahn, M.D., Medical University of South Carolina

Earn 1.5 continuing education credits

Carnegie & Alvin, 5th Floor

Symposium 117

Factors Contributing to Depression and Suicide Among Youth in India: Importance of Contextually Grounded, Innovative Approaches to Prevention and Intervention

CHAIRS: Pankhuri Aggarwal, M.A., Miami University
Vaishali V. Raval, Ph.D., Miami University
DISCUSSANT: Tracy K. Witte, Ph.D., Auburn University

Moderate level of familiarity with the material

Primary Category: Global Mental Health

Key Words: *Depression, Suicide, Underserved Populations*

Can the Quality of Interpersonal Relations Predict Depression Among Youth Adults in India?

Pankhuri Aggarwal, M.A., Miami University
Vaishali V. Raval, Ph.D., Miami University

Exploring Trajectories of Youth Suicide and Solutions for Prevention on Andaman and Nicobar Islands of India, a Resource-limited Setting

Vaishali V. Raval, Ph.D., Miami University
Bency Joy, Ph.D., Andaman Nicobar High schools
Baiju Gopal, Ph.D., Christ University
Christopher Sutter, Ph.D., Miami University
Nikhil Singh, Ph.D., Miami University
Cameron Hay, Ph.D., Miami University

A Pilot Feasibility Study of Reconnecting to Internal Sensations and Experiences (RISE) to Reduce Interoceptive Dysfunction and Suicidal Ideation, Among University Students in India

April Smith, Ph.D., Auburn University
Shruti S. S. Kinkel-Ram, M.A., Miami University
William Grunwald, Ph.D., Auburn University
Tony Sam George, Ph.D., Christ University
Vaishali V. Raval, Ph.D., Miami University

Earn 1.5 continuing education credits

Edison/Booth, 5th Floor

Symposium 118

Innovative Approaches to Studying Unequal Mental, Behavioral, and Physical Health Burdens on Diverse Sexual and Gender Minority Populations

CHAIR: *Alison Cerezo, Ph.D., University of California, Santa Barbara*

DISCUSSANT: *Jillian R. Scheer, Ph.D., Syracuse University*

All level of familiarity with the material

Primary Category: LGBTQ+

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

Alcohol-attributable Deaths and Years of Life Lost Among Veteran Men and Women: Overall and Across Minoritized and Non-minoritized Sexual Orientations

Nicholas Livingston, Ph.D., National Center for PTSD

Kristine Lynch, Ph.D., VA Informatics and Computing Infrastructure

Elise Gatsby, MPH, VA Informatics and Computing Infrastructure

Jillian Shipherd, Ph.D., VA Central Office

Scott DuVall, Ph.D., VA Informatics and Computing Infrastructure

Emily Williams, Ph.D., MPH, Center for innovation for Veteran-Centered and Value-Driven Care

A Novel Mixed-methods Approach to Understanding Stress in Queer Women's Couple Relationships

Cindy B. Veldhuis, Ph.D., Columbia University

Creating a Culture of Health for LGBTQ+ Women and Non-binary Californians: The LGBTQ+ Health Disparities Project

Alison Cerezo, Ph.D., University of California, Santa Barbara

Heterogeneity in Sexual Orientation Development Among Sexual Minority Women: Associations with Outness, Victimization, and Mental/behavioral Health

Brian Feinstein, *Ph.D.*, Rosalind Franklin University of Medicine and Science
Gregory Swann, *M.A.*, Northwestern Institute for Sexual and Gender Minority Health and Wellbeing
Lisa Godfrey, *M.A.*, University of Cincinnati
Shariell Crosby, *Ph.D.*, DePaul University
Christina Dyar, *Ph.D.*, The Ohio State University
Michael E. Newcomb, *Ph.D.*, Northwestern University
Sarah Whitton, *Ph.D.*, University of Cincinnati

10:00 a.m. – 11:30 a.m.

Juilliard/Imperial, 5th Floor

Symposium 119

Recent Developments in Assessment, Diagnosis, and Classification of OCD and Related Disorders

CHAIR: Amitai Abramovitch, *Ph.D.*, Texas State University
DISCUSSANT: David Tolin, *ABPP, Ph.D.*, Anxiety Disorders Center, The Institute of Living

Moderate to Advanced level of familiarity with the material
Primary Category: Assessment

Key Words: Assessment, OCD (*Obsessive Compulsive Disorder*), *Psychometrics*

Brief and Ultra-brief Syndromally Valid Forms of the Obsessive-compulsive Inventory-revised

Jonathan Abramowitz, *Ph.D.*, University of North Carolina at Chapel Hill
Abramovitch Amitai, *Ph.D.*, Texas State University
Dean McKay, *ABPP, Ph.D.*, Fordham University

SUNDAY

Assessment of Childhood Obsessive-compulsive Symptoms: Revisions to the OCI-CV

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

David Rosenberg, M.D., Wayne State University

Evelyn Stewart, M.D., University of British Columbia

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

Sabine Wilhelm, Ph.D., Harvard Medical School

Heining Cham, Ph.D., Fordham University

Kennedy Anderson, M.A., Sam Houston University

Lara Farrell, Ph.D., Griffith University

Daniel Geller, M.D., Harvard Medical School

Gregory Hanna, M.D., University of Michigan

Sharna Mathieu, Ph.D., Griffith University

Joseph F. McGuire, Ph.D., Johns Hopkins University School of Medicine

Is Excoriation Distinct from Non-suicidal Self-injury Disorder?: Examining Patterns of NSSI Disorder Criteria Endorsement

Margaret Andover, Ph.D., Fordham University

HaeJoon Kim, M.A., Fordham University

Brianna Pastro, B.S., Fordham University

Joshua DeSon, M.A., Fordham University

Applying Evidence-based Assessments to Differentiate Tics and “tic-like” Behaviors

Joseph F. McGuire, Ph.D., Johns Hopkins University School of Medicine

Earn 1.5 continuing education credits

Broadhurst/Belasco, 5th Floor

Symposium 120

Harnessing Real World Behavior Data to Optimize Treatment Delivery

CHAIRS: *Jonah Meyerhoff, Ph.D.*, Northwestern University
Caitlin A. Stamatis, Ph.D., Northwestern University
Feinberg School of Medicine

DISCUSSANT: *Bethany Teachman, Ph.D.*, University of Virginia

Moderate level of familiarity with the material

Primary Category: Technology

Key Words: *Technology / Mobile Health, Treatment Development, Translational Research*

Understanding Real-world Personalized Risk Factors of Self-harm Through Online Information-seeking Behavior of Individuals

Abhishek Pratap, Ph.D., CAMH

Patricia Areán, Ph.D., Department of Psychiatry and Behavioral Sciences, University of Washington

Honor Hsin, M.D. PHD, Kaiser Permanente

Patrick J Heagerty, Ph.D., University of Washington

Trevor Cohen, MBChB, Ph.D., FACMI, University of Washington

Courtney Bagge, Ph.D., University of Michigan

Katherine Comtois, Ph.D., MPH, University of Washington

Ubiquitous Computing Can Enhance Patient Engagement, Patient-clinician Communication, and Clinician Decision-making: Preliminary Findings of the Prolonged Exposure Collective Sensing System

Andrew M. Sherrill, Ph.D., Emory University

Barbara Rothbaum, Ph.D., ABPP, Emory University School of Medicine

Sheila Rauch, ABPP, Ph.D., Emory University School of Medicine

Hayley Evans, Ph.D., Georgia Institute of Technology

Rosa Arriaga, Ph.D., Georgia Institute of Technology

Assessing Personalization in Digital Health

Susan Murphy, Ph.D., Harvard University

Prospective Associations of Text-message-based Sentiment with Symptoms of Depression, Generalized Anxiety, and Social Anxiety

Caitlin A. Stamatis, Ph.D., Northwestern University Feinberg School of Medicine

Jonah Meyerhoff, Ph.D., Northwestern University

Tingting Liu, Ph.D., Technology & Translational Research Unit, National Institute on Drug Abuse (NIDA IRP), National Institutes of Health (NIH)

Garrick Sherman, Ph.D., Department of Computer Science, University of Pennsylvania

Harry Wang, B.S., Department of Computer Science, University of Pennsylvania

Tony Liu, M.S., Department of Computer Science, University of Pennsylvania

Brenda Curtis, Ph.D., MsPH, Technology & Translational Research Unit, National Institute on Drug Abuse (NIDA IRP), National Institutes of Health (NIH)

Lyle Ungar, Ph.D., Department of Computer Science, University of Pennsylvania

David Mohr, Ph.D., Northwestern University

10:00 a.m. – 11:30 a.m.

Earn 1.5 continuing education credits

Majestic/Music Box, 6th Floor

Symposium 121

Exploring Relationships Between Various Cognitive Mechanisms and COVID-19 Emotional Distress

CHAIRS: Hayley E. Fitzgerald, M.A., Boston University

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

DISCUSSANT: Michael Otto, Ph.D., Boston University

Basic to Moderate level of familiarity with the material

Primary Category: Translational

Key Words: Cognitive Processes, Translational Research, Risk / Vulnerability Factors

Worrying but Not Acting: Intolerance of Uncertainty Helps to Explain the Discrepancy in covid-19-related Responses

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

E. Parsons, Ph.D., Boston University

Teresa Indriolo, Ph.D., Massachusetts General Hospital

Nadine R. Taghian, M.A., Boston University

Alexandra K. Gold, M.A., Massachusetts General Hospital

Danielle Hoyt, M.A., Rutgers

Megan A. Milligan, B.S., University of New Hampshire

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

Michael Otto, Ph.D., Boston University

Overestimating Stress Experienced Early During the covid-19 Pandemic Is Associated with Decreased Emotional Well-being

Haoxue Fan, M.A., Harvard University

Juan Castillo, Ph.D., Harvard university

Olivia T. Karaman, Ph.D., Harvard University

Jocelyn Shu, Ph.D., Harvard university

Yoann Stussi, Ph.D., University of Geneva

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

Sophia Vranos, Harvard university

Javiera Oyarzun, Ph.D., Harvard University

Hayley Dorfman, Ph.D., Harvard university

Deshaun Sambrano, M.A., Harvard university

Elizabeth A. Phelps, Ph.D., Harvard University

Evaluating Experiential Avoidance in Terms of COVID-19 Fear and Pandemic Emotional Distress Symptoms Among Latinx Adults

Nubia A. Mayorga, B.S., M.A., University of Houston

Kara Manning, M.A., University of Houston

Jaye L. Derrick, Ph.D., University of Houston

Andres G. Viana, ABPP, Ph.D., University of Houston

Lorra Garey, Ph.D., University of Houston

Pamella Nizio, B.S., University of Houston

Cameron Matoska, B.S., University of Houston

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

Impact of Covid-related Stress and Memory Valence on Episodic Memory Updating

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

Sophia Vranos, Department of Psychology, Harvard university

Olivia T. Karaman, Ph.D., Harvard University

Nur Akpolat, Undergraduate, Tufts University

Elizabeth A. Phelps, Ph.D., Harvard University

Earn 1.5 continuing education credits

Shubert/Uriis, 6th Floor

Symposium 122

Recent Advances in Person-centered, Context-aware, and Complex Systems Research

CHAIR: *Samantha N. Hellberg, M.A., University of North Carolina at Chapel Hill*

DISCUSSANT: *Donald Robinaugh, Ph.D., Northeastern University*

Basic to Moderate level of familiarity with the material

Primary Category: Research Methods and Statistics

Key Words: *Research Methods, Transdiagnostic, Measurement*

Mathematical and Computational Modeling of Suicidal Thoughts and Behaviors

Shirley B. Wang, M.A., Harvard University

Alexander Millner, Ph.D., Franciscan Children's Hospital

Donald Robinaugh, Ph.D., Northeastern University

Rebecca G Fortgang, Ph.D., Harvard University

Matthew Nock, Ph.D., Harvard University

Measurement Challenges in Intensive Idiographic Assessment: Lessons Learned from an Ecological Study of Panic Disorder

Samantha N. Hellberg, M.A., University of North Carolina at Chapel Hill

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

Olivia M. Losiewicz, M.A., University of California, Los Angeles

Kathleen Gates, Ph.D., UNC Chapel Hill

Amanda Baker, Ph.D., Massachusetts General Hospital/Harvard Medical School

Modeling Interpersonal Dynamics During Conflict: An Idiographic Prospective Approach

Julia M. Levitan, Ph.D., Washington University in St. Louis

Thomas L Rodebaugh, Ph.D., Department of Psychological and Brain Sciences, Washington University in St. Louis

Which Context for Whom: Personalized Contextual Predictors of Affective Outcomes

Jiyoung Song, Ph.D., University of California, Berkeley

Aaron J. Fisher, Ph.D., University of California, Berkeley

A Vicious Cycle of Stress and Negative Affect in Daily Life and the Role of Internalizing Psychopathology

Aidan Wright, Ph.D., University of Pittsburgh

Colin Vize, Ph.D., University of Pittsburgh

Aleksandra Kaurin, Ph.D., Private Universität Witten/Herdecke gGmbH

10:00 a.m. – 11:30 a.m.

Earn 1.5 continuing education credits

SoHo/Herald, 7th Floor

Symposium 123

The International Impact of COVID-19 on the Educational, Social, and Mental Health Functioning of Children and Adolescents with ADHD and Related Behavioral Disorders

CHAIRS: *Kellina Lupas, Ph.D., Florida International University*

Jennifer Piscitello, Ph.D., Florida International University

DISCUSSANT: *Jonathan S. Comer, Ph.D., Florida International University*

All level of familiarity with the material

Primary Category: ADHD - Child

Key Words: ADHD, Parenting, Risk / Vulnerability Factors

Effects of Homeschooling During the COVID-19 Pandemic: A Multi-center Study Including Seven European Countries

Lisa B. Thorell, Ph.D., Karolinska Institutet

Charlotte Skoglund, M.D., Ph.D., Karolinska Institutet

Almudena Giménez De La Peña, Ph.D., University of Málaga

Dieter Baeyens, Ph.D., KU Leuven

Anselm B.M. Fuermaier, Ph.D., University of Groningen

Madeleine J. Groom, Ph.D., University of Nottingham

Irene Mammarella, Ph.D., University of Padua

Saskia van den Oord, Ph.D., KU Leuven

Barbara van den Hoofdakker, Ph.D., University of Groningen

Marjolein L Luman, Ph.D., VU

Hanna Christensen, Ph.D., Philipps University Marburg

SUNDAY

Profiles of Response in Children with ADHD to COVID-19 Mitigation Practice

Jennifer Piscitello, Ph.D., Florida International University

Kellina Lupas, Ph.D., Florida International University

Stefany Coxe, Ph.D., Florida International University

Emily Robertson, Ph.D., Florida International University

Shaniya Morris, Ph.D., Florida International University

Amy Altszuler, Ph.D., Florida International University

Devon Tower, M.S., Florida International University

Elizabeth Gnagy, M.S., Florida International University

Fiona Macphee, Ph.D., Seattle Children's Hospital

Marcela Ramos, M.S., Florida International University

Brittany M. Merrill, Ph.D., Florida International University

Leah Ward, B.S., University at Buffalo

Chanelle Gordon, Ph.D., Boys Town National Research Hospital

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

William E. Pelham Jr., Ph.D., Center for Children and families, Florida International University

Examining Risk and Resilience Predictors of Anxiety, Depression, and Trauma Symptom Trajectories During the COVID-19 Pandemic Among Adolescents with and Without ADHD

Rosanna Breaux, Ph.D., Virginia Tech

Jasmine Lewis, M.S., Virginia Tech

Melissa R. Dvorsky, Ph.D., Children's National Health System

Joshua M. Langberg, Ph.D., Virginia Commonwealth University

Stephen P. Becker, Ph.D., University of Cincinnati College of Medicine

Risk Factors and Protective Factors for Mental Health Problems in Canadian Children and Youth During the COVID-19 Pandemic

Maria Rogers, Ph.D., University of Ottawa

Tessa Ritchie, M.A., University of Ottawa

Parent Involvement in Education During the COVID-19 Pandemic

Julia Ogg, Ph.D., Northern Illinois University

Riley Laffoon, B.S., Northern Illinois University

Brianna Banks, B.S., Northern Illinois University

Maria Rogers, Ph.D., University of Ottawa

Alecia Santuzzi, Ph.D., Northern Illinois University

Elizabeth Shelleby, Ph.D., Northern Illinois University

Earn 1.5 continuing education credits

Gramercy, 7th Floor

Symposium 124

**On the Front Lines of the Muslim Mental Health Crisis:
Risk of Psychosis, High Suicide, Low Help-seeking, and
the Vulnerability of Converts to Islam**

CHAIRS: Merranda M. McLaughlin, M.S., University of Miami
Salman S. Ahmad, M.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: Vulnerable Populations

Key Words: *Underserved Populations, Community-Identified Problems, Mental Health
Disparities*

**Ethnic and Religious Identity, Stigma, and Trauma: Psychotic Disorders in
Middle Eastern and North African Populations**

Katrina Rbeiz, B.S., B.A., Vanderbilt University

**Addressing Increased Rates of US Muslim Suicide Attempts by Developing
Custom-tailored Suicide Response Efforts**

Rania Awaad, M.D., Stanford University

**Vulnerable – Not Zealous: Muslim Converts Experience Greater Distress When
Experiencing Religious Struggle**

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

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

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

**Validation and Test-retest Reliability of the Spiritual Bypass Scale in Muslims and
Implications for Psychological Help-seeking Attitudes and Self-stigma**

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

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

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

Earn 1.5 continuing education credits

Empire/Hudson, 7th Floor

Symposium 125

The Integration of Evidence-based Practice and Practice-based Evidence in the Context of Measurement-based Care and Shifts to Telehealth

CHAIR: *James F. Boswell, Ph.D., University at Albany, SUNY*

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

Basic to Moderate level of familiarity with the material

Primary Category: Improved Use of Research Evidence

Key Words: *Scientist-Practitioner, Evidence-Based Practice*

Increasing Access to Intensive Treatment for Eating Disorders: Preliminary Results from a Virtual Partial Hospital Program

Melanie Smith, Ph.D., The Renfrew Center

Taylor E. Penwell, Ph.D., University of Louisville

Gayle Brooks, Ph.D., CEDSS, The Renfrew Center

Heather Thompson-Brenner, Ph.D., FAED, The Renfrew Center

A Test of Measurement Invariance with an Intensive Eating Disorder Treatment Progress Monitoring Tool: Replication in a Larger Sample

Bethany Harris, Ph.D., State University of New York (SUNY) at Albany

James F. Boswell, Ph.D., University at Albany, SUNY

Hallie M. Espel-Huynh, Ph.D., Alpert Medical School of Brown University

Heather Thompson-Brenner, Ph.D., FAED, The Renfrew Center

The Effect of Racial/ethnic Identity on Depression Outcomes in the Context of Telehealth in Community Mental Health

Syed Aajmain, Ph.D., State University of New York (SUNY) at Albany

Bethany Harris, Ph.D., State University of New York (SUNY) at Albany

Adela Scharff, M.S., State University of New York (SUNY) at Albany

James F. Boswell, Ph.D., State University of New York (SUNY) at Albany

For Whom Does a Match Matter Most? Patient-level Moderators of Evidence-based Patient–therapist Matching Informed by Practice-based Evidence

James F. Boswell, Ph.D., State University of New York (SUNY) at Albany

Michael Constantino, Ph.D., University of Massachusetts, Amherst

Alice Coyne, Ph.D., Case Western Reserve University

David Kraus, Ph.D., Outcome Referrals, Inc.

Earn 1.5 continuing education credits

Marquis Ballroom B, 9th Floor

Symposium 126

Impact of COVID-19 and Lockdown on Autistic Individual and Their Families in Latin America and the Caribbean. Multi-informant Perspectives

CHAIR: *Maria Cecilia Montenegro, M.Ed., The University of Texas Rio Grande Valley*

DISCUSSANT: *Cecilia M. Montiel-Nava, Ph.D., University of Texas Rio Grande Valley*

Moderate to Advanced level of familiarity with the material

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, Global Mental Health, Hispanic American/Latinx*

Micro and Macro-level Factors Influencing Changes in Autistic Individuals Residing in Latin America

Maria Cecilia Montenegro, M.Ed., The University of Texas Rio Grande Valley

Ricardo Garcia, M.D., Universidad de Chile

Gabriela Garrido, M.D., Universidad de la Republica

Impact of COVID-19 Lockdown in Autistic Individuals in Mexico: Caregivers Perspective

Ana C. Ramirez, M.A., The University of Texas Rio Grande Valley

Georgina Perez-Liz, M.D., A.J Drexel Autism Institute

Natalia Barrios, M.D., PANAACEA

The Impact of COVID-19 Pandemic Among Autistic in Latin America. a Service Provider Perspective

Cristian M. Botello, M.S., UTRGV

Analia Rosoli Murillo, M.S., Organización Estados Iberoamericanos para la Educación, la Ciencia y la Cultura (OEI),

Sebastian Cukier, M.D., PANAACEA

Service Utilization Among Adults with Autism in Latin America During the COVID-19 Pandemic. Self-Perspective

Miriam Ortiz, B.S., The University of Texas Rio Grande Valley

Alexia Rattazzi, M.D., PANACEA

Cristiane Silvestre de Paula, PhD, Developmental Disorder Program and Mackenzie

Center for Research in Childhood and Adolescence, Mackenzie Presbyterian

University, Sao Paulo, Brazil,

Daniel Valdez, Ph.D., FLACSO

10:00 a.m. – 11:30 a.m.

Earn 1.5 continuing education credits

Skylobby, 16th Floor

Symposium 127

Development of Novel m-Health Interventions to Address COVID-19 Related Mental Health Impacts: Opportunities to Leverage Technology to Increase Access to Care

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

Katherine A. van Stolk Cooke, Ph.D., Stanford University

DISCUSSANT: Candice M. Monson, Ph.D., Ryerson University

Basic level of familiarity with the material

Primary Category: Disaster Mental Health

Key Words: PTSD (Posttraumatic Stress Disorder), Depression, Technology / Mobile Health

Pause a Moment: An Adaptive Web-app to Reduce Covid-related Mental Health Concerns for Healthcare Workers

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

Eric Kuhn, Ph.D., VA Palo Alto Health Care System/Stanford

Janice Kuo, Ph.D., Palo Alto University

Szu-Chi Huang, Ph.D., Stanford Graduate School of Business

Shannon Wiltsey Stirman, Ph.D., Stanford University

A Model for Rapidly Building Capacity to Provide an Asynchronous Messaging Based, Trauma-focused Intervention

Shannon Wiltsey Stirman, *Ph.D.*, Stanford University

Stefanie T. LoSavio, *ABPP, Ph.D.*, Duke University Medical Center

Amber Calloway, *Ph.D.*, The Penn Collaborative for CBT and Implementation Science, Perelman School of Medicine, University of Pennsylvania

Derrick Hull, *Ph.D.*, Talkspace

Katherine Dondanville, *Ph.D.*, University of Texas Health Science Center at San Antonio

Coming Through Pandemic PTSD Together: A Randomized Controlled Trial of an Online, Self-help Couples Intervention for Covid-related PTSD

Skye Fitzpatrick, *Ph.D.*, York University

Alexander O. Crenshaw, *Ph.D.*, Ryerson University

Robert Valela, *BCom*, Ryerson University

Kristen M. Whitfield, *Ph.D.*, Ryerson University

sonya Varma, *B.Sc.*, York University

Alexis Collins, *B.S.*, Ryerson University

Desiree Mensah, *B.Sc.*, York University

Elizabeth A. Earle, *Ph.D.*, York University

Victoria L. Donkin, *Ph.D.*, Ryerson University

Christina Samonas, *Ph.D.*, Ryerson University

Sophie Goss, *M.A.*, York University

Caitlin Martin-Newnham, *MJ*, York University

Meredith Landy, *Ph.D., Psy.D.*, Ryerson University

Ashley N. Siegel, York University

Jennifer Ip, *M.A.*, Ryerson University

Julianne Bushe, Ryerson University

Angela Xiang, *Ph.D.*, Ryerson University

Jeremiah Schumm, *Ph.D.*, Wright State University

Leslie Morland, *Psy.D.*, University of California-San Diego/San Diego VA

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

Anne C. Wagner, *Ph.D.*, Remedy + Remedy Institute

Candice M. Monson, *Ph.D.*, Ryerson University

Initial Findings on RESTORE for Healthcare Workers: An Internet-delivered Intervention for covid-19-related Mental Health Symptoms

Kathryn Trottier, *Ph.D.*, University Health Network

Susan E Abbey, *M.D.*, University Health Network

Candice M. Monson, *Ph.D.*, Ryerson University

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

Anne C Wagner, *Ph.D.*, Remedy

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

Earn 1 continuing education credits

Broadway Ballroom, 6th Floor

Invited Address 4

Evidence for Emergency and Disaster Response: We Need a Faster Lane for Science

Enola Proctor, Ph.D., MSSW, Washington University in St. Louis

Dr. Proctor is Shanti K. Khinduka Distinguished Professor Emeritus. The National Institute of Mental Health has supported her research and training grants for 29 consecutive years. She has pioneered the field of dissemination and implementation science, leading teams to distinguish, clearly define, develop taxonomies, and advance the conceptual, linguistic, and methodological clarity in the field. She directs the Implementation Research Institute, a training program in implementation science funded by the National Institute for Mental Health. Proctor was a member of the inaugural class of fellows in the American Academy of Social Work and Social Welfare. Her awards include Washington University's Arthur Compton Holly Distinguished Faculty Award, the Society for Social Work and Research's Distinguished Research Award, the National Association of Social Workers' President's Award for Excellence in Social Work Research, and the American Public Health Association Stephen M. Banks Award for Outstanding Mentoring in Mental Health Services. She has advised the National Institutes of Health and the World Health Organization on several implementation science projects in low- and middle-income countries, including current work on COVID vaccine implementation.

Moderate to Advanced level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Implementation, Evidence-Based Practice, Translational Science*

Health emergencies and disasters require rapid response. Front line providers, policy makers, and health system administrators need solid evidence of how to prepare and react, and they need that evidence in short order. Yet many emergencies are novel, as with the COVID-19 pandemic. How can we know what to do in situations never faced before? How can translational researchers more effectively move evidence from the lab into the real world even as evidence evolves? And how can cognitive and behavioral scientists tackle the fact that evidence-based recommendations are often met with indifference, resistance, and rage? This presentation addresses the challenge of how to accrue new, and how to act on existing, evidence more rapidly. The magnitude of this challenge is demonstrated in the fact that, even in the best of times, Americans receive about 55% of clinical interventions known to benefit health. Implementation science informs the use of evidence-based interventions in real world settings. However along with intervention

development, implementation science has not met the challenge of equipping providers and systems for rapid response. Therefore, the presentation will address the importance of faster implementation, urging attention to capturing speed metrics in implementation studies and to identifying factors associated with faster or slower implementation. How fast can we implement? How fast should we implement? Finally, the presentation will identify research priorities for building a repository of ready-to-implement change techniques, especially those that tackle the mechanisms of attitude and behavior change in times of health emergency and disaster.

Outline:

- Disasters require application of evidence that is new and often incomplete. This challenge is made more daunting by the fact that in routine care, implementation of proven interventions is inequitable, slow, and incomplete.
 - Evidence is always evolving, and emergencies may demand answers that researchers do not yet have, as with COVID-19.
 - The public often responds to novel crises with a mixture of hope for solutions and skepticism or doubt about science, especially fast science.
- Implementation science offers a distinct lane of science: one focused on ensuring that high quality care is available and delivered equitably. However along with intervention development, implementation science has not met the challenge of equipping providers and systems for rapid response.
 - Speed of implementation is complex: what is fast enough? Is there a “too fast?”
 - Metrics in intervention development and implementation research should capture speed along with the factors associated with faster or slower implementation.
- Emergencies and disasters demand evidence:
 - Cognitive, behavioral, and organizational change researchers should identify mechanisms of change associated with faster and more effective emergency response.
 - Implementation researchers need to develop repositories of ready-to-implement change techniques, especially those that are effective for attitude, behavior, and system change in times of health emergency and disaster.

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

- Describe the importance of implementation science for emergency and disaster response.
- Identify the complexities and importance of faster translational science.
- Identify research priorities to build a repository of implementation strategies for emergency and disaster preparedness.

Recommended Readings: Pilar, M, Elwy, A. Rani, Lushniak, Larissa, Huang, Grace. McLoughlin, Gabriella M., Hooley, Cole Hooley, Nadesan-Reddy, Nisha, Sandler, Britney, Moshabela, Mosa, Alonge, Olakunle, Geng, Elvin Geng, Proctor, Enola. (in press). A Perspective on Implementation Outcomes and Strategies to Promote the Uptake of COVID-19 Vaccines. *Frontiers*. Proctor, E., Ramsey, A. T., Saldana, L., Maddox, T. M., Chambers, D. A., & Brownson, R. C. (in press). A Framework to Assess Speed of Translation of Health Innovations to Practice and Policy. *Global Implementation Research and Applications*. Proctor, E. K., & Geng, E. (2021). A new lane for science. *Science*, 374(6568), 659–659. <https://doi.org/10.1126/science.abn0184>

Earn 1.5 continuing education credits

Odets, 4th Floor

Panel Discussion 23

Evidence-based Approaches to Address Behavioral Health Needs After Mass Violence - Readiness, Response and Recovery

MODERATOR: *Daniel W. Smith, Ph.D.*, Medical University of South Carolina

PANELISTS: *Rochelle F. Hanson, Ph.D.*, Medical University of South Carolina

Melissa Brymer, Ph.D., Psy.D., University of California Los Angeles School of Medicine and Duke University

Elizabeth Cronin, B.A., New York State Office of Victim Services

Dean G. Kilpatrick, Ph.D., Medical University of South Carolina

Angela Moreland, Ph.D., Medical University of South Carolina

Alyssa A. Rheingold, Ph.D., Medical University of South Carolina

Primary Category: Mass Violence/Gun Violence

Key Words: *Mass Violence/Gun Violence*

The National Mass Violence Victimization Resource Center (NMVVC) and National Child Traumatic Stress Network (NCTSN) focus on identification, dissemination, implementation, and evaluation of evidence-based strategies to prepare and respond to individuals and communities who have experienced traumatic events. This diverse panel, which includes researchers, agency heads, and community members, will share our collective experiences with mass violence incidents (MVI). Panelists were selected based on research expertise, as well as direct experiences in helping communities prepare, respond, and recover from MVIs. The panel begins with a literature review and presentation of data examining behavioral health consequences of MVIs on individuals and communities. These survey data and qualitative interviews were collected across several communities that experienced an MVI (e.g., Parkland, El Paso, Dayton, Newtown) and provided key information on effective ways to prepare for and respond to MVIs, which guides the remainder of the discussion. First, panelists will discuss emergency response planning (i.e., the Readiness Phase), which includes identifying community stakeholders, developing or strengthening relationships among emergency responders, and training strategies to build a behavioral health workforce with expertise in trauma-focused evidence-based interventions (EBIs). The panel will then transition to the Response Phase, reviewing strategies to effectively disseminate critical information and including a review of EBIs for use in

the aftermath of an MVI (i.e., Psychological First Aid and Skills for Psychological Recovery). For the Recovery Stage, panelists will discuss specific EBIs that address traumatic grief and other trauma-related behavioral health problems, highlighting those designed to facilitate recovery among individuals experiencing more serious, long-term problems post-MVI. This will include a facilitated, open conversation about EBI adaptations that address unique aspects of MVI-related problems. The panel concludes by sharing lessons learned to guide future efforts to prepare and respond to mass violence and other large scale health emergencies.

10:00 a.m. – 11:30 a.m.

Earn 1.5 continuing education credits

Plymouth/Royale, 6th Floor

Panel Discussion 24

Stress and Trauma in Youth of Color: Treatment, Advocacy, and Best Practices

MODERATOR: Erika Roach, M.A., University of California at Berkeley

PANELISTS: Ryan C. DeLapp, Ph.D., Montefiore Medical Center
Ryan Matlow, Ph.D., Stanford School of Medicine,
Ravenswood Family Health Center
Candace Mootoo, M.A., Ph.D., Mount Sinai Morningside
Wei-Chin Hwang, Ph.D., Claremont McKenna College

Primary Category: Child / Adolescent - Trauma / Maltreatment

Key Words: Treatment Development, Trauma, Resilience

The deleterious health effects of adverse childhood experiences are well-documented. Children and adolescents belonging to communities of color (“youth of color”) are at especially heightened risk for stress and trauma exposure. Despite the growing literature and attention on this topic, clinicians and trainees often struggle to integrate research findings and “best practices” into concrete treatment plans and interventions, especially when unanticipated barriers (systemic or otherwise) arise. The following panel of clinicians have both research and clinical expertise around treating stress and trauma in youth of color in hospital, community, and school-based settings. In this panel, will address the following:

- Clinical and policy recommendations for prevention and/or treatment of stress and/or trauma in youth of color
- How can we design and implement effective treatment/interventions (school, community, hospital-based, or otherwise) that address stress and trauma in youth of color-What do these look like in practice? What are the challenges?
- How can we engage community stakeholders in the design and implementation of interventions?
- How can we train clinicians to support youth of color around stress and trauma and assess for racial trauma?
- How can we leverage protective factors in the clients we’re working with?
- How can clinicians of color care for our clients while personally being affected by similar systemic stressors (e.g. racism)?

- What are the independent and intersectional effects of stressors related to race, culture, religion, socioeconomic status, immigration status, and refugee status?
- Best practices for gaining trust and practicing cultural humility
- General best practices for prevention and treatment of stress and trauma in youth of color

10:00 a.m. – 11:30 a.m.

Earn 1.5 continuing education credits

Columbia/Duffy, 7th Floor

Panel Discussion 25

Opportunities and Challenges of Engaging with Industry Partners and Community Stakeholders During and After the covid-19 Pandemic

MODERATORS: *Rachel R. Ouellette, Ph.D.*, Yale University School of Medicine
Xin Zhao, M.S., University of Washington School of Medicine

PANELISTS: *Evan Augustine, Ph.D.*, University of Massachusetts Boston
Margaret T. Anton, Ph.D., AbleTo, Inc.
Brad Nakamura, Ph.D., University of Hawai'i at Mānoa
Margaret H. Sibley, Ph.D., University of Washington School of Medicine

Primary Category: System Stakeholder Issues

The COVID-19 pandemic has brought our collective attention to longstanding and worsening mental health care disparities and gaps. Novel opportunities to address systemic inequities and improve access to quality care have emerged, including private sector and community-engaged work. Panelists, representing diverse identities and career stages, have worked in different settings to disseminate and implement cognitive behavioral therapy (CBT) and bring evidence-based care into new areas. Despite valuable opportunities to learn and practice dissemination and implementation outside of traditional settings, interdisciplinary conversations, community partnership, and collaborations are essential to increasing access to high quality care to all. This panel will highlight ongoing work to support patients and their families by enlisting new settings and sectors, including nonprofit-organizations, schools, virtual behavioral health care providers, mental health agencies, and a university and statewide public health partnership. Opportunities and challenges to promote and support evidence-based practice and decrease inequities across settings (e.g., schools, primary care, community mental health) and sectors (i.e., public vs private and profit vs. nonprofit) will be discussed. Panelists will share their community-partnered research journeys to encourage discussion around (1) the merging of scholarly and local knowledge (including presenting examples of such data) to identify research priorities; (2) opportunities for community partners and digital platforms to support marginalized and minoritized communities; and (3) the future of engaging with schools, agencies, and industry partners after the pandemic.

Earn 1.5 continuing education credits

Barrymore, 9th Floor

Panel Discussion 26

Mindfulness-based Interventions for Diverse Populations: Acceptance, Change, and Values-driven Behavior in the Context of Marginalization

MODERATOR: Giovanni Ramos, M.A., University of California Los Angeles

PANELISTS: Shadi Beshai, Ph.D., University of Regina

Jeffrey M. Cohen, Psy.D., Columbia University

Oswaldo Moreno, Ph.D., Virginia Commonwealth University

Laurie Gallo, Ph.D., Montefiore Medical Center

Amanda J. Shallcross, M.P.H., M.D., NYU School of Medicine

Natalie N. Watson-Singleton, Ph.D., Spelman College

Primary Category: Treatment - Mindfulness & Acceptance

Key Words: *Mindfulness, Service Delivery, Underserved Populations*

Marginalized groups, such as low-socioeconomic status (SES) individuals, people of color (POC), and sexual/gender minorities (SGM), present with at least similar, and in some cases, higher prevalence rates of mental health disorders than individuals from dominant groups (Blondeel et al., 2016; Cohen et al., 2016; Vilsaint et al., 2019). Among many factors driving these disparities, chronic contextual stressors and discrimination are significant contributors to poor mental health outcomes (Ribeiro et al., 2017; Vargas et al., 2020). In this context, mindfulness-based interventions (MBIs) may be especially well suited to help these individuals, given MBIs' emphasis on promoting acceptance in the face of adversity, developing a compassionate stance towards emotional distress, and the pursuit of a values-driven life regardless of contextual barriers (Bhambhani & Gallo, 2021; Cohen & Feinstein, 2020). However, most MBI research has been conducted with dominant samples (Waldron et al., 2018), which significantly differ from people with marginalized identities. Thus, researchers and clinicians have theorized that without careful consideration, these interventions may not be culturally congruent (Loucks et al., 2022).

Aligned with this year's theme of *using cognitive and behavioral science to make an impact* and its goal to examine *evidence-based CBT approaches within different cultural contexts*, this panel seeks to 1) review multiple MBIs, including mindfulness meditation (MM), acceptance and commitment therapy (ACT), dialectical behavioral therapy (DBT), and mindfulness-based cognitive therapy (MBCT); 2) share implementation experiences when working with marginalized groups, including commonly encountered barriers and strategies to overcome them; and 3) discuss the need (or lack thereof) to culturally adapt MBIs for marginalized groups. Discussants have relevant experience with MM, ACT, DBT, and MBCT. Panelists also have extensive experience working with various marginalized groups,

including low-SES communities, African American individuals, Indigenous peoples, Latinx populations, Arab and Muslim groups, and SGM individuals. All members of this panel also bring expertise in cultural competence and culturally adapting MBIs.

10:00 a.m. – 11:30 a.m.

Earn 1.5 continuing education credits

Astor Ballroom, 7th Floor

Clinical Round Table 14

Task Sharing to Bridge the Mental Health Treatment Gap: Strategies, Challenges, and Opportunities for Training Non-specialists to Participate in Care

MODERATORS: Eve S. Puffer, Ph.D., Duke University

Jessica F. Magidson, Ph.D., University of Maryland

PANELISTS: Miya Barnett, Ph.D., University of California Santa Barbara
Katherine E. Ventura-Conerly, Ph.D., Harvard University
Ali Giusto, Ph.D., Columbia University/New York State Psychiatric Institute
Gabriela A. Nagy, Ph.D., Duke University
Dwayne Dean, Project HEAL, University of Maryland

Primary Category: Dissemination & Implementation Science

Key Words: Service Delivery, Underserved Populations, Global Mental Health

The purpose of this clinical roundtable is to consider the practice of “task sharing”~training individuals who are not specialized mental health professionals (e.g., community health workers) to participate in mental healthcare delivery under the training and supervision of more specialized providers. In both high-income and low- and middle-income countries alike, task sharing is a core strategy for increasing access to care in order to address the global mental health treatment gap. During emergencies, such as the COVID-19 pandemic, task sharing becomes even more relevant as the gap is exacerbated, care settings are disrupted, and health inequities among vulnerable groups become even more pronounced.

Despite its strengths and necessity, task sharing also brings complex challenges. This roundtable will grapple with the key questions, challenges, and strengths of this model, such as: Who is best-placed to deliver care? What types of care can be delivered by non-specialists? How can quality and fidelity be maintained and monitored? What are the ethical considerations? What about the well-being of non-specialists providers themselves? What are the policy- and economic-level challenges and opportunities? How can implementation science methodologies help evaluate, compare, and improve task sharing models with an eye towards wide-scale dissemination and sustainability?

Roundtable experts each have direct experience with task sharing that vary by goals, approaches, populations, and settings: community health workers engaging Latina/o families in parent training, Kenyan fathers delivering an alcohol use intervention for other fathers, family strengthening interventions delivered by religious congregation members,

and peers and community health workers delivering substance use care and reducing stigma in the US and sub-Saharan Africa. The panel includes perspectives from clinician-researchers, as well as individuals with experience delivering task shared interventions themselves. Panelists will draw from their experiences and the broader literature on task sharing to discuss the challenges and the future of this strategy to respond to the immediate global shortage of mental health care providers.

10:00 a.m. – 11:30 a.m.

Earn 1.5 continuing education credits

Marquis Ballroom C, 9th Floor

Mini Workshop 19

Using Digital Technologies to Make an Impact

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

Primary Category: Technology

Key Words: *Treatment, CBT*

iCBT. Apps. Virtual reality. Telehealth. Technology advances so rapidly, it is hard to keep up. Are you interested in using technology, but don't know where to start? Are you confident about your clinical skills, but not about using technology? Do you have concerns about integrating technology in clinical service? This introductory workshop answers some basic questions about using technology to improve mental health. What is out there? How can it be used? What makes mental health professionals – and potential users – both excited and wary of using it? The goals of this mini-workshop are to introduce digital mental health interventions, review data evaluating them, explore how they can be used to circumvent barriers and augment the impact of cognitive behavioral science on mental health, and to do hands-on exploration of some frequently used apps – so be sure to bring your smart phone. The workshop presenter has been conducting research on a variety of digital technologies for anxiety for over 20 years. Her current research aims to better understand and increase their accessibility and acceptability to maximize impact and increase mental health equity. She was on the Steering Committee of the 2021 American Psychological Association Summit on the Future of Practice and Education in Psychology, chairing the Technology Pillar. Although her research investigates the use of technology, she self-identifies as 'not a technology person'.

Outline:

- Definition and examples of digital mental health interventions.
- Description of how digital technologies can mitigate known barriers to accessing services.
- Presentation of data that evaluate digital mental health interventions.
- Review of digital mental health interventions that have been culturally adapted for specific groups.
- Hands-on exploration of some frequently used apps.

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

- Describe two different types of digital technologies used to improve mental health.
- Explain one way technology can be used to circumvent barriers to mental health services.
- Describe the evidence for using digital technologies to improve mental health.
- Generate ideas for using digital technologies to augment clinical services by downloading and exploring a commonly used app for mental health.

Long-term Goal:

- Understand that digital mental health interventions will not replace therapists, but can augment the impact of cognitive behavioral science to improve mental health.

Recommended Readings: Anderson, P. L. & Molloy, A. (2020). Maximizing the impact virtual reality exposure therapy for anxiety disorders. *Current Opinions in Psychology*, 36, 153-157. <https://doi.org/10.1016/j.copsyc.2020.10.001> Lattie, E. G., Adkins, E. C., Winkquist, N., Stiles-Shields, C., Wafford, Q. E., & Graham, A. K. (2019). Digital mental health interventions for depression, anxiety, and enhancement of psychological well-being among college students: Systematic review. *Journal of Medical Internet Research*, 21(7). <https://doi.org/10.2196/12869> Rith-Najarian, L., Sun, W., Chen, A., Chorpita, B., Chavira, D., Mougalian, S., & Gong-Guy, E. (2019). What's in a name? Branding of online mental health programming for university students. *Journal of Consulting and Clinical Psychology*, 87(4), 380-391. <https://doi.org/10.1037/ccp0000383.supp>

10:00 a.m. – 11:30 a.m.

Earn 1.5 continuing education credits

Olmstead, 7th Floor

Mini Workshop 20

Serving the Underserved: Providing Specialized Treatment for Rural Eating Disorders

Jennifer Copeland, Psy.D., Ozark Center
Carolyn B. Becker, Ph.D., Trinity University
Jacob Hefner, Ed.S., LPC, Ozark Center

Primary Category: Eating Disorders

Key Words: *Underserved Populations, Evidence-Based Practice*

Eating disorders (ED) are a significant public health concern, yet many clinicians have been unable to adequately treat them due to insufficient resources and training. Although recent data indicates approximately 28.8 million Americans will suffer from a lifetime ED, access to specialized care is limited for many individuals with an ED. This is

particularly concerning for rural communities of the United States, who may be uniquely at risk to develop EDs given an elevated presence of risk factors known to drive EDs nationally. For instance, rural populations demonstrated increased rates of traumatic experiences and food insecurity. Despite the likely elevated risk for EDs, limited research has invested EDs in rural populations. One exception to this trend found that ED behaviors were “common” among rural adolescents. Research is not the only place where rural communities and EDs have been ignored. Indeed, few rural ED treatment resources are available. Certified Community Behavioral Health Clinics (CCBHCs) are well-suited to provide evidence-based, multidisciplinary treatment to rural communities. The Reconnect Eating Disorders program at Ozark Center in Joplin, Missouri, is the first documented ED treatment program to develop in a CCBHC in the United States. This innovative program was designed to meet the needs of the local community while relying upon the unique strengths of a CCBHC. In this presentation we will review the research on rural EDs in the United States, as well as the potential influence of food insecurity. The development of the Reconnect program will be presented utilizing didactic teaching and case-based information. We will highlight the assets of CCBHCs, including the vital role of Community Support Specialists and Healthcare Home in pushing beyond traditional ED treatment to meet the needs of this underserved population. Finally, we will discuss the role CCBHCs can and should play in ensuring specialized treatments are accessible to rural communities. The primary aim of this workshop is to empower clinicians to develop rural treatment resources for underserved populations. Sufficient time will be allocated to discuss opportunities and challenges faced by attendees who work in rural mental healthcare.

Outline:

- Eating disorders may be a significant concern in rural, impoverished communities given the high prevalence of eating disorder risk factors.
- Risk factors for eating disorders in the United States include traumatic experiences and food insecurity.
- Residing in a rural, impoverished community may increase the risk of developing an eating disorder. Certified Community Behavioral Health Clinics (CCBHCs) are well-suited to provide evidence-based, multidisciplinary ED treatment to rural communities.
- The Reconnect Eating Disorders program at Ozark Center is the first documented program to develop in a CCBHC in the United States.
- The strengths and assets of a CCBHC, including specific providers or departments, are vital for the treatment of EDs in these communities.
- Multiple barriers also exist, notably related to the availability and sustainability of resources for the needed programming.
- The development of this program, including strengths and learning opportunities, will be reviewed.

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

- Describe how food insecurity may function as an eating disorder risk factor for people residing in rural areas of the United States.
- Discuss at least one unique role or staff member in a CCBHC and what they may offer in the treatment of those with eating disorders in rural communities.
- Explain the role CCBHCs could play in improving access to effective specialized treatment in rural communities.

Long-term Goal:

- Participants will be able to describe the need for specialized mental health treatment programs in rural areas and the capacity for CCBHCs to meet this need.

Recommended Readings: Hazzard, V.M., Loth, K.A., Hooper, L., & Becker, C.B. (2020). Food insecurity and eating disorders: A Review of emerging evidence. *Current Psychiatry Reports*, 22(74). doi:10.1007/s11920-020-01200-0Batchelder, H.R., Martz, D.M., Curtin, L., & Jameson, J.P. (2021). Interpersonal violence victimization and eating disorder behaviors in rural adolescents. *Journal of Rural Mental Health*. doi:10.1037/rmh-0000186Sonnevile, K. R., & Lipson, S. K. (2018). Disparities in eating disorder diagnosis and treatment according to weight status, race/ethnicity, socioeconomic background, and sex among college students. *International Journal of Eating Disorders*, 51(6), 518-526. doi:10.1002/eat.22846

Sunday, 10:00 a.m. – 11:30 a.m.

Earn 1.5 continuing education credits

Chelsea/Gotham/7th Floor

Spotlight Research 4

Outcomes of a Randomized Clinical Trial of a Novel CBT Intervention for Posttraumatic Headache and Comorbid PTSD

All level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Trauma, Treatment*

Posttraumatic headache is a severely disabling consequence of mild traumatic brain injury affecting over 200,000 military veterans nationwide. To date, there are no consensus front-line treatments for posttraumatic headache due to difficulty phenotyping these secondary headaches, the inherent complexity of headache presenting in the context of trauma-related comorbidities, and a lack of well-designed research supporting any treatment for posttraumatic headache. This presentation will describe the development and outcomes of one of the largest federally-funded trials of a nonpharmacological intervention for posttraumatic headache completed as part of the Consortium to Alleviate PTSD. The clinical trial enrolled 193 military veterans with posttraumatic headache attributable to mild traumatic brain injury and comorbid PTSD symptoms. Participants were randomized to three study arms including a manualized CBT-based intervention for headache, Cognitive Processing Therapy for PTSD (to test if amelioration of comorbid PTSD symptoms improved posttraumatic headache) and usual care in a VA Polytrauma Rehabilitation Center. Outcomes from this trial revealed little improvement in posttraumatic headache with usual care in the VA. Participants randomized to Cognitive Processing Therapy reported significant improvement in PTSD ($p=.01$) but no change in headache ($p=.21$). Participants randomized to the CBT headache intervention reported significant improvement in both PTSD ($p=.04$) and headache ($p < .001$). This trial offers the first evidence supporting the efficacy of any treatment for posttraumatic headache attributable to TBI and data from the trial have informed posttraumatic headache diagnosis, assessment and treatment.

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

- Identify diagnostic characteristics of posttraumatic headache and differentiate them from primary headache.
- Explain the importance of trauma-related comorbidities in posttraumatic course and treatment.
- Attendees will learn about the effects of a CBT-based intervention for posttraumatic headache based on a large clinical trial.
- Describe the expected and known relationship(s) between headache and PTSD based on clinical trial outcomes.
- Describe issues of ongoing debate in posttraumatic headache diagnosis and treatment needing more research.

Recommended Readings: McGeary, D. D., Penzien, D. B., Resick, P. A., McGeary, C. A., Jaramillo, C. A., Eapen, B. C., ... & Peterson, A. L. (2021). Study design for a randomized clinical trial of cognitive-behavioral therapy for posttraumatic headache. *Contemporary Clinical Trials Communications*, 21, 100699. McGeary, D. D., Resick, P. A., Penzien, D. B., Eapen, B. C., Jaramillo, C., McGeary, C. A., ... & Consortium to Alleviate PTSD. (2020). Reason to doubt the ICHD-3 7-day inclusion criterion for mild TBI-related posttraumatic headache: A nested cohort study. *Cephalalgia*, 40(11), 1155-1167. Nabity, P. S., Jaramillo, C. A., Resick, P. A., McGeary, C. A., Eapen, B. C., Straud, C. L., ... & Consortium to Alleviate PTSD. (2021). Persistent posttraumatic headaches and functioning in veterans: Injury type can matter. *Headache: The Journal of Head and Face Pain*, 61(9), 1334-1341.

10:00 a.m. – 11:30 a.m.

Gilbert, 4th Floor

Special Interest Group



Child Maltreatment and Interpersonal Violence SIG

This meeting is open to any ABCT member with an interest in interpersonal violence. Our featured speaker, Dr. Kelly Cue Davis, will give an invited talk titled, “Applying the Science of Behavior Change to Sexual Aggression Interventions.” We will conduct elections as well as announce the winners of the Neil S. Jacobson Student Poster Award and the Deborah J. Rhatigan Early Career Award. We will hold a membership networking session for students and early career members to meet with mid-career and senior members to discuss both research partnerships and career development.

Marquis Ballroom A, 9th Floor

Special Interest Group



Women's Issues in Behavior Therapy SIG

Winners of our poster and early career award will be announced. A brief mindfulness exercise will be offered. A discussion about diversity issues within the field of psychology and how we can best help to address them will be open to anyone who has questions or comments to discuss.

11:30 a.m. – 1:00 p.m.

Earn 1.5 continuing education credits

Winter Garden/Palace, 6th Floor

Panel Discussion 27

Transforming Roles of Clinical Scientists in a Post-covid World: Exploring New Career Opportunities in Industry, Entrepreneurship, and Academia

MODERATOR: *Paul J. Geiger, Ph.D.*, RTI International

PANELISTS: *Jeff Glenn, Ph.D.*, Deloitte

Elsa Friis, Ph.D., Little Otter

Alice Thornewill, Ph.D., Center for Cognitive Behavioral Therapy & Mindfulness

Alexandra Wernitz, Ph.D., University of Massachusetts Boston

Kathryn (Ryn) P. Linthicum, M.S., Florida State University

Primary Category: Workforce Development / Training / Supervision

Key Words: *Career Development, Education and Training, Industry*

The COVID-19 pandemic has touched all aspects of life, including mental health. Since the pandemic began, studies show that children and adults are experiencing increasing levels of depression, anxiety, and substance use (Czeisler et al., 2021; Twenge & Joiner, 2020). This mental health crisis has been recognized by leaders across the country who are calling for innovative approaches to mental health including increasing access to mental healthcare through telehealth and other tech platforms, bolstering our understanding of the effects of social media on children, and tracking long-term effects of the pandemic on mental health outcomes. As a result, the need for mental health expertise is driving new and unique opportunities for clinical scientists across the marketplace. This panel discussion is designed for trainees (graduate students, interns, and postdocs) to learn about new

career opportunities in industry, business ownership, and academic medicine. Panelists are engaged in a diverse set of careers—all of whom began new jobs during the COVID-19 pandemic. Panelists include a telehealth business owner, a director of clinical research of a child and adolescent mental health startup, an applied data scientist with an international consulting firm, a research psychologist with a non-profit research institute, a postdoctoral fellow at an academic medical center, and a graduate student with expertise in technology product policy. Initial discussions will focus on how the training and skillset of clinical scientists translate to job opportunities across industry and academia. Next, examples of nontraditional jobs will be discussed in more detail, including ways panelists have identified potential positions, assumed leadership roles to manage diverse research teams, and navigated small business ownership. Finally, panelists will discuss ways the COVID-19 pandemic has influenced their work and how the work they are doing contributes to improving the mental health crisis moving forward.

12:00 p.m. – 1:30 p.m.

Earn 1.5 continuing education credits

Ziegfeld, 4th Floor

Symposium 128

Innovative Digital Interventions Can Transform Health Care Delivery and Alleviate Suffering

CHAIR: *Maria Karekla, Ph.D., University of Cyprus*

Basic level of familiarity with the material

Primary Category: Telehealth/m-Health

Key Words: *Technology / Mobile Health, Telehealth/m-health, Treatment*

Multi-user Virtual Reality Values-augmented Exposure Young Women at High-risk for Eating Disorders

Maria Karekla, Ph.D., University of Cyprus

Adapting a Digital Acceptance and Commitment Therapy Tobacco Cessation Intervention for Veterans with Mental Health Disorders: Focus Groups and Usability Testing Results

Megan M. Kelly, Ph.D., VA Bedford Healthcare System

Beth Ann Petrakis, MPA, VA Bedford Healthcare System

Erin D. Reilly, Ph.D., Veterans Integrated Service Network 1 Mental Illness Research, Education, and Clinical Center (VISN 1 MIRECC), Bedford, MA, USA

Karen Quigley, Ph.D., Northeastern University

Jonathan Bricker, Ph.D., Fred Hutchinson Cancer Research Center

Edit Serfozo, MPH, CCP, Fred Hutchinson Cancer Research Center

Noreen Watson, Ph.D., Fred Hutchinson Cancer Research Center

Jaimee Heffner, Ph.D., Fred Hutchinson Cancer Research Center

Exploring the Potential for Social Robotics in Veteran Management of Chronic Pain

Erin D. Reilly, Ph.D., Veterans Integrated Service Network 1 Mental Illness Research, Education, and Clinical Center (VISN 1 MIRECC), Bedford, MA, USA

Karen Quigley, Ph.D., Northeastern University

A Randomized Controlled Trial of Clinician-supported PTSD Coach Among VA Primary Care Patients

Eric Kuhn, Ph.D., VA Palo Alto Health Care System/Stanford

Kyle Possemato, Ph.D., Syracuse VAMC

Gregory Beehler, Ph.D., VA Center for Integrated Healthcare

Kimberly Barrie, MPH, LCSW, VA Center for Integrated Healthcare

Deloras Puran, MPH, Dissemination and Training Division, National Center for PTSD

Earn 1.5 continuing education credits

Broadhurst/Belasco, 5th Floor

Symposium 130

**The Role of Artificial Intelligence in Evaluating,
Refining, and Supervising Evidence-based Mental
Health Practices**

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

DISCUSSANT: *David C. Atkins, Ph.D.*, University of Washington

Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Technology / Mobile Health, Competence, Education and Training*

Language Accommodation in Psychotherapy

Adam S. Miner, M.S., Psy.D., Stanford University School of Medicine

Scott Fleming, M.S., Stanford University

**A Computational Approach to Understanding and Facilitating Empathic
Conversations in Text-based Online Mental Health Support**

Tim Althoff, Ph.D., University of Washington, Seattle

David C. Atkins, Ph.D., University of Washington

Ashish Sharma, M.Tech., University of Washington

Inna Lin, M.S., University of Washington

Adam S. Miner, M.S., Psy.D., Stanford University School of Medicine

**Identification of Cultural Conversations Using Natural Language Processing
Techniques**

Patty Kuo, M.Ed., University of Utah

Vivek Srikumar, Ph.D., University of Utah

Michael Tanana, Ph.D., University of Utah

Karen Tao, Ph.D., University of Utah

Jake Van Epps, Ph.D., University of Utah

Zac Imel, Ph.D., University of Utah

Machine Learning Models for Automated CBT Competence at Scale

Michael Tanana, Ph.D., University of Utah

12:00 p.m. – 1:00 p.m.

Earn 1 continuing education credit

Majestic/Music Box, 6th Floor

Symposium 131

**Exploration of Treatment Mechanisms of Change and
Neural Activation in Borderline Personality Disorder
and General Personality Pathology**

CHAIR: Amanda A. Uliaszek, Ph.D., University of Toronto

DISCUSSANT: Alexander Chapman, Ph.D., Simon Fraser University

Moderate level of familiarity with the material

Primary Category: Personality Disorders

Key Words: *Borderline Personality Disorder, DBT (Dialectical Behavior Therapy),
Neuroscience*

**Distress Tolerance, Mindfulness, and Emotion Regulation as Targets of Change
in Group Therapy**

Maya E. Amestoy, Ph.D., University of Toronto

Tahira Gulamani, M.A., University of Toronto Scarborough

Amanda A. Uliaszek, Ph.D., University of Toronto

Tayyab R., P., University of Toronto Scarborough

**Emotion Regulation Skillfulness Predicts Session-to-session Decreases in BPD
Features in a Novel Cognitive-behavioral Treatment for BPD**

Matthew W. Southward, Ph.D., University of Kentucky

Stephen A. Semcho, M.A., University of Kentucky

Nicole Stumpp, M.S., University of Kentucky

Martina Fruhbauerova, M.S., University of Kentucky

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

DBT Skills as a Mechanism of Outcome in a Day Treatment Program

Amanda A. Uliaszek, Ph.D., University of Toronto

Judith Levy-Ajzenkopf, Ph.D., Centre for Addiction and Mental Health

Nathan Kolla, M.D., Centre for Addiction and Mental Health

Ryan Klein, M.D., Centre for Addiction and Mental Health

Differential Neural Activation to Ambiguous and Threatening Facial Expressions in Borderline Personality Disorder

Anthony C. Ruocco, Ph.D., University of Toronto

Johannes Wrege, M.D., Dipl.-Psych., University Hospital for Psychiatry

Dean Carcone, M.A., University of Toronto

Udine Lang, M.D., Ph.D., University of Basel

Andy Lee, Ph.D., University of Toronto

Marc Walter, M.D., Ph.D., University Psychiatric Clinics

12:00 p.m. – 1:30 p.m.

Earn 1.5 continuing education credits

Plymouth/Royale, 6th Floor

Symposium 132

Opening the Door to Open Science: Identifying Barriers to Uptake and Generating Creative Solutions to Move Cognitive Behavioral Science Forward

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

DISCUSSANT: Natasha L. Burke, Ph.D., Fordham University

Basic level of familiarity with the material

Primary Category: Research Methods and Statistics

Key Words: *Research Methods, Training / Training Directors, Publishing*

Scorekeeper: A Data Cleaning Package for Reproducible, Algorithmic Scoring of Multi-item Assessments

Katherine Schaumberg, Ph.D., University of Wisconsin, Madison

Promoting Open Science Through a Virtual Community: Establishing the Social Media Research Network

Chantelle Roulston, Ph.D., Stony Brook University

Akash Shroff, B.S., Stony Brook University

Sharon Chen, B.S., Stony Brook University

Jessica L. Schleider, Ph.D., Stony Brook University

SUNDAY

Open Science in Eating Disorders: Using Current Evidence to Inspire a Plan for Increasing the Transparency of Our Research

Sasha Gorrell, Ph.D., University of California San Francisco

Shira Cohen, A.B., University of California, San Francisco

Katherine Schaumberg, Ph.D., University of Wisconsin, Madison

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

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

Enhancing Scientific Reform Using Clinical Intervention Principles

Cassandra M. Brandes, M.A., Northwestern University

Christopher Hopwood, Ph.D., University of Zurich

Aleksandra Kaurin, Ph.D., Private Universität Witten/Herdecke gGmbH

Kevin King, Ph.D., University of Washington

Solomon Kurz, Ph.D., Central Texas Veterans Healthcare System

Priscilla Lui, Ph.D., Southern Methodist University

Shirley B. Wang, M.A., Harvard University

Rowan Hunt, B.A., University of Louisville

Olivia Kirtley, Ph.D., KU Leuven

Jennifer Tackett, Ph.D., Northwestern University

Earn 1.5 continuing education credits

Astor Ballroom, 7th Floor

Symposium 133

Preparing and Supporting Diverse Workforces in Varied Contexts to Effectively Respond to Crises: Applying an Implementation Science Lens to Consider Needs, Strengths, and Contextual Variables

CHAIRS: *Katherine Pickard, Ph.D., Emory University School of Medicine*

Davielle Lakind, Ph.D., Mercer University

DISCUSSANT: *Amanda Jensen-Doss, Ph.D., University of Miami*

All level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Implementation, Service Delivery, Health Care System*

Examining the Presence of Emergent Events Within a Parent-mediated Intervention Delivered in a State-funded Early Intervention System

Katherine Pickard, Ph.D., Emory University School of Medicine

Nicole Hendrix, Ph.D., Emory School of Medicine, Department of Pediatrics, Division of Autism and Related Disabilities

Statewide Implementation of Child-adult Relationship Enhancement (CARE) in Early Childhood Education Centers: Examination of Implementation Determinants

Kathryn Parisi, M.A., University of Arkansas

Dustin E. Sarver, Ph.D., University of Mississippi Medical Center

SUNDAY

Training Mental Health Workers in India to Select Case-specific Intervention Procedures: Implications for a Dynamic Modular Treatment in a Low-resource Setting

Kendra S. Knudsen, M.A., University of California, Los Angeles

Kimberly Becker, Ph.D., University of South Carolina

Karen Guan, Ph.D., Pacific Clinics

Resham Gellatly, Ph.D., University of California, Los Angeles

Vikram Patel, M.D., Harvard Medical School

Kanika Malik, Ph.D., OP Jindal Global University

Maya Boustani, Ph.D., Loma Linda University

Sonal Mathur, Ph.D., Sangath

Bruce F. Chorpita, Ph.D., University of California Los Angeles

School-based Mental Health Providers' Experiences with Schools as Ecological Systems and Contexts for Mental Health Promotion and Service Provision Before and After the COVID-19 Pandemic

Davielle Lakind, Ph.D., Mercer University

Wendy Chu, M.A., University of South Carolina

Meredith Boyd, M.A., University of California Los Angeles

Kimberly Becker, Ph.D., University of South Carolina

Bruce F. Chorpita, Ph.D., University of California Los Angeles

Identifying Empirically Supported Supervision Practices to Increase the Impact of Clinical Supervision on Service Delivery

Siena Tugendrajch, M.A., University of Missouri-Columbia

Jack Andrews, B.S., University of Missouri

Suh Jung "Rylee" Park, Ph.D., University of Missouri

Tyler Smith, Ph.D., University of Missouri

Kristin Hawley, Ph.D., University of Missouri

Earn 1.5 continuing education credits

SoHo/Herald, 7th Floor

Symposium 134

Pouring from an Empty Cup: Cognitive-emotional Processes Impacting Caregiver and Child Adjustment During the COVID-19 Pandemic

CHAIR: *Olivia J. Derella, Ph.D., Montefiore Medical Center/Albert Einstein College of Medicine*

DISCUSSANT: *Jeffrey D. D. Burke, Ph.D., University of Connecticut*

Moderate level of familiarity with the material

Primary Category: Parenting / Families

Key Words: *Families, Risk / Vulnerability Factors, Child*

Perinatal Pandemic-related Experiences, Maternal Psychosocial Health, Parenting, and Infant Functioning

Damion Grasso, Ph.D., UCONN Health Center

Kimberly McCarthy, MSW, University of Connecticut School of Medicine

Brandon Goldstein, Ph.D., University of Connecticut School of Medicine

Matthew Lewin, B.S., University of Connecticut School of Medicine

Adriana Sowell, B.A., University of Connecticut School of Medicine

Margaret Briggs-Gowan, Ph.D., University of Connecticut School of Medicine

Coping Responses and Parent and Child Mental Health in the Transition to COVID-19

Olivia J. Derella, Ph.D., Montefiore Medical Center/Albert Einstein College of Medicine

Emilie J. Butler, B.A., University of Connecticut

Jeffrey D. D. Burke, Ph.D., University of Connecticut

Examining Caregiver and Child Intolerance of Uncertainty as Predictors of Child Mental Health Trajectories During the COVID-19 Pandemic

Ashley R. Karlovich, Ph.D., University of Miami

Hannah L. Grassie, B.A., University of Miami

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

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

Angela Evans, Ph.D., Brock University

Lindsay Malloy, Ph.D., Ontario Tech University

Tara S. Peris, Ph.D., University of California Los Angeles

Donna B. Pincus, Ph.D., Boston University

Spencer C. Evans, Ph.D., University of Miami

The Relationship Between Parental Cognitive and Affective Characteristics and Children's Psychosocial Symptoms During COVID-19

Kaila Falk, M.S., Yeshiva University, Ferkauf Graduate School of Psychology

Ozlem Bekar, Ph.D., Northwell Health, Lenox Hill Hospital

Jessica Borelli, Ph.D., University of California, Irvine

Jordan Bate, Ph.D., Yeshiva University, Ferkauf Graduate School of Psychology

Predicting Parents' Ambiguous Loss During the COVID-19 Pandemic

Abbey L. Horton, M.A., University of Connecticut

Beth S. Russell, Ph.D., University of Connecticut

Rachel Tambling, Ph.D., University of Connecticut

Earn 1.5 continuing education credits

Empire/Hudson, 7th Floor

Symposium 135

Exploring Transdiagnostic Mechanism-based Intervention Development

CHAIRS: Hayley E. Fitzgerald, M.A., Boston University
Alexandra K. Gold, M.A., Massachusetts General Hospital
DISCUSSANT: Michael Otto, Ph.D., Boston University

Moderate level of familiarity with the material

Primary Category: Improved Use of Research Evidence

Key Words: *Change Process / Mechanisms, Treatment Development*

Targeting Anxiety Sensitivity for Prevention Interventions: A Meta-analysis of the Efficacy of Brief Interventions

Hayley E. Fitzgerald, M.A., Boston University
Danielle Hoyt, M.A., Rutgers, The State University of New Jersey
M. Alexandra Kredlow, Ph.D., Tufts University
Jasper Smits, Ph.D., The University of Texas at Austin
Norman Schmidt, Ph.D., Florida State University
Donald Edmondson, M.P.H., Ph.D., Columbia University Irving Medical Center
Michael Otto, Ph.D., Boston University

A Tendency to Engage in Risky Behaviors: Evaluating a Mechanistic Target in Bipolar Disorder and Substance Use Disorders

Alexandra K. Gold, M.A., Massachusetts General Hospital
Michael Otto, Ph.D., Boston University

Preliminary Effects of the Parent Behavior Change Intervention (PBC-I): Results from an Open Trial

Lu Dong, Ph.D., RAND Corporation
Allison G. Harvey, Ph.D., University of California Berkeley

Behavioral Strategies for Reducing Stress Reactivity in Substance Use Disorders

R. Kathryn McHugh, Ph.D., McLean Hospital/Harvard Medical School
Megan McCarthy, B.A., McLean Hospital

Earn 1.5 continuing education credits

Marquis Ballroom B, 9th Floor

Symposium 136

Recent Research on Parent Training in Autism Spectrum Disorder: optimizing the Reach

CHAIRS: Cynthia Anderson, Ph.D., May Institute
Cynthia R. Johnson, Ph.D., Cleveland Clinic & Case
Western Reserve University

DISCUSSANT: Eric M. Butter, Ph.D., Nationwide Children's Hospital

All level of familiarity with the material

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, Parent Training, Clinical Trial*

Behavioral Parent Training via Telehealth to Support Parents of Autistic Children: Feasibility, Promise of Efficacy, and Parent Perspectives

Ryan Martin, Ph.D., May Institute & National Autism Center
Cynthia Anderson, Ph.D., May Institute

Behavioral Parent Training via Telehealth to Support Parents of Autistic Children: Feasibility, Promise of Efficacy, and Parent Perspectives

Cynthia Anderson, Ph.D., May Institute

Telehealth Delivery of a Parent Training Program for Sleep Disturbances in Young Children with ASD

Cynthia R. Johnson, Ph.D., Cleveland Clinic & Case Western Reserve University

Parent Training for Children with Autism and Disruptive Behavior: Adaptations and Innovations to Enhance Dissemination, Training, and Access to Care

Karen Bearss, Ph.D., University of Washington, Seattle

ECHO RUBI: A New Model for Widespread Dissemination of RUBI Parent Training for Children with Autism Spectrum Disorder

Kevin G. Stephenson, Ph.D., Nationwide Children's Hospital
Charles Albright, Ph.D., Nationwide Children's Hospital
Barbara Mackinaw-Koons, Ph.D., Nationwide Children's Hospital
Amy Hess, B.S., Nationwide Children's Hospital
Sabrina Long, LISW-S, Nationwide Children's Hospital
Eric M. Butter, Ph.D., Nationwide Children's Hospital

Earn 1.5 continuing education credits

Marquis Ballroom C, 9th Floor

Symposium 137

Qualitative and Mixed-method Approaches to Understand and Address Mental Health Inequities

CHAIRS: Noah S. Triplett, M.S., University of Washington, Seattle
Giovanni Ramos, M.A., University of California Los Angeles

DISCUSSANT: Anna S. Lau, Ph.D., University of California, Los Angeles

All level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Implementation, Underserved Populations, Evidence-Based Practice*

A Qualitative Study of How Community Mental Health Professionals Conceptualize Diversity

Alayna Park, Ph.D., University of Oregon

Alejandra Torres Sanchez, Ph.D., Children's Hospital Los Angeles

Clarissa Velez, B.S., Palo Alto University

Dana Saifan, Ph.D., University of California Los Angeles

Andrea Letamendi, Ph.D., University of California Los Angeles

Cameo F. Stanick, Ph.D., Sycamores

Jennifer Regan, Ph.D., Los Angeles County Department of Mental Health

Gina Perez, Psy.D., Hillsides

Debbie Manners, MSW, Sycamores

Bruce F. Chorpita, Ph.D., University of California Los Angeles

If It Comes up in Intake: Community Mental Health Providers Barriers and Facilitators to Discussing Race and Racism

Noah S. Triplett, M.S., University of Washington, Seattle

Jasmine Blanks Jones, Ph.D., Johns Hopkins University

Minu Ranna-Stewart, LICSW, Puget Sound ESD

Nathaniel Jungbluth, Ph.D., Seattle Children's Hospital

Shannon Dorsey, Ph.D., University of Washington, Seattle

Use and Adaptation of Evidence-based Practices When Serving Youth of Color in Community Settings: Differences Across Therapist Race and Ethnicity

Giovanni Ramos, M.A., University of California Los Angeles

Lauren Brookman-Frazee, Ph.D., University of California, San Diego

Tamar Kodish, M.A., University of California Los Angeles

Adriana Rodriguez, Ph.D., Children and Youth Behavioral Health, Health Care Agency

Anna S. Lau, Ph.D., University of California Los Angeles

Therapist-observer Concordance in Reporting Augmenting Adaptations in Sessions of Community-implemented Trauma-focused Cognitive Behavioral Therapy

Stephanie H. Yu, M.A., University of California, Los Angeles

Caroline E. Shanholtz, Ph.D., University of California, Los Angeles

Joanna Kim, Ph.D., Arizona State University

Lauren Brookman-Frazee, Ph.D., Professor, University of California, San Diego

Anna S. Lau, Ph.D., University of California Los Angeles

Feasibility and Acceptability of Whatsapp Clinical Supervision for Lay-lead Trauma-focused Group Intervention in Somaliland

Emma PeConga, M.S., University of Washington, Seattle

Alexandra Klein, M.A., Case Western Reserve University

Ash Holloway, Ph.D., University of Washington

Alexandra Bowling, B.S., Case Western Reserve University

Momin Egeh, Ph.D., Ma'alim Haruon Masjid, Hargeisa, Somalia

Dega Egeh, Ph.D., University of Washington

Jacob Bentley, Ph.D., Seattle Pacific University

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

Lori Zoellner, Ph.D., University of Washington

Earn 1.5 continuing education credits

Olmstead, 7th Floor

Symposium 138

Novel Strategies to Increase Treatment Engagement in Mental Health Services: The Role of Patients Culture, Stakeholder Perspectives, and Delivery Models

CHAIR: Wendy Chu, Ph.D., University of South Carolina

DISCUSSANT: Kimberly Becker, Ph.D., University of South Carolina

All level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Therapy Process, Implementation, Evidence-Based Practice*

Race, Racial Matching, and Cultural Understanding as Predictors of Treatment Engagement in Youth Mental Health Services

Wendy Chu, Ph.D., University of South Carolina

Kimberly Becker, Ph.D., University of South Carolina

Bruce F. Chorpita, Ph.D., University of California Los Angeles

Stigma, Mental Health Literacy, & Help-seeking Intentions: Promoting Mental Health Services Among Latinx Individuals

Daniel Saravia, Ph.D., California State University, Northridge

Isabel López, M.A., University of California, Santa Barbara

Patricia Orozco-Perez, Ph.D., California State University, Northridge

Jonathan Martinez, Ph.D., California State University, Northridge

Engaging Stakeholders in Lethal Means Safety Counseling: A Qualitative Meta-analysis

Gabriela K. Khazanov, Ph.D., Corporal Michael J Crescenz VA Medical Center

Shimrit Keddem, Ph.D., Perelman School of Medicine

Katelin Hoskins, Ph.D. CNRP, Perelman School of Medicine

Sarah Sullivan, B.A., The Graduate Center, City University of New York

Emily L. Mitchell, Ph.D., James J. Peters VA Medical Center

Karoline N. Myhre, M.A., University of Pennsylvania

Brooke Holliman, Ph.D., University of Colorado School of Medicine

Sara Landes, Ph.D., Central Arkansas Veterans Healthcare System

Joseph Simonetti, M.D. MPH, University of Colorado Anschutz School of Medicine

SUNDAY

Characteristics Associated with the Initiation of Mental Health Treatment in Primary Care Settings for Patients at Risk for Suicide

Shari Jager-Hyman, Ph.D., University of Pennsylvania

Matt Pieri, B.A., University of Pennsylvania

Molly Candon, Ph.D., University of Pennsylvania

Gabriela K. Khazanov, Ph.D., Corporal Michael J Crescenz VA Medical Center

Courtney Wolk, Ph.D., Perelman School of Medicine at the University of Pennsylvania

12:00 p.m. – 1:30 p.m.

Earn 1.5 continuing education credits

Odets, 4th Floor

Panel Discussion 28

Trauma Informed and Evidence Based Approaches to Parenting During COVID-19

MODERATORS: *Tian Saltzman, Psy.M.*, Rutgers, The State University of New Jersey

Angela W. Wang, M.S., Rutgers, The State University of New Jersey

PANELISTS: *Liane Nelson, Ph.D.*, Westchester Jewish Community Services (WJCS)

Sandra Pimentel, Ph.D., Montefiore Medical Center-AECOM

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

Lindsay Anderson, Psy.D., Caring Cove; RDTCC at Newark Beth Israel Medical Center

Sarah Dickinson, Ph.D.

Primary Category: Parenting / Families

Key Words: *Child, Evidence-Based Practice*

In response to the ABCT Convention's call to address the field's emergency and disaster preparedness and response, our panel explores innovative approaches in evidence-based parenting strategies to manage syndemic related difficulties across diverse homes and families. This panel features the expertise and perspectives of five clinical psychologists representing both the research and practice sides of this critical issue. Research has shown that fear and anxiety during an infectious disease outbreak are not uncommon and can be overwhelming to both adults and children (Dubey et al., 2020). In particular, families of color have been more vulnerable to economic impact, loss of jobs, greater COVID-19 infection rates, and access to fewer resources (Kantamneni, 2020). Providing support to parents to increase perceived control during the pandemic has been shown to alleviate parents' perceived stress, decrease child abuse potential, and reduce mental health risks for both parents and their children (Brown et al., 2020). Panelists will share their expertise and tips in working with diverse families from a trauma-informed,

evidence based perspective, how to address pandemic specific parenting challenges, and when applicable, provide clinical examples and data. Furthermore, panelists will elaborate on the essential ingredients of these parenting interventions to serve the unique needs of underrepresented families in this time of emergency. Collectively, panelists have extensive expertise in fostering trauma informed systems of care as well as the dissemination and implementation of mental health care in community settings. Attending participants will walk away with immediately applicable parent training strategies that clinicians can integrate into their work with families.

12:00 p.m. – 1:30 p.m.

Earn 1.5 continuing education credits

Shubert/Uris, 6th Floor

Panel Discussion 30

Addressing the Needs of Masters-level CBT Clinicians Across Multiple Disciplines: Education, Professional Training and User-centered Design of Intervention Materials

MODERATOR: Sean A. Lauderdale, Ph.D., Texas A&M University-Commerce

PANELISTS: Adam P. McGuire, Ph.D., The University of Texas at Tyler
Lisa Pote, MSW, Beck Institute
Joseph Keifer, Psy.D., RN, Beck Institute
Ann M. Steffen, ABPP, Ph.D., University of Missouri-St. Louis
Georganna R. Sedlar, Ph.D., University of Washington, Seattle

Primary Category: Workforce Development / Training / Supervision

Key Words: Education and Training, Supervision, Treatment/ Program Design

Most behavioral health clinicians are educated and licensed at the master's level and come from varied disciplines (e.g., nursing, social work, counseling psychology, clinical psychology). These providers are essential to a public mental health response to emergencies and disasters. As a multidisciplinary association, ABCT aims to support behavioral and cognitive science and practice within terminal MA-level programs. Implementation of CBT within community and healthcare settings also requires attention to licensed MA-level clinicians who are often at the frontline of community response to emergencies and disasters. This panel brings together presenters with expertise in the education, supervision, and professional training of master's level behavioral health providers. Panelists were chosen who represent varied disciplinary backgrounds and different academic and training programs for master's-level practitioners. Initial discussions will focus on strategies used to increase coverage of CBT within terminal master's graduate programs. Next, professional training and consultation programs will be described that support CBT skill development and use among licensed social workers. This will be followed by a description

of training and consultation to advance implementation of Recovery-Oriented Cognitive Therapy (CT-R) by nurses and other medical providers. The creation of intervention materials that are ready for use during disasters is enhanced by user-centered design. This panel discussion will provide an example of how master's-level clinicians were essential to the revision of a Treatments *ThatWork* client workbook. These workbook revision processes were aimed at enhancing the utility of the later-life depression treatment materials in both "regular" practice and in times of public health emergencies such as COVID-19. Finally, a panelist will share information about ABCT's Master's Level Clinical Training and Practice SIG and opportunities to become involved. In summary, our panel is aimed at fostering interprofessional dialogue about these important facets of education and training, while also creating a welcoming space for conference attendees who are licensed at the master's level.

12:00 p.m. – 1:30 p.m.

Earn 1.5 continuing education credits

Columbia/Duffy, 7th Floor

Panel Discussion 31

Preparing the Next Generation of Frontline Mental Health Providers: Assessment and Teaching of Scientific Competence for Master's-level Health Service Psychology Students

MODERATOR: *Yevgeny Botanov, Ph.D., Pennsylvania State University York*

PANELISTS: *Andrew Bertagnolli, Ph.D., Alliant International University*
Lee Cooper, Ph.D., Virginia Polytechnic Institute and State University
Tammy McClain, Psy.D., West Liberty University
Jason J. Washburn, ABPP, Ph.D., Northwestern University
Feinberg School of Medicine

Primary Category: Workforce Development / Training / Supervision

The COVID-19 pandemic highlighted how science, data, and scientific literacy – or lack thereof – impacted the lives of everyone around the globe. The pandemic also highlighted the need for frontline mental health providers. It is unclear, however, if the majority of frontline mental health practitioners are trained to provide science-based services. Indeed, frontline mental health providers are unlikely to be doctoral-level providers with strong training in science. However, master's training presents unique challenges compared to doctoral training such as shorter training periods and greater variability in training experiences. The decision of the American Psychological Association to accredit master's level Health Service Psychology (HSP) programs provides a unique opportunity to infuse science-based competencies into master's-level training. The consequences of future global health crises may be mitigated now by a greater emphasis on science-based treatment. The panelists will outline several strategies for incorporating science-based com-

petencies into master's level HSP training. The panelists will provide detailed assessment methods for scientific competence that can be feasibly and practically adopted by diverse training programs. Additionally, the panelists will provide a roadmap for incorporating the necessary content for scientific competence that can be included in a master's-level applied methodology course. The panelists were chosen based on their ongoing collaboration as members of ABCT's Academic Training and Education Standards committee's subcommittee on master's training. The panelists include faculty from a variety of programs including undergraduate, master's, and diverse doctoral training programs.

12:00 p.m. – 1:30 p.m.

Earn 1.5 continuing education credits

Edison/Booth, 5th Floor

Clinical Round Table 15

Implementing LGBTQ-affirmative CBT: Increasing Uptake Across Strategic Settings Nationwide

MODERATORS: Zachary A. Souliard, Ph.D., Yale School of Public Health
John E. Pachankis, Ph.D., Yale School of Public Health

PANELISTS: Cassidy Dallas, LICSW, The Trevor Project
Antonio Ruberto, Jr., M.S., The Lesbian, Gay, Bisexual and Transgender Community Center
Joel T. Sherrill, Ph.D., National Institute of Mental Health
Sarah M. Wilson, Ph.D., Duke University School of Medicine

Primary Category: Dissemination & Implementation Science

Sexual and gender minority individuals represent one of the highest-risk populations for mental health concerns. To address this disparity, increasing evidence suggests that LGBTQ-affirmative CBT can alleviate depression, anxiety, and substance use disorders in potentially scalable ways. In order to achieve optimal dissemination and implementation of LGBTQ-affirmative CBT, researchers and clinicians must now identify barriers and facilitators specific to this population. Preliminary evidence suggest that implementation strategies will need to address government funding, training, delivery across diverse modalities (e.g., online telehealth, asynchronous format), and the distinct needs of diverse members of the LGBTQ population (e.g., veterans, BIPOC, youth). Expert panelists in this clinical roundtable will identify and discuss these barriers and facilitators across an array of distinct settings, including LGBTQ community centers, VA medical centers, national LGBTQ suicide prevention services, and other healthcare settings. This clinical roundtable will aim to support researchers in designing future studies focused on implementing LGBTQ-affirmative CBT, as well as support clinicians who seek to lead efforts to implement LGBTQ-affirmative CBT in their practice setting. The two moderators will facilitate this discussion by drawing upon their experience developing, delivering, and training mental health providers in LGBTQ-affirmative CBT.

SUNDAY

12:00 p.m. – 1:00 p.m.

Gilbert, 4th Floor

Special Interest Group



Spiritual & Religious Issues in Behavior Change SIG

At this year's meeting, the SIG will discuss current research and developments in the field of spirituality and religion in psychology. Attendees will have time to network with others who share their interests in this area. Members and non-members are invited to attend.

12:00 p.m. – 1:30 p.m.

Gramercy, 7th Floor

Special Interest Group



Black Americans in Research and Behavioral Therapy

BA SIG members will gather to discuss the state of the SIG, leadership positions, results from the ABCT diversity task-force initiative, and future directions. There will also be a research "speed dating" activity in which members will share updates on current projects and clinical/research interests to foster increased connection and collaboration across the SIG.

12:00 p.m. – 1:00 p.m.

Chelsea/Gotham, 7th Floor

Special Interest Group



Anxiety Disorders SIG

The Anxiety SIG annual meeting will include an invited address from our Early Career Award Winner, an overview of SIG business and opportunities to get involved, and time for icebreakers and networking.

12:00 p.m. – 1:00 p.m.

Marquis Ballroom A, 9th Floor

Special Interest Group



Clinical Psychological Science SIG

We will review SIG business, collect dues, present awards, and introduce new officers. We will also plan submissions for next years conference, solicit volunteers to write a column for tBT (which will also appear in SSCP's newsletter, and allow time for networking among members.

12:00 p.m. – 1:00 p.m.

Skylobby, 16th Floor

Special Interest Group



Cognitive Therapy SIG

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

12:00 p.m. – 1:00 p.m.

Chelsea/Gotham/7th Floor

Special Interest Group



Student SIG

Meeting Agenda: Introductions Discussion of activities of interest for the upcoming year Review and update membership roster Elect second co-chair

SUNDAY

9:00 a.m. – 10:00 a.m.

Westside Ballroom, 5th Floor



Poster Session 1

Disaster Mental Health

Key Words: *Disaster Mental Health*

Poster Session 1A

(PS1-A1) The Unexpected Outcome of Expecting: First Time Motherhood in the covid-19 Pandemic

Grace E. Schroeder, Iris F. McMillan, M.A., Jennifer Langhinrichsen-Rohling, Ph.D., University of North Carolina, Charlotte

(PS1-A2) Impact of COVID-19 on Childcare Centers in a Diverse Metropolitan Community

Ruby A. Natale, Ph.D., Psy.D.¹, Yaray Agosto, M.P.H.¹, Mavis Ma, M.A., M.S.¹, Sarah Messiah, M.P.H., Ph.D.², Tanvi Bafna, M.P.H.¹, Melissa Blake, M.P.H.¹, 1. University of Miami, 2. University of Texas

(PS1-A3) Binge-watching Practices of College Aged Students During the COVID-19 Lockdown and Today

Lauren Gorelick, B.A., Eleanor L. McGlinchey, Ph.D., Fairleigh Dickinson University

(PS1-A4) The Influence of Optimism on Trajectories of Wellbeing and Health-related Outcomes During the COVID-19 Pandemic

Laura J. Long, M.A.¹, Matthew W. Gallagher, Ph.D.², 1. Alpert Medical School of Brown University, 2. University of Houston

(PS1-A5) Coping Styles Moderate the Relationship Between Institutional Betrayal and Symptoms of PTSD in Nurses During the COVID-19 Pandemic

Daniella M. Spencer-Lai, M.S.¹, Elizabeth H. Eustis, Ph.D.², Timothy A. Brown², Bonnie Brown, B.S., RN², J Gayle Beck, Ph.D.³, Todd J. Farchione, Ph.D.², 1. Boston University Center for Anxiety and Related Disorders, 2. Boston University, 3. University of Memphis

(PS1-A6) Race Moderates the Impact of COVID-19 Pandemic Experiences on Self-reported Changes in College Drinking

Abby L. Braitman, Ph.D.¹, Rachel Ayala, B.S.¹, Jennifer L. Shipley, M.P.H., M.S.¹, Megan Strouger, M.S.¹, Douglas J. Glenn, M.S.², Emily K. Junkin, M.S.¹, Cathy Lau-Barraco, Ph.D.¹, 1. Old Dominion University, 2. Virginia Consortium Program in Clinical Psychology

(PS1-A7) Institutional Betrayal and Mental Health in the COVID-19 Pandemic: Does Social Support Matter?

Bre'Anna L. Free, M.S.¹, Allyssa S. Martin¹, Mya E. Bowen, M.S.¹, Rimsha Majeed, M.S.¹, Audrey B. Garrett, B.A.¹, Timothy A. Brown², Todd J. Farchione, Ph.D.², Bonnie Brown, B.S., RN², J Gayle Beck, Ph.D.¹, 1. The University of Memphis, 2. Boston University

(PS1-A8) Is Acceptance and Commitment Therapy via Telehealth Effective? A Pilot Study During the covid-19 Pandemic to Support Parents of Children with Developmental Disabilities

Sadaf Khawar, M.A.¹, Chana Tison, M.A.², Mary I. Cargill, B.A.¹, Nardin Yacoub, M.S.¹, Rachel G. McDonald, M.S.¹, Kristen R. Schiavo, B.A.¹, Britney Jeyanayagam, B.S.¹, Asha Thomas¹, Kaitlyn Andolena¹, Erin Kang, Ph.D.¹, 1. Montclair State University, 2. The Chicago School of Professional Psychology

(PS1-A9) Eye of the Storm: Did Covid-related Deaths of Loved Ones Lead to Different Grief, PTSD, and Depression Symptoms in Those Affected?

Lauren E. Bradley, B.A., Brianna J. Preiser, B.S., Kyani K. Uchimura, B.A., Aneka Nelson, B.A., Anthony Papa, Ph.D., University of Hawai'i at Manoa

(PS1-A10) Trauma Informed Approaches to Assess COVID-19 Exposure in Children

Maddi Gervasio, B.S.¹, Komal Sharma-Patel, Ph.D.², Elissa J. Brown, Ph.D.¹, 1. St. John's University, 2. Children's National Hospital

(PS1-A11) Patient Feedback on Utility of Mental Health Self-management Strategies Within a Crisis Self-help Intervention

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

(PS1-A12) The Relationship Among Information Sources, Infection Worry, and Mental Health Symptoms at the Onset of the COVID-19 Pandemic

Emily Judd, B.A., Melissa Escobar, M.A., Jazmin Reyes-Portillo, Ph.D., Carrie Masia, Ph.D., Montclair State University

(PS1-A13) Predictors of Covid-related Stress: The Role of Resilience and Prior Adverse Experiences

Marcella Puglia, Wilson J. Brown, Ph.D., Katherine R. Braund, B.S., Arianna Smith, Madison Shafer, Penn State Erie, The Behrend College

(PS1-A14) Responding to the Overdose Crisis with Emergency Medicine: Perspectives on People Who Use Drugs During COVID and How Paramedics Are Weathering the Storm

Jake Samora, M.A., Katherine Ogle, B.S., Savannah Shifflet, B.S., Ashley Welch, M.A., Samuel Ma, Kasey Claborn, Ph.D., The University of Texas at Austin, Steve Hicks School of Social Work, Addiction Research Institute

- (PS1-A15) COVID-19 Community Response-efficacy Moderates the Relationship Between Perceived Threat and COVID-19 Anxiety Symptoms: Differences Across Racial-ethnic Groups**
Blakely Murphy, B.A., Cynthia Rohrbeck, Ph.D., Philip Wirtz, Ph.D., Ashley Reed, B.S., Nicholas W. Talisman, Ph.D., Nicolas Dearnangelis, The George Washington University
- (PS1-A16) Increased Demand for Mental Health Services in an Outpatient Child and Adolescent Psychiatry Department Through the covid-19 Pandemic**
Allison S. Nahmias, Ph.D., Adria Gerber, Psy.D., Judith Crowell, M.D., Stony Brook University
- (PS1-A17) Educating During the COVID-19 Pandemic: The Effect of Return-to-learn Teaching Plans on Depression and Anxiety**
Alyssa Schneider, Manny S. Stegall, B.S., University of Iowa
- (PS1-A18) Effects of COVID-19 on Anxiety, Depression, and Work/social Adjustment Among a Welfare to Work Population**
Christina Barnes-Matthews, M.A.¹, Dina Bashoura, M.A.², Liliya Sakhan, M.A.³, Suzanne C. Amadi, Ph.D.⁴, Lisa S. Bolden, Psy.D.⁵, 1. Alliant International University, 2. Loma Linda University, 3. The Chicago Professional School of Psychology, 4. Harbor UCLA Medical Center, 5. UCLA School of Medicine
- (PS1-A19) Preparatory Pandemic: How COVID-19 Shaped Emergency Preparedness Behavior on College Students**
Nicholas W. Talisman, Ph.D., Cynthia Rohrbeck, Ph.D., Ashley Reed, B.S., Blakely Murphy, B.A., The George Washington University
- (PS1-A20) Investigating Associations Between COVID-19 Stressors and Psychological Distress in a Hispanic Sample: Testing Resilience and Perceived Social Support as Moderators**
Michiyo Hirai, Ph.D.¹, Laura L. Vernon, Ph.D.², 1. The University of Texas Rio Grande Valley, 2. Florida Atlantic University
- (PS1-A21) Evidence-based Youth Services Through the Pandemic: Using Technology and Behavioral Therapies to Support Community Need and Enhance Access to Care**
Suh Jung "Rylee" Park, B.A.¹, Siena Tugendrajch, M.A.¹, Evelyn Cho, Ph.D.², Erika M. Waller, Ph.D.³, Jenna Strawnhun, Ph.D.³, Kristin M. Hawley, Ph.D.¹, Debora J. Bell, Ph.D.³, 1. University of Missouri-Columbia, 2. Harvard University, 3. University of Missouri
- (PS1-A22) Covid-related Anxiety Predicts Poor Physical Health Beyond Academic-related Stress**
Ethan A. Hayes, B.A., Norma G. Cantú Arizpe, B.A., Patricia J. Mejia, B.S., Michael J. McDermott, Ph.D., University of Louisiana at Lafayette
- (PS1-A23) Design and Implementation of a Novel Virtual Emotional Support Intervention: Caring for Healthcare Workers During COVID-19 Pandemic**
Kathleen M. Grubbs, Ph.D.¹, Joshua Ruberg, Ph.D.², Benjamin Felleman, Ph.D.², Katharine Lacefield, Ph.D.¹, Pia Heppner, Ph.D.², Abigail C. Angkaw, Ph.D.², 1. VA San Diego Healthcare System/University of California, San Diego, 2. VA San Diego Healthcare System

(PS1-A24) Cognitive and Behavioral Interventions While Supporting Personnel and Afghan Evacuees in Operation ALLIES REFUGE

Rachel E. Wiley, Ph.D., United States Air Force

(PS1-A25) The Differential Buffering Effects of Four Types of Social Support on the Relationship Between COVID-19 Perceived Threat and Anxiety

Ashley Reed, B.S., Cynthia Rohrbeck, Ph.D., Nicholas W. Talisman, Ph.D., Blakely Murphy, B.A., Philip Wirtz, Ph.D., The George Washington University

Poster Session 1

Climate Change, Global Mental Health, Health Care System/Public Policy, LGBTQ+

Key Words: *Climate Change, Disaster Mental Health, Global Mental Health, Health Care System/Public Policy, LGBTQ+*

Poster Session 1B

(PS1-B26) I Found a Way to Love Myself: Relationships, Self-care, and Accomplishments During COVID-19

Mariika Sigal, M.A.¹, Michael A. Medina, Ph.D.¹, Anshika Sharma, B.A., B.S., Anthony M. Campa, B.A., B.S., Tseng M. Vang, M.A.¹, Adrienne Nishina, Ph.D.¹, Amy Bellmore, Ph.D.², Melissa Witkow, Ph.D.³, 1. University of California, Davis, 2. University of Wisconsin-Madison, 3. Willamette University

(PS1-B27) We Didn't Know What We Were Up Against: COVID-19 Response and Frontline Health Care Providers' Mental Health

Sepideh M. Alavi, M.A., Maryam Kia-Keating, Ph.D., University of California, Santa Barbara

(PS1-B28) The Role of Resource Utilization on the Relationship Between Childhood Trauma and Psychological Distress Following a Major Environmental Disaster

Savannah B. Simpson, M.S.¹, Mariah Kornbluh, Ph.D.¹, Magdalena Moskal, B.S., B.A.¹, Jyoti Mishra, Ph.D.², 1. University of South Carolina, 2. University of California San Diego

(PS1-B29) Examining Psychosocial and Environmental Risk Factors as Predictors of Hurricane Evacuation Decision-making

Scott T. Pollowitz, B.S., Elizabeth P. Casline, M.S., Amanda Jensen-Doss, Ph.D., Maria M. Labre, Ph.D., Kiara R. Timpano, Ph.D., University of Miami

(PS1-B30) Responses to the Threat of Climate Change: Viewed Through the Lens of Health Behaviors

Rebecca E. Lubin, M.A.¹, Donald Edmondson, M.P.H., Ph.D.², Michael Otto, Ph.D.¹, 1. Boston University, 2. Columbia University Irving Medical Center

- (PS1-B31) Development and Validation of a Scale to Measure Climate Change Anxiety**
Allegra Netten, Psy.D., Jason Doiron, Ph.D., Michael Arfken, Ph.D., University of Prince Edward Island
- (PS1-B32) Cross-country Variation in Pathways from Distress Tolerance to Cannabis Abuse in Young Adults**
Grace N. Anderson, M.A.¹, Christopher C. Conway, Ph.D.¹, Adrian J. Bravo, Ph.D.², Cross-cultural Addictions Study Team Study Team, Ph.D.³, 1. Fordham University, 2. College of William & Mary, 3. University of New Mexico
- (PS1-B33) Household Size and Perceived Loneliness During COVID-19: Role of Coping Activities**
Linda Sosa-Hernandez, M.A.¹, Jessica A. Seddon, M.S.², Chelsea L. Reaume, M.A.², Sadie F. McVey Neufeld², Kristel Thomassin, Ph.D.², 1. University of Waterloo, 2. University of Guelph
- (PS1-B34) Housing Instability During the COVID-19 Pandemic: Factors Impacting Emergency Housing Assistance Utilization**
Gina C. May, B.A., Brittany S. Erskine, B.S., Erika Boohar, B.A., Jeffery Chambers, M.A., Brittany Brakenhoff, Ph.D., MFT, Abby M. Spicer, B.A., Denise Packard, M.A., Emily A. Sonnen, M.A., T. Zachary Z. Huit, M.A., Akemi E. Mii, M.A., Hannah M. Coffey, M.A., Mary Fran Flood, Ph.D., MSW, David Hansen, Ph.D., University of Nebraska-Lincoln
- (PS1-B35) A Qualitative Exploration of Impacts of COVID-19 Health System Changes on Behavioral Health Among People Living with HIV in South Africa**
Alexandra L. Rose, M.S.¹, Kristen S. Regenauer, M.S.¹, Imani Brown, M.P.H.¹, Abigail C. Hines, B.S., B.A.¹, Yuche Jacobs, M.A.², Nonceba Ciya², Sibabalwe Ndamase, B.S., B.A.², Kim Johnson, M.A.², Bronwyn Myers, Ph.D.², Jessica F. Magidson, Ph.D.¹, 1. University of Maryland- College Park, 2. South African Medical Research Council
- (PS1-B36) Four Modifiable Variables That Predict Problems with Healthcare Utilization in People with Hypertension**
Morgan A. Bobo, B.S., Keith Sanford, Ph.D., Baylor University
- (PS1-B37) Within-group Discrimination Among Gay Men Who Use Dating Apps & Websites**
Colin A. Tidwell, B.A.¹, Benjamin F. Shepherd, M.Ed.², Paula M. Brochu, Ph.D.², Justin L. Maki, Ph.D.³, 1. University of Arizona, 2. Nova Southeastern University, 3. Deloitte
- (PS1-B38) Antibisexual Stigma and Sexual Objectification Prospectively Predict Disordered Eating Among Bisexual Women**
Selime R. Salim, M.A.¹, Shelby N. Ortiz, M.A.¹, April Smith, Ph.D.², Terri Messman, Ph.D.¹, 1. Miami University, 2. Auburn University
- (PS1-B39) Moderators of the Link Between Internalized Homophobia and Cigarette Use Among Sexual Minority Men of Color**
Eduardo Hernandez Mozo¹, Valerie J. Douglas, Ph.D.¹, Jaclyn A. Siegel, Ph.D.¹, Justino Flores, B.A.¹, Isaiah J. Jones, B.A.², David B. Rivera, B.A.², Aaron J. Blashill, Ph.D.¹, 1. San Diego State University, 2. University of California, Santa Barbara

(PS1-B40) Early Adolescent Romantic Activity and Psychosocial Functioning in Sexual Minority Youth

Lane M. Williamson¹, Grace Messina, B.S., B.A.¹, Rachel Grossman¹, Samantha Hubachek, M.S.¹, Kirsty A. Clark, Ph.D.², John E. Pachankis, Ph.D.³, Daniel Klein, Ph.D.⁴, Lea R. Dougherty, Ph.D.¹, 1. University of Maryland- College Park, 2. Vanderbilt University, 3. Yale School of Public Health, 4. Stony Brook University

(PS1-B41) Examining Differences in Clinical Presentation in Individuals Presenting for Treatment Resistant Depression Based on Sexual Orientation and Gender Identity

Isabel K. Benjamin, Ph.D.¹, Rachel E. Hershenberg, Ph.D.², Kate Dorrell, B.S.¹, Amanda C. Tan², Patricio Riva Posse, M.D.², Adriana Hermida, M.D.³, Andrea Crowell, M.D.³, William McDonald, M.D.², Brian Feinstein, Ph.D.¹, 1. Rosalind Franklin University of Medicine and Science, 2. Emory University, 3. Emory University School of Medicine

(PS1-B42) Characterizing Diverse Gender Profiles: A Multidimensional Exploration of the Gender Spectrum Using Latent Profile Analysis

Katharine K. Chang, B.A., Ronald D. Rogge, Ph.D., University of Rochester

(PS1-B43) The Impact of Invalidation Following Social Rejection on Risk Taking Propensity in Gay Men

Andrew J. Kurtz, Kim L. Gratz, Ph.D., Matthew T. Tull, Ph.D., University of Toledo

(PS1-B44) Understanding and Overcoming the Barriers for Help-seeking of LGBTQAI+ Domestic Violence Survivors

Briana Bargerstock, Boluwatife Owodunni, B.S., Francesca M. Giardina, B.A., Melanie D. Hetzel-Riggin, Ph.D., Penn State Erie, The Behrend College

(PS1-B45) Minority Stress, Thwarted Belongingness, and Suicidal Ideation Among Individuals with Intersecting Gender and Sexual Minority Identities

Brianna M. Meddaoui, M.A.¹, Nicole E. Seymour, M.A.², Sarah E. Victor, Ph.D.², Erin A. Kaufman, Ph.D.¹, 1. University of Western Ontario, 2. Texas Tech University

(PS1-B46) Effects of Sexual Minority Status and Self-defective Beliefs on NSSI Features

Connor M. O'Brien, B.S., Athena Sarafoglou, Elinor E. Waite, M.S., Katherine Dixon-Gordon, Ph.D., University of Massachusetts, Amherst

(PS1-B47) Negative Emotional Reactions to Research on Intimate Partner Violence Among Sexual and Gender Minority Participants: The Role of Minority Stress and Adverse Childhood Experiences

Lauren Grocott, B.A.¹, Katie L. Avery, B.S.¹, Alyssa M. Medenblik, B.A.², Gloria Romero, M.S.², Katie M. Edwards, Ph.D.³, Gregory Stuart, Ph.D.², Ryan C. Shorey, Ph.D.¹, 1. University of Wisconsin - Milwaukee, 2. The University of Tennessee - Knoxville, 3. University of Nebraska-Lincoln

(PS1-B48) LGBTQ+ Identity-related Partner Abuse, Intimate Partner Violence Victimization, and Its Impact on Symptoms of Depression and Suicide During COVID-19 Pandemic

Haileigh Nall, B.S.¹, Ines Cano-Gonzalez, M.A.¹, Ruby Charak, Ph.D.¹, Roman Ronzón-Tirado, M.A.², 1. The University of Texas Rio Grande Valley, 2. Universidad Autonoma de Madrid

- (PS1-B49) **Machismo, Caballerismo, and Familismo: Interactive and Main Effects on Parental Rejection of LGB Youth**
Kathleen K. Little, M.S., Kristin Lindahl, Ph.D., Neena Malik, Ph.D., University of Miami
- (PS1-B50) **Daily Heterosexist Experiences and Mental Health in LGBTQ+ Adults from Spain**
Ines Cano-Gonzalez, M.A.¹, Roman Ronzón-Tirado, M.A.², Ruby Charak, Ph.D.¹, Ayleen Flores, B.S.¹, 1. The University of Texas Rio Grande Valley, 2. Universidad Autonoma de Madrid

Poster Session 1

LGBTQ+, Violence/Aggression

Key Words: LGBTQ+, Violence/Aggression

Poster Session 1C

- (PS1-C51) **Morbidity Rates of Psychiatric Diagnoses of Sexual and Gender Minority Youth on a Youth-serving Inpatient Unit**
Sophia Sodano, B.S., Micaela M. Maron, B.S., Elizabeth Thompson, Ph.D., Jennifer C. Wolff, Ph.D., Jessica R. Peters, Ph.D., Warren Alpert Medical School of Brown University
- (PS1-C52) **Social Anxiety and Gender Identity-related Experiences of Transgender and Gender Diverse Adults**
Allura L. Ralston, M.A.¹, T. Zachary Z. Huit, M.A.¹, Nathan A. Woodruff¹, Richard Mocariski, Ph.D.², Debra A. Hope, Ph.D.¹, 1. University of Nebraska-Lincoln, 2. San Jose State University
- (PS1-C53) **Gender Identity and Expression in Relation to Depressive and Anxiety Symptoms in Racial and Ethnic Minority Youth: A Population-based Study**
Margarid R. Turnamian, B.A., Richard T. Liu, Ph.D., Massachusetts General Hospital/Harvard Medical School
- (PS1-C54) **Understanding Gender Expression Labels Among Sexual and Gender Minorities Assigned Female at Birth**
Emily Devlin, B.A., Sarah Whitton, Ph.D., University of Cincinnati
- (PS1-C55) **Do Minority Stress Experiences Negatively Impact Social Support's Positive Effect on Physical Health Among Sexual and Gender Minorities Assigned Female at Birth?**
Emily Devlin, B.A., Sarah Whitton, Ph.D., University of Cincinnati
- (PS1-C56) **Substance Use and Intimate Partner Aggression Among Young Male Couples**
Madison S. Smith, Ph.D.¹, Michael E. Newcomb, Ph.D.², 1. Northwestern University Feinberg School of Medicine, 2. Northwestern University

(PS1-C57) Compound Risk for Substance Use: Adverse Childhood Experiences and Sexual and Gender Minorities

Taylor A. Stacy, M.A.¹, Holly R. Turner, M.A.², Annie Do, M.P.H.³, 1. University of Hawai'i, 2. University of Hawai'i at Manoa, 3. University of Washington

(PS1-C58) The Impact of LGBTQ+ Identity-related Abuse During Childhood on Mental Health Outcomes: The Indirect Effect of Heterosexism and Expressive Suppression

Desteny K. Duran¹, Ines Cano-Gonzalez, M.A.¹, Ruby Charak, Ph.D.¹, Roman Ronzón-Tirado, M.A.², Ayleen Flores, B.S.¹, 1. The University of Texas Rio Grande Valley, 2. Universidad Autonoma de Madrid

(PS1-C59) Demographic Differences in Substance Use Among Latina/o/x SGM People When Accounting for Minority Stress

Alexis Ceja, B.A.¹, Mitchell R. Lunn, M.D.², Juno Obedin-Maliver, M.P.H., M.D.², Nadra E. Lisha, Ph.D.¹, Zubin Dastur, M.P.H., M.S.³, Micah E. Lubensky, Ph.D.¹, Torsten B. Neilands, Ph.D.¹, Gowri Sunder¹, Annesa Flentje, Ph.D.¹, 1. University of California, San Francisco, 2. Stanford University, 3. Department of Obstetrics and Gynecology at Stanford University

(PS1-C60) Benevolent Childhood Experiences Among Sexual and Gender Minority Young Adults: An Initial Exploration of Reducing Internalized Stigma

Saskia L. Jorgensen, Ph.D.¹, Sarah Porter, M.P.H.², Jenalee Doom, Ph.D.³, Angela J. Narayan, Ph.D.³, Kathryn R. Fox, Ph.D.³, 1. Rutgers University, 2. University of Washington, Seattle, 3. University of Denver

(PS1-C61) The Impact of a Self-affirmation Writing Intervention for Sexual Minority Adolescents on Mental Health

Diana J. Cox, M.A., Kathleen C. C. Gunthert, Ph.D., Ethan H. Mereish, Psy.D., American University

(PS1-C62) Exploring the Relationship Between Internalized Stigma of Mental Illness and Quality of Life in Young Adult Sexual Minorities

Julia S. Gonzalez¹, Vinushini Arunagiri, Ph.D.², 1. Massachusetts General Hospital, 2. McLean Hospital

(PS1-C63) Intersectionality of Mental Health Focused Research with Transgender and Gender Diverse Adults in the United States: A Systematic Review

Brenna R. Lash, M.A., Hannah M. Coffey, M.A., Christen Seyl, Josselyn Y. Telule, Debra A. Hope, Ph.D., University of Nebraska-Lincoln

(PS1-C64) Deriving Subgroups of Transgender Peoples' Exposure to Adverse Childhood Experiences

Holly R. Turner, M.A.¹, Taylor A. Stacy, M.A.², 1. University of Hawai'i at Manoa, 2. University of Hawai'i

(PS1-C65) From and for Folks: Relationships Between Forms of Social Support and Suicidal Thinking in Transgender and Gender Diverse Adults

Sarah Pardue-Bourgeois, M.A.¹, Raymond P. Tucker, Ph.D.¹, Julie Cerel, Ph.D.², 1. Louisiana State University, 2. University of Kentucky

- (PS1-C66) Mothers' Emotion Socialization and Experiential Avoidance Explain the Association Between Child Sexual Abuse and Psychological Distress Among College Women**
Benjamin W. Katz, B.A.¹, Patricia J. Long, Ph.D.², 1. University of Wisconsin-Milwaukee, 2. University of New England
- (PS1-C67) The Association Between Impulsivity Facets and Perpetration of Sexual Aggression Tactics Among College Men**
Alisa R. Garner, M.A.¹, Autumn Rae Florimbio, Ph.D.², Mary C. Jensen¹, Evan J. Basting, M.A.¹, Alyssa M. Medenblik, B.A.¹, Gloria Romero, M.S.¹, Tara L. Cornelius, Ph.D.³, Gregory Stuart, Ph.D.¹, 1. The University of Tennessee - Knoxville, 2. University of Michigan, 3. Grand Valley State University
- (PS1-C69) Sexual Trauma and Self-efficacy for Help-seeking in Dating Abuse**
Ishita Munshi, Ph.D., Gwendolyn Wheatley, Elizabeth Goncy, Ph.D., Cleveland State University
- (PS1-C70) Cyber Dating Abuse Victimization and Perpetration Among Latinx College Students**
Ariana Cervantes, M.A., Mariany A. Gainza Perez, B.S., Andrea Rodriguez-Crespo, B.S., Ivan Cervantes, Sandra Sierra, B.A., Theodore V. Cooper, Ph.D., University of Texas at El Paso
- (PS1-C71) Associations Between Sexual Violence Experiences, Sex Is Power Beliefs, and Sex-specific Alcohol Expectancies Among College Women**
Katherine W. Bogen, B.A.¹, Irene Soetjoadi, B.S.¹, Julia I. Hunter, B.S.², Madison E. Edwards, B.A., M.A.¹, Sarah Gervais, Ph.D.¹, David DiLillo, Ph.D.¹, 1. University of Nebraska-Lincoln, 2. Brown-Lifespan Center for Digital Health
- (PS1-C72) Problem Alcohol Use, Stress, and Severe Intimate Partner Violence Perpetration During the COVID-19 Pandemic**
Nora K. Kline, M.A., Kathleen M. Palm Reed, Ph.D., Clark University
- (PS1-C73) Responsivity to Interviewer During Interview-based Assessment of Intimate Partner Violence**
Emily Taverna, M.S.¹, Yuning Le, Ph.D.¹, Steffany J. Fredman, Ph.D.¹, Jacqueline Mogle, Ph.D.¹, Melanie S. Fischer, Ph.D.², Donald H. Baucom, Ph.D.³, Amy D. Marshall, Ph.D.¹, 1. The Pennsylvania State University, 2. Heidelberg University Hospital, 3. University of North Carolina at Chapel Hill
- (PS1-C74) Public Misperceptions of Sexual Assault Allegations**
Natalie Poole, B.A., Riley N. Hoogerwerf, B.A., Taryn K. Veniegas, Matt Gray, Ph.D., University of Wyoming
- (PS1-C75) Emotion Regulation and Intimate Partner Violence: A Meta-analysis**
Molly Maloney, M.S., Christopher I. Eckhardt, Ph.D., Daniel W. Oesterle, B.S., Purdue University

Poster Session 1

Violence/Aggression

Key Words: *Violence/Aggression*

Poster Session 1D

(PS1-D76) Examining Trait Anger, Hostility, & Alcohol Use as Predictors of Sexual Aggression Among Couples

Daniel W. Oesterle, B.S.¹, Dominic J. Parrott, Ph.D.², Christopher I. Eckhardt, Ph.D.¹, 1. Purdue University, 2. Georgia State University

(PS1-D77) Treatment Practices for Aggression in Community-based Residential Care for Youth: A Comparison with Recommendations from the Evidence-base

Kalyn L. Holmes, M.A.¹, Anna Fan, B.A.¹, Puanani J. Hee, Ph.D.², David S. Jackson, Ph.D.¹, Trina E. Orimoto, Ph.D.¹, Tristan J. Maesaka, M.A.¹, Liam Mueller, Ph.D.³, 1. University of Hawai'i at Manoa, 2. State of Hawai'i, Dept of Health, Child & Adolescent Mental Health Division, 3. University of California San Diego

(PS1-D78) Cyber Abuse Victimization in Adult Romantic Relationships: is It Bidirectional Too?

Penny A. Leisring, Ph.D., Quinnipiac University

(PS1-D79) Sexual Victimization and Sexual Behavior: How Does Condom Use Play a Role?

Jordan Schroeder, B.S., Patrice A. Arkfeld, M.S., Bradley T. Conner, Ph.D., Colorado State University

(PS1-D80) The Cumulative Impact of Intimate Partner Violence Experiences on Emotion Dysregulation

Lauren E. Simpson, B.A.¹, Shaina A. Kumar, M.A.¹, Alexandra N. Brockdorf, M.A.¹, Terri Messman, Ph.D.², Kim L. Gratz, Ph.D.³, David DiLillo, Ph.D.¹, 1. University of Nebraska-Lincoln, 2. Miami University, 3. University of Toledo

(PS1-D81) Trait Anger and Sexual Assault: Hostile Attitudes Toward Women and Peer Approval of Rape as Intervening Mechanisms

Daniel W. Oesterle, B.S.¹, Lindsay M. Orchowski, Ph.D.², 1. Purdue University, 2. Alpert Medical School of Brown University

(PS1-D82) The Roles of PTSD and Emotion Regulation in the Relationship Between Adverse Childhood Experiences and Psychological Aggression in a Clinical Sample of Adults with Substance Use Disorder

Samantha K. Berg, B.S.¹, Laurel Meyer, B.A.¹, Meghan Mette, B.A.¹, Kevin Wenzel, Ph.D.², Rebecca L. Schacht, Ph.D.¹, 1. University of Maryland, Baltimore County, 2. Maryland Treatment Centers/Mountain Manor

- (PS1-D83) Trauma History in a Sample of Couples with Alcohol Use Disorder and Intimate Partner Violence: A Descriptive Study**
Jessica L. Brower, M.A.¹, Andrea A. Massa, Ph.D.², Jasara N. Hogan, Ph.D.¹, Julianne C. Flanagan, Ph.D.¹, 1. Medical University of South Carolina, 2. Ralph H. Johnson VA Medical Center
- (PS1-D84) Prevalence of the Intergenerational Transmission of Violence Among Middle Eastern Adults Residing in Canada**
Patti A. Timmons. Timmons-Fritz, Ph.D., Noor Khachab, B.A., University of Windsor
- (PS1-D85) Boys 'round Here: The Relationship Between Masculine Honor Ideology, Aggressive Behavior, and Regional Affiliation**
Hadley R. McCartin, B.S., B.A.¹, Hannah E. Benemann, B.S.¹, Mara C. Norton-Baker, Ph.D.², Tiffany Russell, Ph.D.¹, Alan King, Ph.D.³, 1. Sam Houston State University, 2. Department of Veterans Affairs, 3. University of North Dakota
- (PS1-D86) The Association Between Gender, Physiological Reactivity, and Aggressive Behavior**
Lynette C. Krick, B.A.¹, Alexander A. Puhalla, Ph.D.², Kristen Sorgi-Wilson, M.A.¹, Nicole K. Ciesinski, M.A.¹, Joey C. Cheung, M.A.¹, McKenzie Himelein-Wachowiak, B.A.¹, Michael S. McCloskey, Ph.D.¹, 1. Temple University, 2. Coatesville Virginia Medical Center
- (PS1-D87) The Relationship Among Intimate Partner Violence Training, Level of Implicit Biases, & Ability to Detect Coercive Control in Police Officers**
Marisa Berner, B.A.¹, Melanie D. Hetzel-Riggin, Ph.D.², 1. The Pennsylvania State University, 2. Penn State Behrend
- (PS1-D88) Measure Development of the Sexual and Negative Dating Inventory (SANDI): Psychometric Evaluation Using a College Student Sample**
Roselyn Peterson, M.S., Robert Dvorak, Ph.D., Ardhy N. De Leon, M.S., Angelina V. Leary, M.S., Emily Koster Burr, B.A., University of Central Florida
- (PS1-D89) The Reverse Golden Rule: Do Unto Yourself as You Do Unto Others**
Danielle S. Citera, M.A.¹, Elissa J. Brown, Ph.D.², Melissa Peckins, Ph.D.², Andrea J. Bergman, Ph.D.², 1. Child HELP Partnership, St. John's University, 2. St. John's University
- (PS1-D90) Participant Experiences During an Interview Assessment of Family Aggression**
Elizabeth L. Rebuck, B.A., Emily Taverna, M.S., Annabella M. Gallagher, Ph.D., KC Britt, B.A., Katherine Evans, B.S., Kiara Brown, B.A., Amy D. Marshall, Ph.D., The Pennsylvania State University
- (PS1-D91) Emotional Flooding and Intimate Partner Violence: The Moderating Role of Impulsivity**
Rachel K. Zukerman, M.A., Gabriella Damewood, B.A., Tamara Del Vecchio, Ph.D., St. John's University
- (PS1-D92) Anti-bisexual Discrimination and Incapacitated Rape Victimization Among Bi+ Individuals: The Mediating Roles of Internalized Binegativity and Alcohol Use**
Benjamin W. Katz, B.A., Shawn P. Cahill, Ph.D., University of Wisconsin-Milwaukee

(PS1-D93) Mental Health Outcomes Related to Reproductive Coercion Victimization Among Young Adults

Emily Munoz, M.A.¹, Jeff R. Temple, Ph.D.², Ryan C. Shorey, Ph.D.¹, 1. University of Wisconsin-Milwaukee, 2. UTMB Health

(PS1-D94) Using Nonverbal Response Cards to Examine Reporting of Self-injurious Thoughts and Behaviors Among Adolescents in Rural Burkina Faso

Jacklyn C. Kearns, M.A.¹, Tracie I. Ebalu, B.S.², Lucienne Ouermi, Ph.D.³, Mamadou Bountogo, Ph.D.³, Ali Sié, Ph.D.³, David Lindstrom, Ph.D.⁴, Till Bärnighausen, M.D., M.S.⁵, Guy Harling, M.P.H., Ph.D.⁵, 1. University of Rochester, 2. University of Pittsburgh, 3. Centre de Recherche en Santé de Nouna, 4. Brown University, 5. Institute for Global Health

(PS1-D95) Identifying Distinct Family-centered Profiles Within Low-income Families to Inform Individualized Behavioral Parent Training

Yexinyu Yang, M.A.¹, Justin Parent, Ph.D.², Rex Forehand, Ph.D.³, Deborah J. Jones, Ph.D.¹, 1. University of North Carolina at Chapel Hill, 2. Alpert Medical School of Brown University, 3. University of Vermont

10:30 a.m. – 11:30 a.m.

Westside Ballroom, 5th Floor

Poster Session 2

Suicide and Self-Injury

Key Words: Self-Injury, Couples / Close Relationships, Military

Poster Session 2A

(PS2-A1) Love Is (not) All You Need: Understanding the Role of Relationship Status and Dysfunction in Predicting Self-directed Violence

Danielle M. Weber, M.A.¹, Tate Halverson, Ph.D.², Samantha Daruwala, M.A.², Mary Jo Pugh, Ph.D., RN³, Patrick S. Calhoun, Ph.D.⁴, Jean C. Beckham, Ph.D.⁴, Nathan A. Kimbrel, Ph.D.⁴, 1. University of North Carolina at Chapel Hill, 2. Durham VA Health Care System, 3. University of Utah School of Medicine, 4. Durham VA Health Care System, Duke University School of Medicine

(PS2-A2) Through the Good Times and Bad: Positive and Negative Interpersonal Emotion Regulation and Self-injurious Thoughts and Behaviors

Warner Myntti, B.S.¹, Kaitlyn McCarthy, B.A.¹, Jennifer J. Muehlenkamp, Ph.D.², Eamonn P. Arble, Ph.D.¹, 1. Eastern Michigan University, 2. University of Wisconsin - Eau Claire

- (PS2-A3) The Role of Emotion Dysregulation in Suicide Ideation and Attempts**
Khrystyna Stetsiv, B.S.¹, Chelsey R. Wilks, Ph.D.², 1. University of Missouri, 2. University of Missouri-St. Louis
- (PS2-A4) Examining Thematic Content of Future-oriented Thoughts in Clinically Acute Adolescents: A Longitudinal Investigation Predicting Suicidal Ideation and Attempt After Hospital Discharge**
Terese Osborne, B.A.¹, Ilana Gratch, M.S.², Christine B. Cha, Ph.D.¹, Richard T. Liu, Ph.D.³, 1. Teachers College, Columbia University, 2. Columbia University, 3. Massachusetts General Hospital/Harvard Medical School
- (PS2-A5) Implementation of Crisis Response Planning for Suicide Prevention by Newly Trained Providers Serving Army National Guard Members**
Hannah C. Tyler, ABPP, Ph.D., Brooke Fina, B.C.D., LCSW, John Moring, Ph.D., University of Texas Health Science Center San Antonio
- (PS2-A6) Examining the Role of Implicit Theories of Emotion and Nonsuicidal Self-injury Among Adolescents**
Rachel J. Nam, Ph.D., Neha Parvez, M.A., Christine B. Cha, Ph.D., Teachers College, Columbia University
- (PS2-A7) She Made Sure I Never Felt Alone: A Qualitative Analysis of Adolescents' 'Good' Experiences of Disclosing Suicidal Ideation and Non-suicidal Self-injury**
Anna DiMarcello, B.A.¹, Samantha Scott, M.A.¹, Taylor Burke, Ph.D.², Alex Bettis, Ph.D.³, Kathryn R. Fox, Ph.D.¹, 1. University of Denver, 2. Massachusetts General Hospital/Harvard Medical School, 3. Vanderbilt University Medical Center
- (PS2-A8) Examining the Quality of Future-oriented Thoughts Among Suicidal Adolescents Using Natural Language Processing**
Drishti Sanghvi, B.A.¹, Christine B. Cha, Ph.D.², Neha Parvez, M.A.², 1. Columbia University, 2. Teachers College, Columbia University
- (PS2-A9) Validity of the Death Implicit Association Task Among Inpatients at a High Risk for Suicide**
Tyler B. Rice, B.S., Gretchen Diefenbach, Ph.D., Jessica Stubbing, Ph.D., Kimberly T. Sain, Ph.D., Kate Everhardt, B.S., David F. Tolin, ABPP, Ph.D., Anxiety Disorders Center, The Institute of Living
- (PS2-A10) Sexual Gender Minority and Housing Instability in a Suicidal Adult Inpatient Sample**
Kate Everhardt, B.S., Gretchen Diefenbach, Ph.D., Tyler B. Rice, B.S., Kimberly T. Sain, Ph.D., Jessica Stubbing, Ph.D., David F. Tolin, ABPP, Ph.D., Anxiety Disorders Center, The Institute of Living
- (PS2-A11) The Association Between Perceived Social Support and Suicide Ideation Distress Among Psychiatric Inpatients: The Role of Thwarted Interpersonal Needs**
Sarah Sparks, M.S., Chloe White, B.A., Esha Basoor, Julianne E. Cary, B.A., M.A., Michael LeDuc, M.A., Nikki La Rosa, M.A., Sean M. Mitchell, Ph.D., Texas Tech University
- (PS2-A12) Is It Always a Choice?: An Exploration of Factors Differentiating Voluntary, Solicited, and Third-party Suicide Disclosure Experiences**
Kerri-Anne Bell, M.A., Brooke A. Ammerman, Ph.D., University of Notre Dame

- (PS2-A13) The Role of Police Officers' Personal History with Mental Illness in Their Attitudes Towards Mental Illness**
Julianne E. Cary, B.A., M.A.¹, Sarah Sparks, M.S.¹, Danielle Boekankamp, B.S.¹, Chloe White, B.A.¹, Kimberlee Jones, B.A.², Sean M. Mitchell, Ph.D.¹, Megan A. Thoen, Ph.D.¹, 1. Texas Tech University, 2. Lubbock Police Department
- (PS2-A14) Preliminary Findings from a Brief Mindfulness Intervention for Adults with Suicidal Ideation**
Ana Rabasco, M.A., Peggy Andover, Ph.D., Fordham University
- (PS2-A15) Suicide and Non-suicidal Self-injury in a National Sample of Gender-diverse Preadolescents**
Sunday Hull, B.A.¹, Richard T. Liu, Ph.D.², 1. Massachusetts General Hospital, 2. Massachusetts General Hospital/Harvard Medical School
- (PS2-A16) The Relationship Fearlessness About Suicide Verses Fearlessness About Death Has with NSSI and Suicidality**
Carlisle M. Ziesig, Marielle Gomez, B.S., Julia Earnest, Min Eun Jeon, M.A., Thomas E. Joiner, Ph.D., Florida State University
- (PS2-A17) Moral Injury and Suicidal Ideation Among Female National Guard Members: The Mediating Role of Perceived Burdensomeness and Thwarted Belongingness**
Mary O. Shapiro, Ph.D.¹, Claire Houtsma, Ph.D.¹, Katherine Schafer, M.S.¹, Laura Miller, M.D.², Michael D. Anestis, Ph.D.³, Gala True, Ph.D.⁴, 1. Southeast Louisiana Veterans Health Care System, 2. Loyola University Chicago, 3. New Jersey Gun Violence Research Center, 4. US Department of Veterans Affairs
- (PS2-A18) Hopelessness Associates with Suicide Risk Differently for Ethnic Minority Youth**
Shelia Hernandez, B.S., Amy M. Brausch, Ph.D., Western Kentucky University
- (PS2-A19) Suicide-related Construct Accessibility and Attention Disengagement Bias in Suicide Ideation**
Sangida Akter, B.A.¹, Beverlin Rosario-Williams, M.A.¹, Regina Miranda, Ph.D.², Simran Kaur, B.A.¹, 1. Hunter College, City University of New York, 2. Hunter College and The Graduate Center, City University of New York
- (PS2-A20) Understanding Differential Features in the Presentations of Acutely Suicidal Adults with and Without Borderline Personality Disorder**
Jessica Stubbing, Ph.D.¹, Gretchen Diefenbach, Ph.D.¹, Kate Everhardt, B.S.¹, Kimberly T. Sain, Ph.D.¹, Tyler B. Rice, B.S.¹, David Rudd, ABPP, Ph.D.², David F. Tolin, ABPP, Ph.D.¹, 1. Anxiety Disorders Center, The Institute of Living, 2. University of Memphis
- (PS2-A21) Suicide Attempt Survivors Are More Likely to Exchange Text Messages Containing Negative Emotion Words with Peers and Significant Others Relative to Family**
Bailey McGuinn, B.A., Ilana Ladis, M.A., Bethany Teachman, Ph.D., University of Virginia

(PS2-A22) Perceived Likelihood of Future Suicide Attempts: The Limited Role of Plans for Suicide

Allison Bond, M.A.¹, Claire Houtsma, Ph.D.², Craig J. Bryan, ABPP, Psy.D.³, Michael D. Anestis, Ph.D.⁴, 1. Rutgers University, 2. Southeast Louisiana Veterans Health Care System, 3. The Ohio State University Wexner Medical Center, 4. New Jersey Gun Violence Research Center

(PS2-A24) Latent Profile Analysis of Urges for Suicidal and Self-harming Behavior: The Role of Social Support Instability

Joseph S. Maimone, B.A.¹, Allison K. Ruork, Ph.D.², Kate Bentley, Ph.D.¹, Evan Kleiman, Ph.D.², 1. Massachusetts General Hospital, 2. Rutgers University

(PS2-A25) Longitudinal Relations Between Parenting Practices and Adolescent Suicidal Ideation in a High-risk Clinical Sample: A Moderated Mediation Model

Katherine Maulsby, M.A.¹, Roberto Lopez, Jr., M.A.¹, Lauren Seibel, Ph.D.¹, Jennifer C. Wolff, Ph.D.², Anthony Spirito, Ph.D.², Christianne Esposito-Smythers, Ph.D.¹, 1. George Mason University, 2. Warren Alpert Medical School of Brown University

Poster Session 2

Suicide and Self-Injury

Key Words: *Self-Injury, Adolescents, Military*

Poster Session 2B

(PS2-B26) A Descriptive Analysis of Child & Adolescent Hospitalizations Following Suicide Attempts over the Course of the Pandemic at the Children's Hospital of Georgia

Hannah L. Joseph, Ph.D., Ananya Munjal, B.S., Amal N. Asiri, MBBs, Best Candace, Ph.D., Augusta University/ Medical College of Georgia

(PS2-B27) Adolescent Anxiety Symptoms and Suicidal Ideation: A Longitudinal Mediation Model

Lauren Seibel, Ph.D.¹, Katherine Maulsby, M.A.¹, Roberto Lopez, Jr., M.A.¹, Jennifer C. Wolff, Ph.D.², Anthony Spirito, Ph.D.², Christianne Esposito-Smythers, Ph.D.¹, 1. George Mason University, 2. Warren Alpert Medical School of Brown University

(PS2-B28) The Influence of Impulsive Problem-solving on Suicide Disclosure Among Emerging Adult College Undergraduate Students

Robert Lane, Ph.D.¹, Raymond DiGiuseppe, ABPP, Ph.D.², 1. VISN 2 MIRECC of NY and NJ, 2. St. John's University

(PS2-B29) The Relationship Between Emptiness and Suicide and Self-injury Urges in Borderline Personality Disorder

Lindsay Fulham, M.A., Jeremy Forsythe, B.S., M.A., Skye Fitzpatrick, Ph.D., York University

(PS2-B30) Examining the Impact of Suicide Exposure in the Military: Does It Differ by Gender?

Kristen H. Walter, Ph.D.¹, HeeJin Jun, Ph.D.², Lisa Glassman, Ph.D.¹, Nicole Pippard, M.P.H.², Emily Schmied, M.P.H., Ph.D.³, 1. Naval Health Research Center, 2. San Diego State University, 3. School of Public Health, San Diego State University

(PS2-B31) Post-pandemic Mental Health and Suicide Risk in Adolescents: Emotion Regulation as a Mediator Between Anxiety and Depression and Suicide Ideation

Caitlin P. Gregory, B.S., Diamonde McCollum, B.S., Amy M. Brausch, Ph.D., Western Kentucky University

(PS2-B32) Daily Emotion Regulation Strategies and Fluctuations in Suicidal Ideation: An Experience Sampling Study in High-risk Adults from a Marginalized Community

Gabrielle S. Ilagan, B.A., Maria Martin Lopez, M.A., Isabella A. Manuel, B.S., Ana Rabasco, M.A., Grace N. Anderson, M.A., Mia H. Weed, B.A., Melanie R. Silverman, M.A., Christopher C. Conway, Ph.D., Fordham University

(PS2-B33) Daily Changes in Sleep, Affect, and Interpersonal Needs Among Young Adults During the COVID-19 Pandemic: Moderating Role of Fear of COVID-19 and Social Support

Emily Zuckerman, B.A.¹, Sara N. Fernandes, M.A.², Ana Ortin-Peralta, Ph.D.³, Regina Miranda, Ph.D.⁴, Argelinda Baroni, M.D.⁵, 1. New York University School of Medicine, 2. Hofstra University, 3. Ferkauf Graduate School of Psychology, Yeshiva University, 4. Hunter College and The Graduate Center, City University of New York, 5. Hassenfeld Children's Hospital at New York University Langone Medical Center

(PS2-B34) The Safe Actions for Families to Encourage Recovery (SAFER): A Dyadic Safety Planning Intervention

Sarah R. Sullivan, M.S.¹, Marianne S. Goodman, M.D.², 1. Hunter College, City University of New York, 2. Icahn School of Medicine at Mount Sinai

(PS2-B35) Location Matters: ICE Facility Violations and Local Geographical Impact on Detention Suicide Deaths

Nicole L. Moreira, M.A., Katherine L. O'Connell, M.S., Rocky B. Marks, M.S., Alera R. Hearne, B.S., Keyne C. Law, Ph.D., Seattle Pacific University

(PS2-B36) Suicide Cognitions Scale-revised: Psychometric Support in a Community Sample Using Bifactor Modeling

Jessica L. Gerner, B.A.¹, Emma Moscardini, M.A.¹, Sarah Pardue-Bourgeois, M.A.¹, D Nicolas Oakey-Frost, M.A.¹, Jeffrey Powers, M.A.¹, Craig J. Bryan, ABPP, Psy.D.², Raymond P. Tucker, Ph.D.¹, 1. Louisiana State University, 2. The Ohio State University Wexner Medical Center

(PS2-B37) Examining the Immediate Effects of Session One of the Collaborative Assessment and Management of Suicidality (Ca.m.S) on Patient Readiness to Live

D Nicolas Oakey-Frost, M.A.¹, Kathleen A. Crapanzano, M.D.², Raymond P. Tucker, Ph.D.¹, 1. Louisiana State University, 2. Our Lady of the Lake Regional Medical Center

(PS2-B39) Neurocognitive Task Performance: Predictors of Short-term Adolescent Suicide Ideation

Natasha Kuliwat¹, Hannah R. Lawrence, Ph.D.², Richard T. Liu, Ph.D.³, 1. Jericho High School, 2. Oregon State University, 3. Massachusetts General Hospital/Harvard Medical School

(PS2-B40) Suicidality Without Depression: Differences Between Broad Cultural Groups

Qimin Liu, B.A.¹, Isabelle Wong, M.S.¹, Ricardo F. Muñoz, Ph.D.¹, Monica Garza, Ph.D.², Nancy H. Liu, Ph.D.³, Suzanne Barakat, M.D.⁴, Yan Leykin, Ph.D.¹, 1. Palo Alto University, 2. Legacy Community Health, 3. University of California, Berkeley, 4. University of California, San Francisco

(PS2-B41) A Psychometric Examination of Interpersonal Risk Factors for Suicidal Thoughts and Behaviors Using Confirmatory Item Factor Analysis

Kenneth McClure, M.A., Ross Jacobucci, Ph.D., Brooke A. Ammerman, Ph.D., The University of Notre Dame

(PS2-B42) The Short-term Relationship Between Distress Tolerance and Non-suicidal Self-injury in Adults with a History of Self-harm

Grace N. Anderson, M.A., Ana Rabasco, M.A., Maria Martin Lopez, M.A., Gabrielle S. Ilagan, B.A., Isabella A. Manuel, B.S., Melanie R. Silverman, M.A., Christopher C. Conway, Ph.D., Fordham University

(PS2-B43) Spontaneous Facial Action Exhibited During Suicide Assessments with Adolescents and Young Adults

Ilana Gratch, M.S.¹, Maura A. Beaton, M.S.¹, Daniella Ekstein, B.A.², Alex Grattery, B.A.¹, Emily Hubbard, B.A.³, Supriya Kumble, M.A.¹, Curren Luongo, B.A.², Emily N. O'Connor, M.A.¹, Juno Pinder, M.A.¹, Christine B. Cha, Ph.D.², 1. Columbia University, 2. Teachers College, Columbia University, 3. Columbia University Medical Center

(PS2-B44) Influences of Pain Tolerance on the Association Between Emotion Dysregulation and Acquired Capability for Suicide

Ben Barnette, B.S., Janelle Y. Wee, M.S., Molly E. Hassler, Johanna E. Knight, B.A., Keyne C. Law, Ph.D., Seattle Pacific University

(PS2-B45) Emotion Regulation in Self-injurious Thoughts and Behaviors: Specific vs. Global Deficits

Brianna Pastro, B.S.¹, Caroline S. Holman, Ph.D.², Gracie Jenkins, B.S.³, Peggy Andover, Ph.D.¹, 1. Fordham University, 2. Brown University & Providence VA Medical Center, 3. Hackensack Meridian School of Medicine

(PS2-B46) Developing a Novel Task to Detect Suicide-specific Interpretation Bias

Kayla Wagler, B.S., Logan M. Smith, M.S., Emma Unruh-Dawes, M.S., Tony T. Wells, Ph.D., Oklahoma State University

(PS2-B47) The Role of Insomnia in the Link Between Self-hatred and Suicidal Ideation in Youth

Sarah K. Ryan, Ph.D.¹, Zaharah Zaidi, B.A.¹, Anastacia Kudinova, Ph.D.¹, Taylor Burke, Ph.D.², Frances Maratos, Ph.D.³, Victor Buitron, Ph.D.⁴, 1. Bradley Hospital/Warren Alpert Medical School of Brown University, 2. Massachusetts General Hospital/Harvard Medical School, 3. University of Derby, United Kingdom, 4. Rhode Island Hospital/Alpert Medical School of Brown University

(PS2-B48) Preliminary Evidence for a Psychosocial Model of the Relation Between Discrimination and Passive Suicidal Ideation in a Diverse, Nonclinical Sample

Roberto Lopez, Jr., M.A., Christianne Esposito-Smythers, Ph.D., George Mason University

(PS2-B49) Profiles of Risk for Self-injurious Thoughts and Behaviors Among System-impacted Girls of Color

Ana E. Sheehan, M.A.¹, Nadia Bounoua, M.A.¹, Raquel E. Rose, B.S.², Shabnam Javdani, Ph.D.², Naomi Sadeh, Ph.D.¹, 1. University of Delaware, 2. New York University

(PS2-B50) Predictors of Suicidal Ideation and Suicide Attempts in Comorbid Borderline Personality Disorder and Major Depressive Disorder

Orly Lipsitz, B.S.¹, Jacob Koudys, M.A.¹, Dean Carcone, M.A.¹, Katherine Gardhouse, Ph.D.², Anthony C. Ruocco, Ph.D.¹, 1. University of Toronto, 2. Centre for Addiction and Mental Health

Poster Session 2**Suicide and Self-Injury****Poster Session 2C**

Key Words: *Self-Injury, Adolescents, Military, Race, College Students*

(PS2-C51) Examining the Roles of Reward Responsiveness and Rumination in the Prediction of Non-suicidal Self-injury During Late Adolescence

Auburn R. Stephenson, B.A., Allyson T. Bisgay, B.A., Lauren B. Alloy, Ph.D., Temple University

(PS2-C52) Using Classification Trees Discern Risk Factors for Multiple Suicide Attempts vs. Risk Factors for Single Suicide Attempts Among Colorado Adolescents

Patrice A. Arkfeld, M.S., Bradley T. Conner, Ph.D., Colorado State University

(PS2-C53) The Effect of Family Structure on Mental Health, Emotion Regulation, and Suicide Ideation in Adolescents

Sydney Graham, Kendra Rigney, B.S., M.S., Amy M. Brausch, Ph.D., Western Kentucky University

(PS2-C54) Stigma and Literacy of Suicide in a Spanish-speaking Population

Angel Zamora, M.S.¹, Maitena Pierantonelli, M.S.¹, Juana Maria Bretón-López, Ph.D.², Adriana Mira, Ph.D.¹, Rebeca Diego, Ph.D.³, Rosa M. Baños, Ph.D.¹, 1. Universitat de València, 2. Universitat Jaume I, 3. Universidad de las Américas Puebla

(PS2-C55) Emotion Reactivity and Regulation and Prospective Prediction of Non-suicidal Self-injury in an Adolescent Psychiatric Inpatient Sample

Lauren E. Silva, B.S.¹, Taylor Burke, Ph.D.², Eva Kuzyk, B.S.¹, Richard T. Liu, Ph.D.², 1. Massachusetts General Hospital, 2. Massachusetts General Hospital/Harvard Medical School

(PS2-C56) The Role of Disgust in Self-injurious Thoughts and Behaviors

Stephanie Teng¹, Stephanie J. Steele, Ph.D.², Nigel M. Jaffe, B.A.³, 1. Williams College, 2. Smith College, 3. McLean Hospital

(PS2-C57) Living in the Present Moment: The Role of Mindfulness on the Association Between Impulsivity and Suicide for Black Adults

Jasmin R. Brooks, M.A., Antoine Lebeaut, M.A., Maya Zegel, M.A., Rebecca Jewell, M.S., Rheeda L. Walker, Ph.D., Anka A. Vujanovic, Ph.D., University of Houston

(PS2-C58) Everyday Discrimination and Its Effects on Suicide-related Coping and Suicidal Ideation Severity

Brianna M. Meddaoui, M.A.¹, Bianca Iddiols, B.A.², Matt Heakes, B.A.², Erin A. Kaufman, Ph.D.¹, 1. University of Western Ontario, 2. Western University

(PS2-C59) Reasons for Participant Dropout in an Intensive Longitudinal Study of Suicidal Behaviors

Narise Ramlal, B.A.¹, Rebecca Fortgang, Ph.D.¹, Dylan DeMarco¹, Kate Bentley, Ph.D.², Adam Haim, Ph.D.³, Patrick Mair, Ph.D.¹, Alexander Millner, Ph.D.⁴, Kelly L. Zuromski, Ph.D.¹, Suzanne A. Bird, M.D.², Ralph Buonopane, Ph.D.⁵, J.P. Onnela, Ph.D.⁶, Jordan Smoller, M.D.⁷, Evan Kleiman, Ph.D.⁸, Matthew K. Nock, Ph.D.¹, 1. Harvard University, 2. Massachusetts General Hospital, 3. National Institute of Mental Health, 4. Franciscan Children's Hospital, 5. McLean Hospital, 6. Harvard T.H. Chan School of Public Health, 7. Harvard Medical School, 8. Rutgers University

(PS2-C60) Suicide & Telehealth Treatments: A PRISMA Review

Sarah R. Sullivan, M.S.¹, Karoline N. Myhre, M.A.², 1. Hunter College, City University of New York, 2. University of Pennsylvania

(PS2-C61) Locus of Control Mediates the Relation Between Perceived Discrimination and Suicidal Ideation

Bianca Iddiols, B.A.¹, Brianna M. Meddaoui, M.A.², Erin A. Kaufman, Ph.D.², 1. Western University, 2. University of Western Ontario

(PS2-C62) Parental Firearm Storage Behavior in Youth Suicide Decedents: The Impact of Mental Health Treatment, Disclosure of Thoughts, and Prior Suicidality

Shelby Bandel, M.S.¹, Allison Bond, M.A.¹, Michael D. Anestis, Ph.D.², 1. Rutgers University, State University of New Jersey, 2. New Jersey Gun Violence Research Center

(PS2-C63) A Digital Game Intervention Targeting Suicide Prevention in Adolescents with Lifetime Prescription Opioid Misuse

Claudia-Santi F. Fernandes, Ed.D., LPC¹, Francesca Giannattasio, B.A.¹, Mona Mackary², Lynn Fiellin, M.D.¹, 1. Yale University School of Medicine, 2. Yale School of Public Health

(PS2-C64) Comparing Risk and Protective Factors for Suicidal Behavior in College Students with Hidden and Visible Disabilities

McKenna Roessler, Jennifer J. Muehlenkamp, Ph.D., University of Wisconsin - Eau Claire

(PS2-C65) Exploring Non-suicidal Self-injury and Suicidality Through the Application of the Interpersonal Theory of Suicide in Homeless Individuals

Kathryn T. Evans, B.S., B.A., Peggy Andover, Ph.D., Fordham University

(PS2-C66) Problematic Digital Dating Experiences Among Psychiatrically Hospitalized Adolescents: Associations with Suicidal Thoughts and Behaviors

Margaret Nail, B.S.¹, Shayna Cheek, M.A.², Sarah E. Johnson, Ph.D.³, Jacqueline Nesi, Ph.D.², 1. Rhode Island Hospital/Alpert Medical School of Brown University, 2. Warren Alpert Medical School of Brown University, 3. Brown University

(PS2-C67) Suicide-related Disclosure Among Adolescents from Racial and Ethnic

Minorized Backgrounds

Sarah R. Sullivan, M.S.¹, Ana Ortin-Peralta, Ph.D.², Christina Rombola, M.A.¹, Jhovelis Manana, B.A.³, Evan L. Gilmer, M.A.¹, Muhammad Waseem, M.D., M.S.⁴, Regina Miranda, Ph.D.⁵, 1. Hunter College, City University of New York, 2. Ferkauf Graduate School of Psychology, Yeshiva University, 3. Harvard University, 4. Lincoln Medical & Mental Health Center (Affiliated to Weil Medical College of Cornell University, New York) Emergency Department (ED), 5. Hunter College and The Graduate Center, City University of New York

(PS2-C68) Anger-out Mediates the Relations Between Depression Symptoms and NSSI

Emily Rooney, M.A., Caleb Hallauer, M.A., Jon Elhai, Ph.D., University of Toledo

(PS2-C69) Characteristics of Suicide Attempts Associated with Lethality and Method: A Latent Class Analysis of the Military Suicide Research Consortium

Molly A. Gromatsky, Ph.D.¹, Emily R. Edwards, Ph.D.¹, Sarah R. Sullivan, M.S.², Caspar J. Van Lissa, Ph.D.³, Robert Lane, Ph.D.⁴, Angela P. Spears, B.S.⁵, Emily L. Mitchell, Ph.D.⁶, Michael F. Arney, Ph.D.⁷, Ricardo Cáceda, M.D., Ph.D.⁸, Marianne S. Goodman, M.D.⁹, 1. United States Department of Veterans Affairs, 2. Hunter College, City University of New York, 3. University of Utrecht, 4. VISN 2 MIRECC of NY and NJ, 5. Teachers College, Columbia University, 6. James J. Peters VA Medical Center, 7. Brown University & Butler Hospital, 8. Stony Brook University, 9. Icahn School of Medicine at Mount Sinai

(PS2-C70) How Is Post-deployment Meaning in Life Associated with Stressors and Suicidal Ideation? A Mediation Analysis in a Longitudinal Veteran Cohort

Frances M. Aunon, M.S., Ph.D.¹, Georgina M. Gross, Ph.D.², Aimee Kroll-Desrosiers, M.S., Ph.D.³, Suzanne E. Decker, Ph.D.², Claire A. Hoffmire, Ph.D.⁴, Rani Hoff, M.P.H., Ph.D.⁵, 1. VA Connecticut Healthcare System, Yale School of Medicine, 2. West Haven VA, 3. VA Central Western Massachusetts, 4. VA Rocky Mountain Mental Illness Research, Education, and Clinical Center; University of Colorado Denver - Anschutz Medical Campus, 5. VA Connecticut Healthcare System; Yale School of Medicine

(PS2-C71) NSSI Scar Presence & Attachment Associated with Function & Method

Lara E. Glenn, M.S., Rachael E. Dumas, B.A., Kandice Perry, M.S., Gabriella M. Zeller, M.S., Carolyn M. Pepper, Ph.D., University of Wyoming

(PS2-C72) Examining the Validity of a Composite Measure of Core Items on the Ca.m.S Suicide Status Form (SSF) with a History of Suicide Attempts Among a Sample of Rural Adolescents

Kimberly A. Holt, B.S., Kurt D. Michael, Ph.D., Lisa Curtin, Ph.D., Rose Mary M. Webb, Ph.D., Appalachian State University

(PS2-C73) Perfectionism and Suicidal Ideation Through the Lens of the Integrated Motivational-volitional Model of Suicide

Emma Moscardini, M.A., Anthony Robinson, M.A., Matthew Calamia, Ph.D., Raymond P. Tucker, Ph.D., Louisiana State University

(PS2-C74) Looking for a Reason: An Exploratory Factor Analysis of the Reasons for Suicide-related Disclosure

Angela P. Spears, B.S.¹, Christine B. Cha, Ph.D.¹, Ki Eun (Kay) Shin, Ph.D.², 1. Teachers College, Columbia University, 2. Long Island University - Post

- (PS2-C75) **Forms of Suicidal Ideation and Suicide Attempts in a Large Sample of Children: Sex Differences in Prevalence, Incidence, Transitions, and Agreement Across Waves**
Abigail Osborn, B.S., M.S., Carly Schuller, B.S., M.S., Ana Ortin-Peralta, Ph.D., Ferkauf Graduate School of Psychology, Yeshiva University

Poster Session 2

Suicide and Self-Injury

Key Words: *Self-Injury, Adolescents, Military, Race*

Poster Session 2D

- (PS2-D76) **Exploring the Effects of Parent Validation and Invalidation on Emotion Regulation Among Suicidal Cisgender and Non-cisgender Youth**
Carly M. Gillen, B.S.¹, Vinushini Arunagiri, Ph.D.², Rachel Pomeranz, B.A.¹, Blake Ronzio, B.S.¹, Gillian C. Galen, Psy.D.¹, Alan E. Fruzzetti, Ph.D.¹, Sara K. Kimble, B.S.², 1. Harvard Medical School, 2. McLean Hospital
- (PS2-D77) **Cognitive Inflexibility as a Potential Mechanism of Suicidal Thoughts and Behaviors: A Systematic Review**
Yeonsoo Park, M.A., Brooke A. Ammerman, Ph.D., University of Notre Dame
- (PS2-D78) **Prevalence and Correlates of Adolescent Self-injurious Thoughts and Behaviors: Population-based Study in Rural Burkina Faso**
Tracie I. Ebalu, B.S.¹, Jaclyn C. Kearns, M.A.², Lucienne Ouermi, Ph.D.³, Mamadou Bountogo, Ph.D.³, Ali Sié, Ph.D.³, Till Bärnighausen, M.D., M.S.⁴, Guy Harling, M.P.H., Ph.D.⁴, 1. University of Pittsburgh, 2. University of Rochester, 3. Centre de Recherche en Santé de Nouna, 4. Institute for Global Health
- (PS2-D79) **The Influence of Social Problem-solving Orientation on the Relation Between Lifetime Discrimination and past Month Passive Suicidal Ideation in a Diverse, Young Adult Sample**
Roberto Lopez, Jr., M.A., Christianne Esposito-Smythers, Ph.D., George Mason University
- (PS2-D80) **Locking Families into Lethal Means Interventions: A PRISMA Scoping Review (ScR)**
Emily L. Mitchell, Ph.D.¹, Sarah R. Sullivan, M.S.², Marianne S. Goodman, M.D.³, Kyrá Hamerling-Potts, B.A.¹, Lakshmi Chennapragada, M.A.¹, 1. James J. Peters Veterans Affairs Medical Center, 2. Hunter College, City University of New York, 3. Icahn School of Medicine at Mount Sinai

- (PS2-D81) A Qualitative Study of Risk Pathways for Suicide Ideation and Behavior Among Black Youth Presenting to an Emergency Department**
Erica Rodriguez, B.A.¹, Alexis R. Hopkins, M.P.H.¹, Lauren E. Gulbas, Ph.D.², Carolina Hausmann-Stabile, Ph.D.³, Colleen C. Katz, Ph.D., LCSW¹, Ana Ortin-Peralta, Ph.D.⁴, Regina Miranda, Ph.D.¹, 1. Hunter College, City University of New York, 2. Steve Hicks School of Social Work, 3. Bryn Mawr College, 4. Ferkauf Graduate School of Psychology, Yeshiva University
- (PS2-D82) Testing Suicide Ideation-to-action Differences Among Those with NSSI**
Lindsay L. Littleton, Joey Barber, Devion M. Rehbein, Jennifer J. Muehlenkamp, Ph.D., University of Wisconsin - Eau Claire
- (PS2-D83) Examining the Differential Effects of Cognitive Control on the Relationship Between covid-19-related Hopelessness and Suicidal Ideation Severity**
Olivia C. Lawrence, B.A., Devon Peterkin, B.A., Mia Krumerman, B.A., Megan L. Rogers, Ph.D., Jenelle Richards, M.A., Igor Galynker, M.D., Ph.D., Mount Sinai Beth Israel, Department of Psychiatry
- (PS2-D84) A Network Analysis of the Impact of COVID-19 Pandemic on Suicidality: Moderating Effect of Economic Hardship**
Inna Goncarencu¹, Megan L. Rogers, Ph.D.², Igor Galynker, M.D., Ph.D.², 1. Teachers College, Columbia University, 2. Mount Sinai Beth Israel, Department of Psychiatry
- (PS2-D85) Trajectories of Cognitive Emotion Regulation Strategies in Emerging Adults with Different Self-harm Histories**
Beverlin Rosario-Williams, M.A.¹, Emily L. Mitchell, PhD², Aliona Tsytes, Ph.D.³, Regina Miranda, Ph.D.⁴, 1. Hunter College, City University of New York, 2. James J. Peters VA Medical Center, 3. University of Pittsburgh, 4. Hunter College and The Graduate Center, City University of New York
- (PS2-D86) Assessing Suicidality in the Moment: Acceptability of a Smartphone-delivered Suicide EMA to Partial Hospital Patients**
Erin E. Beckham, B.A.¹, Heather Martin¹, Yas Salon², Melanie Hom, Ph.D.³, Courtney Beard, Ph.D.¹, 1. McLean Hospital, 2. Tufts University, 3. Stanford University
- (PS2-D87) Perceived Burdensomeness, Thwarted Belongingness and Interoceptive Deficits: A Commonality Approach to Non-suicidal Self-injury**
Ronan L. Wilson, B.A., Allison Cunning, M.A., Diana Rancourt, Ph.D., University of South Florida
- (PS2-D88) Emotion Reactivity and Substance Use as Independent and Interacting Risk Factors for Nonsuicidal Self-injury**
McKenzie Himelein-Wachowiak, B.A., Kristen Sorgi-Wilson, M.A., Joey C. Cheung, M.A., Nicole K. Ciesinski, M.A., Lynette C. Krick, B.A., Michael S. McCloskey, Ph.D., Temple University
- (PS2-D89) Causal Uncertainty and Suicidal Ideation: The Moderating Role of Primary and Secondary Control**
Justyna Jurska, Ph.D., Peggy Andover, Ph.D., Fordham University

- (PS2-D90) Unique Impact of Shame and Multi-level Distal Minority Stress on Suicide Risk Among Sexual and Gender Minority Young Adults: Implications for Individual- and Structural-level Interventions**
Ash M. Smith, B.S.¹, Danielle S. Berke, Ph.D.², Madalyn Liautaud, M.A.¹, Mollie Ruben, Ph.D.³, 1. The Graduate Center, City University of New York, 2. Hunter College, City University of New York, 3. University of Maine
- (PS2-D91) Self- versus Clinician-administered Crisis Response Plan**
Simran Bhola¹, Lauren Khazem, Ph.D.¹, Christina R. Bauder, M.P.H., Ph.D., LPC¹, Craig J. Bryan, ABPP, Psy.D.², 1. The Ohio State University, 2. The Ohio State University Wexner Medical Center
- (PS2-D92) Assessing the Association Between Reasons for Living and Suicidal Thoughts Among Adolescents Concurrently and Longitudinally**
Irene Zhang, M.A.¹, David A. Jobes, Ph.D.¹, Amy M. Brausch, Ph.D.², 1. The Catholic University of America, 2. Western Kentucky University
- (PS2-D93) Twenty Years of Neglecting Suicidal Ideation in Africa with Insufficient Interventions: A Systematic Review**
Srishti Sardana, M.A., M.S.¹, Brandon Knettel, Ph.D.², 1. Duke Psychiatry and Behavioral Sciences, Duke University School of Medicine, 2. Duke University
- (PS2-D94) Inhibitory Control Moderates the Relationship Between Compulsive Behavior and Non-suicidal Self-injury**
Hadar Naftalovich, B.A., M.A., Shachar Hochman, Ph.D., Eyal Kalanthroff, Ph.D., The Hebrew University of Jerusalem
- (PS2-D95) Age, Race, and Sex-stratified Demographic Variation of Lethal Means for Suicide in the United States Reduces to Two Dimensions**
Joseph Sexton¹, Hao Wu, Ph.D.², 1. Vanderbilt University, 2. Vanderbilt University, Peabody College
- (PS2-D96) Associations Between Parent Characteristics and Acceptability of Exposure-based Treatments for Child and Adolescent Anxiety**
Allison Rumelt, M.S.¹, Camilo Ortiz, Ph.D.², Jill H. Rathus, Ph.D.³, Hilary B. Vidair, Ph.D.², 1. Long Island University Post and Center for Anxiety, 2. Long Island University-Post, 3. Cognitive Behavioral Associates

Poster Session 3

Adult Depression

Key Words: *Clinical Decision Making, Depression, Evidence-Based Practice*

Poster Session 3A

(PS3-A1) Factors Impacting Clinical Decisions for Referral of Psychotherapies for Depression

Stephanie L. Nelson, Psy.D.¹, Ranjana Srinivasan, Ph.D.¹, Lauren Wash, M.A.², Madeline L. Ehrenberg, B.A.³, Cory K. Chen, Ph.D.¹, 1. VA New York Harbor Healthcare System 2. University of North Carolina at Chapel Hill, 3. Yale University School of Medicine

(PS3-A2) The Effects of Covid-focused Expressive Writing and Benefit Focused Writing on Symptoms of Depression in College Students: Randomized Controlled Trial

Sarah M. Robertson, Ph.D., Patrick Meyer, Kaiya Brand, Sophie Buchmaier, College of Charleston

(PS3-A3) Changes in Neuroticism Through the Unified Protocol for Transdiagnostic Treatment of Depressive and Anxiety Disorders

So Sugita, B.S.¹, Masaya Ito, Ph.D.¹, Noriko Kato, M.D.¹, Ayaka Toyota, M.A.¹, Shun Nakajima, Ph.D.¹, Yoshitake Takebayashi, Ph.D.¹, Asami Komazawa, Ph.D.¹, Chiaki Nakayama, Ph.D.¹, Keiko Yamaguchi, Ph.D.¹, Yuki Oe, M.A.¹, Hiroko Fujisato, Ph.D.¹, Mitsuhiro Miyamae, Ph.D.², Masaru Horikoshi, Ph.D.¹, Kaichi Yabe, B.A.¹, Kyosuke Kaneko, M.A.¹, 1. National Center of Neurology and Psychiatry, National Center for Cognitive Behavior Therapy and Research, 2. National institutes for Quantum Science and Technology

(PS3-A4) Exploring the Interaction Between Borderline Symptoms and Interpersonal Constructs Associated with Suicide Risk

Paloma K. Zabala, B.A., Dede K. Greenstein, Ph.D., Kelly Hurst, Ph.D., Carlos Zarate, M.D., Elizabeth D. Ballard, Ph.D., National Institute of Mental Health

(PS3-A5) Rumination on Problems: A Longitudinal Analysis of a New Measure of Depressive Rumination in the Prediction of Well-being

Clorinda E. Velez, Ph.D.¹, Elizabeth D. Krause, Ph.D.², Kim Ngan Hoang, B.A.³, Jane Gillham, Ph.D.², 1. Quinnipiac University, 2. Swarthmore College, 3. University of Alberta

(PS3-A6) Family Relationships and Mental Health in Racially Diverse College Students During the covid-19 Pandemic

Melissa Escobar, M.A., Emily Judd, B.A., Marline Francois, LCSW, Jazmin Jazmin Reyes-Portillo, Ph.D., Carrie Masia, Ph.D., Montclair State University

(PS3-A7) A Potential Depression Correlate: Exploring the Impact of Gender Role Nonconformity on Depression Symptoms

Allison Sparpana, B.A.¹, Elizabeth F. Sullivan, B.A.¹, Zamfira Parincu, B.A.¹, Molly K. Irvin, B.A.¹, Molly Arnold, B.A.², Katherine A. Collins, Ph.D., LCSW¹, Matthew Hoptman, Ph.D.¹, Dan V. Iosifescu, M.D., M.S.¹, 1. Nathan Kline Institute, 2. University of Rochester

(PS3-A8) Examining Positivity Avoidance and Dampening Strategies: A Community Network Analysis

Michael R. Gallagher, B.S.¹, Amanda C. Collins, M.S.¹, E. Samuel Winer, Ph.D.², 1. Mississippi State University, 2. The New School for Social Research

(PS3-A9) To Each Their Own: Factors Associated with Interest in Treatments for Depression

Haley Raybin, B.A.¹, Eric Uhl, M.A.¹, Ashley Elephant Baratz, Ph.D.², Ricardo F. Muñoz, Ph.D.¹, Yan Leykin, Ph.D.¹, 1. Palo Alto University, 2. Outside the Lines

(PS3-A10) Depression-related Stigma Adversely Affects Functioning Beyond Depression Symptoms

Kyle Retzler, B.A.¹, Nareg Keledjian, B.A.¹, Ashley Elephant Baratz, Ph.D.², Yan Leykin, Ph.D.¹, 1. Palo Alto University, 2. Outside the Lines

(PS3-A11) In Search for Representation: Reporting of Racial and Ethnic Diversity in Clinical Trials of Internet-based CBT for Depression

Robinson De Jesús-Romero, M.S., Lorenzo Lorenzo-Luaces, Ph.D., Amani Holder-Dixon, B.S., Indiana University

(PS3-A12) The Relationship Between Social Anxiety, Depression, and Employment in a Sample of Diverse Job Seekers

Olivia M. Losiewicz, M.A.¹, Richard LeBeau, Ph.D.¹, Jennie Jester, Ph.D.², Joseph Himle, Ph.D., MSW², Michelle G. Craske, Ph.D.¹, 1. University of California, Los Angeles, 2. University of Michigan

(PS3-A13) The Maternal Body Beliefs Scale: Psychometric Properties and Links with Perinatal Depression

Elizabeth D. Krause, Ph.D.¹, Kim Ngan Hoang, B.A.², Clorinda E. Velez, Ph.D.³, Jane Gillham, Ph.D.¹, 1. Swarthmore College, 2. University of Alberta, 3. Quinnipiac University

(PS3-A14) Associations Among Experiential Avoidance, Positive Affect, and Reward Responsivity

Jessica S. Fields, B.A.¹, Sarah T. Wieman, M.S.¹, Helen Z. MacDonald, Ph.D.², Gabrielle I. Liverant, Ph.D.¹, 1. Suffolk University, 2. Emmanuel College

(PS3-A15) The Effect of Social Media Subtle Communication on Beliefs About Mental Illness Trajectories

Whitney M. Whitted, B.A., Kristen P. Howard, M.A., Daniel R. Strunk, Ph.D., Jennifer S. Cheavens, Ph.D., The Ohio State University

(PS3-A16) A General Factor of Self-reported Interoception Moderates the Effects of Depression Level on Somatic Symptoms

Shin-Young Kim, M.A., Ronald D. Rogge, Ph.D., University of Rochester

(PS3-A17) Exploring the Effects of Employment History, Social Anxiety, and Depressive Symptoms on Job Seeking Behavior

Shawn Wang, B.A.¹, Julia Yarrington, M.A.¹, Allison V. Metts, M.A.¹, Brooke Cullen, B.A.¹, Richard LeBeau, Ph.D.¹, Joseph Himle, Ph.D., MSW², Michelle G. Craske, Ph.D.¹, 1. University of California, Los Angeles, 2. University of Michigan

(PS3-A18) Change in College Student Neuroticism and Depression over 17 Years: rising Vulnerability to Depression

Natalia Provolo, B.A., Jazmin A. Nieves, B.S., Nathaniel R. Herr, Ph.D., Kathleen C. C. Gunthert, Ph.D., American University

(PS3-A19) Facilitating Social Connection During Social Distancing

Ruba Rum, M.S., Gabriella Silva, B.S., Justine Brennan, B.A., Kimberly Davis, Cassandra Lyman, Fallon R. Goodman, Ph.D., University of South Florida

(PS3-A20) Depression and Substance Use Among Women in the Community Experiencing Intimate Partner Violence

Emmanuel D. Thomas, M.A., Reina Kiefer, M.A., Nicole Weiss, Ph.D., University of Rhode Island

(PS3-A21) Cumulative Risk of Number of Children Living in the Household and Socioeconomic Status on Adult Psychopathology During the COVID-19 Pandemic

Chelsea L. Reaume, M.A.¹, Linda Sosa-Hernandez, M.A.², Sadie F. McVey Neufeld¹, Jessica A. Seddon, M.S.¹, Kristel Thomassin, Ph.D.¹, 1. University of Guelph, 2. University of Waterloo

(PS3-A22) Implicit Self-depressed Associations Are a Prognostic Indicator of Depressive Recurrence After Recovery: A Canadian Biomarker Integration Network for Depression (CAN-BIND) Study

Katerina Rnic, Ph.D., Joelle LeMoult, Ph.D., Ivan Torres, Ph.D., Raymond Lam, M.D., The University of British Columbia

(PS3-A23) Predictors of Depressive Symptomatology in Latinx Fathers

Elisa Borrero, M.A.¹, Anastasia Rose, B.A.², Abigail Kauric¹, Amy Przeworski, Ph.D.¹, 1. Case Western Reserve University, 2. University of Michigan

(PS3-A24) Group Therapy for Depression: Assessing Acceptance and Commitment Therapy (ACT) and Cognitive Behavioral Therapy for Depression (CBT-D) in an Intensive Outpatient Sample

Emily Hubbard, B.A., Jared O'Garro-Moore, Ph.D., Constance Abruzzese, Ph.D., Elizabeth Ellman, Psy.D., Erica Gottlieb, Ph.D., Zachary Blumkin, Psy.D., Columbia University Medical Center

(PS3-A25) Longitudinal Associations Between Peer Victimization and Depressive Symptoms Among Offspring of Mothers with a History of MDD

Elana S. Israel, B.A., Brandon E. Gibb, Ph.D., Binghamton University

Poster Session 3

Child/Adolescent- Depression, Schizophrenia/Psychotic Disorders

Key Words: *Depression, Stress, Rumination, Child, Adolescent. Psychosis/Psychotic Disorders*

Poster Session 3B

(PS3-B26) Effects of a Digital Program on Perceived Stress and Rumination in Adolescents Aged 13-17 Years

Haley E. Ward, B.A., Cynthia J. Miles, B.S., Eliane M. Boucher, Ph.D., Ryan Honomichl, M.S., Ph.D., Happify Health, Inc.

(PS3-B27) Exposure to covid-19-related Stress and Gender Moderate the Relationship Between Social Media Use and Depression in Late Adolescence

Emily Scarpulla, M.A., Cynthia Erdley, Ph.D., University of Maine

(PS3-B28) Rumination as a Mechanism of the Prospective Association Between COVID-19 Stress and Internalizing Symptoms in Adolescents

Kerensa Nagle, B.A.¹, Joseph Fredrick, Ph.D.², Melissa R. Dvorsky, Ph.D.³, Rosanna Breaux, Ph.D.⁴, Joshua Langberg, Ph.D.⁵, Stephen P. Becker, Ph.D.², 1. Cincinnati Children's Hospital, 2. Cincinnati Children's Hospital Medical Center, 3. Children's National Health System, 4. Virginia Tech, 5. Virginia Commonwealth University

(PS3-B29) Behavioral Activation Therapy for Adolescents with Anhedonia: Reward-related Neural and Behavioral Predictors of Treatment Outcome

Anna O. Tierney, B.A.¹, Hallie A. Brown, B.A.¹, Emma G. Balkind, B.S.¹, Laura Murray, Ph.D.¹, Aruni Ahilan¹, Brianna Pastro, B.S.², Elana S. Israel, B.A.³, Erika Forbes, Ph.D.⁴, Diego A. Pizzagalli, Ph.D.⁵, Christian Webb, Ph.D.¹, 1. McLean Hospital / Harvard Medical School, 2. Fordham University, 3. Binghamton University, 4. University of Pittsburgh, 5. Harvard Medical School

(PS3-B30) Cross Generational Transmission of Depression: The Role of Maternal Depression and Maternal Reward Sensitivity

Emily Chua¹, Nathan A. Kline, B.S.¹, Amanda N. Holbrook, B.A.¹, Greg Hajcak, Ph.D.², Nader Amir, Ph.D.¹, 1. San Diego State University, 2. Florida State University

(PS3-B31) Linguistic Analysis of Adolescent Narratives of Stressful Life Events: Associations Between First-person Pronoun Usage, Depression, and Emotion Dysregulation

Gwyneth DeLap, B.A., James S. Sheinbaum, Lisa R. Starr, Ph.D., Angela C. Santee, M.A., University of Rochester

(PS3-B32) Resiliency in the Face of Cyber Victimization: Family, but Not Peer, Support Emerges as a Protective Factor

Caroline Kelberman, B.A., Jade S. Perry, M.A., Michelle L. Buffie, M.A., Douglas W. Nangle, Ph.D., Eleanor Schuttenberg, B.S., University of Maine

(PS3-B33) Mothers' Punishment Learning Rate Predicts Offspring Anhedonia: A Multi-method Investigation of Intergenerational Risk

Natalie S. Marr, B.S.¹, Kevin G. Saulnier, M.S.¹, Camilla Van Geen, B.S.², Dara E. Babinski, ABPP, Ph.D.¹, Brittany Massare, M.D.¹, Dahlia Mukherjee, Ph.D.¹, 1. Penn State College of Medicine, 2. University of Pennsylvania

(PS3-B34) Adapting to Change: The Relationship Between Secondary Control Beliefs and School Climate

Arlene Ocampo, Laura Saldana, M.A., Antonio Polo, Ph.D., DePaul University

(PS3-B35) Family Conflict and Youth Depression: Considering Bidirectional Influences Across Early Adolescence Using Integrative Data Analysis (IDA)

Samuel B. Seidman, M.A., Rachel N. McClaine, B.A., Arin Connell, Ph.D., Case Western Reserve University

(PS3-B36) Relative Importance of Perceived Contextual Stressors in Relation to Latinos' Depressive Symptoms, Delinquent Behaviors, and Verbal Hostility

Seth M. Almaraz, B.A., Stephanie Cinnater, B.A., Scott Plunkett, Ph.D., California State University, Northridge

(PS3-B37) South Asian Parent Attitudes Towards Digital Mental Health Interventions

Ria R. Nagar, M.S., Page L. Anderson, ABPP, Ph.D., Georgia State University

(PS3-B38) Early Adversity and Depressive Symptoms Among Early Adolescent Girls: The Mediating Role of Exposure to Recent Interpersonal Acute Stress

Erin E. Dunning, M.A.¹, Frances Chen, Ph.D.², Carey Marr, Ph.D.³, Julia Cheng, B.A.⁴, Suzanne Vrshek-Schallhorn, ABPP, Ph.D.⁵, Catherine B. Stroud, Ph.D.⁶, 1. Temple University, 2. Georgia State University, 3. University of New South Wales, 4. Icahn School of Medicine at Mount Sinai, 5. University of North Carolina at Greensboro, 6. Williams College

(PS3-B39) Prevalence of Specific Dysfunctional Beliefs and Attitudes About Sleep Constructs in a Population of Suicidal Adolescents at Entry and Discharge to Treatment: An Exploratory Investigation

Afsoon Gazor, M.S., Emery G. Letter, B.S., William D. Brown, ABPP, Ph.D., Sunita M. Stewart, ABPP, Ph.D., University of Texas Southwestern Medical Center/Children's Medical Center

(PS3-B40) Daytime Social Media Checking—but Not Social Media 'Screen Time'—predicts Evening Negative Mood Among Adolescents

Melissa J. Dreier, PhD¹, Sarah Bregna, 1, Saskia L. Jorgensen, Ph.D.¹, Ella Diab², Jessica L. Hamilton, Ph.D., 1. Rutgers University, State University of New Jersey, 2. Notre Dame University

(PS3-B41) Effects of an Online Compassion-focused Intervention on Loneliness and Depressive Symptoms in Middle School Students: The Inspiring Comfort Program

Taylor Walls, M.A.¹, Marcus Flax, B.A.¹, Hannah M. Thomas, M.A.¹, Jeremy Fox, Ph.D.¹, Jen Marr², Pat Breux, B.S.³, Carrie Masia, Ph.D.¹, 1. Montclair State University, 2. Inspiring Comfort LLC, 3. Suicide Prevention Center of New York

(PS3-B42) Is It in the Family? Emotional Clarity and Attention Control Links Between Parents and Children

Emma Church, B.A., Caitlin J. Tytler, B.S., Ilya Yaroslavsky, Ph.D., Cleveland State University

(PS3-B43) Understanding the Role of Salience in Delusion Formation Using a Modified Box Task

Laura A. Simon-Pearson, M.A.¹, David P. O'Connor, M.S.¹, Srivatsan Uchani, B.A.¹, Karin T. Wang, M.A.¹, Dr Mark Serper, Ph.D.², 1. Hofstra University, 2. Hofstra University and Zucker School of Medicine at Hofstra/Northwell

(PS3-B44) The Feasibility of Digitally Delivered Cognitive Behavioural Therapy for Psychosis: A Systematic Review

Jessica N. D'Arcey, M.S.¹, Sylvia Romanowska, M.A., M.S.¹, Talia Leibovitz¹, Shreya Jagtap¹, Karin A. Onno², Michael Best, Ph.D.¹, 1. University of Toronto, 2. Lakehead University

(PS3-B45) Paranoia, Focus of Attention, and Anxiety: An Experimental Study

Dennis R. Combs, Ph.D., David W. Rose, III, M.S., Anwesha Maitra, M.S., Areni Alaverdi, B.A., Shalet Punnoose, M.S., The University of Texas at Tyler

(PS3-B46) Horyzons USA: Open Pilot Trial Findings and the Mediating Effect of Engagement on the Alliance-outcome Relationship

Bryan J. Stiles, B.A., Elena L. Pokowitz, David L. Penn, Ph.D., University of North Carolina at Chapel Hill

(PS3-B47) Examining Emotional Regulation Through Imaging: A Cognitive and Behavioral Analysis of Suicidality in Schizophrenia

Elizabeth F. Sullivan, B.A.¹, Allison Sparpana, B.A.¹, Zamfira Parincu, B.A.¹, Molly K. Irwin, B.A.¹, Molly Arnold, B.A.², Dan V. Iosifescu, M.D., M.S.¹, Matthew Hoptman, Ph.D.¹, 1. Nathan Kline Institute, 2. University of Rochester

(PS3-B48) Faculty Attitudes About Lived Experience Advisory Boards

Samantha Kirshon, M.S.¹, Kate Hardy, Ph.D.², Melanie Lean, Ph.D.², Katherine Eisen, Ph.D.³, 1. PGSP-Stanford PSY. D. Consortium, 2. Stanford University, 3. Stanford University School of Medicine

(PS3-B49) Psychosis-spectrum Symptoms and Related Distress Are Linked to Suicidal Ideation and Attempts in Psychiatrically Hospitalized Adolescents

Sydney Velotta, B.S.¹, Margaret Nail, B.S.¹, Briana A. Paulo, Ph.D.², Jennifer C. Wolff, Ph.D.³, Elizabeth Thompson, Ph.D.¹, 1. Rhode Island Hospital/Alpert Medical School of Brown University, 2. Northeastern University, 3. Warren Alpert Medical School of Brown University

(PS3-B50) Examining the Specificity of Self-report Measures of Schizotypy

Noelle A. Warford, M.A., Joshua Cahill, Peter G. Mezo, Ph.D., University of Toledo

Poster Session 3

Obsessive Compulsive and Related Disorders, Schizophrenia/Psychotic Disorders

Key Words: OCD (Obsessive-Compulsive Disorder), Child, Disgust, Adolescent, Psychosis/
Psychotic Disorders, Rumination

Poster Session 3C

(PS3-C51) Experiences of Psychedelic Use Among Individuals with Psychotic Symptoms

Jade I. Gallo, B.S.¹, Joseph T. La Torre², Arghavan Nepton², Mehdi Mohammadli, B.S.¹, Timothy Michaels, Ph.D.³, Monnica T. Williams, ABPP, Ph.D.², 1. University of Connecticut, 2. University of Ottawa, 3. The Zucker Hillside Hospital

(PS3-C52) Examining Latent Profiles of Schizotypy Using the Multidimensional Schizotypy Scale – Brief

Noelle A. Warfford, M.A., Peter G. Mezo, Ph.D., University of Toledo

(PS3-C53) The Hinting Task in Higher-functioning Populations: Preliminary Revisions

Joel M. Martin, Ph.D., Anthony Baker, Mckenzie Schwartz, Keeley Vaught, Blake Hall, Sam Keidan, Butler University

(PS3-C54) The Assessment of Measures of Paranoia: A Validity Study

Dennis R. Combs, Ph.D., University of Texas at Tyler

(PS3-C55) Jumping to Conclusions About Intrusive Thoughts: Relationships to Own Level of Obsessive-compulsive Tendencies

Debbie M. Warman, Ph.D., University of Indianapolis

(PS3-C56) Rumination and Metacognitions Mediate the Relationship Between Intolerance of Uncertainty and OCD Symptoms

Myranda Cook, B.S.¹, Berta J. Summers, Ph.D.², 1. University of North Carolina Wilmington, 2. University of North Carolina

(PS3-C57) The Effect of Disgust Propensity and Sensitivity on Distress During Exposure Tasks for Youth with OCD

Lauren Milgram, B.A.¹, Zoe Brown, B.A.², Erin O'Connor, Ph.D.², Michael Walther, Ph.D.², Jennifer Freeman, Ph.D.², Kristen Benito, Ph.D.², 1. University of Miami, 2. Bradley Hospital

(PS3-C58) Rethinking Object Attachment - Development and Validation of a New Measure

Jonathan David, B.A., M.S., Melissa M. Norberg, Ph.D., Macquarie University

- (PS3-C59) Is Disgust Proneness an Endophenotype for OCD? A Self-report Examination of Individuals with OCD, Their First-degree Relatives, and Healthy Controls**
Sarah C. Jessup, M.A., Bunmi O. Olatunji, Ph.D., Vanderbilt University
- (PS3-C60) Examining the Role of Reassurance Seeking in Body Dysmorphic Disorder**
Olivia Provost-Walker, M.A., Danielle A. Uy, M.A., Virginia Tsekova, M.A., Stephanie Cassin, Ph.D., Alyssa Counsell, Ph.D., Martin M. Antony, Ph.D., Ryerson University
- (PS3-C61) Psychometric Properties of the Obsessive-compulsive Inventory-revised Among Clinical and Non-clinical Populations in Japan**
Kaichi Yabe, B.A.¹, Masaya Ito, Ph.D.¹, Hironori Kuga, M.P.H., M.D., Ph.D.¹, Yasue Mitamura, M.S.², Kyosuke Kaneko, M.A.¹, So Sugita, B.S.¹, 1. National Center of Neurology and Psychiatry, National Center for Cognitive Behavior Therapy and Research, 2. National Center Hospital for Neurology and Psychiatry, Department of Clinical Psychology
- (PS3-C62) Relations Among the COVID-19 Pandemic, Race, and OCD Symptoms**
Anna M. Wurzer, B.A., Fiona C. Ball, B.S., Kevin D. Wu, Ph.D., Northern Illinois University
- (PS3-C63) Positive Affect in Obsessive-compulsive Disorder**
Ana Bogdanovich, B.S.¹, Sarah Milback, B.S.², Sarah G. Garnaat, Ph.D.², Christina L. Boisseau, Ph.D.³, Maria C. Mancebo, Ph.D.², Jane L. Eisen, M.D.⁴, Steven A. Rasmussen, M.D.⁵, 1. Butler Hospital, 2. Alpert Medical School of Brown University, 3. Northwestern University Feinberg School of Medicine, 4. McLean Hospital, 5. Brown University
- (PS3-C64) A Pilot Study of "BOLD": A Text-message Based App to Support Homework Adherence in Exposure and Response Prevention for Obsessive-compulsive Disorder**
Bryanna K. Mackey, B.A.¹, Kristen Doran, M.S., LPC², Danielle Wylie³, Jeremy Tyler, Psy.D.⁴, Rachel A. Schwartz, Ph.D.¹, 1. Perelman School of Medicine at the University of Pennsylvania, 2. West Chester University 3. University of Pennsylvania School of Medicine, 4. University of Pennsylvania
- (PS3-C65) Directionality of Change in Obsessive Compulsive Disorder (OCD) Symptoms and Depression Symptoms over Six Years in a Naturalistic Clinical Sample**
Gina M. Belli, B.A.¹, Maria C. Mancebo, Ph.D.², Jane L. Eisen, M.D.³, Steven A. Rasmussen, M.D.⁴, Christina L. Boisseau, Ph.D.¹, 1. Northwestern University Feinberg School of Medicine, 2. Alpert Medical School of Brown University, 3. McLean Hospital, 4. Brown University
- (PS3-C66) The Relationship Between OCD, Depression, and Interpretations of Intrusive Thoughts**
Chase DuBois, B.A.¹, Carly S. Rodriguez, B.A.¹, Maya E. Tadross¹, Jennifer R. Persia,¹ Christopher G. Lung, B.S.¹, Samantha N. Hellberg, M.A.¹, Heidi J. Ojalehto, M.A.¹, Nicholas S. Myers, M.A.¹, Lia Follet², Jonathan Abramowitz, Ph.D.¹, 1. University of North Carolina at Chapel Hill, 2. Harvard University

(PS3-C67) Clinical Characteristics of Sexual Minority Individuals with Body

Dysmorphic Disorder

Emma C. Wolfe, Ph.D.¹, Zoë Laky, B.A.², Ivar Snorrason, Ph.D.¹, Angela Fang, Ph.D.³, Berta J. Summers, Ph.D.⁴, Hilary Weingarden, Ph.D.¹, Katharine A. Phillips, M.D.⁵, Sabine Wilhelm, Ph.D.⁶, Jennifer L. Greenberg, Psy.D.¹, 1. Massachusetts General Hospital, 2. American University, 3. University of Washington, Seattle, 4. University of North Carolina, 5. Weill Cornell Medical College, 6. Massachusetts General Hospital/Harvard Medical School

(PS3-C68) COVID-19 Anxiety's Influence on Obsessive Compulsive Symptoms Among African American Young Adults

Yennefer Ayala, Henry A. Willis, Ph.D., University of North Carolina at Chapel Hill

(PS3-C69) The Relationship Between Contrast Avoidance and Obsessive-compulsive Symptom Dimensions

Nicholas S. Myers, M.A., Aidan A. Colvin, B.A., Heidi J. Ojalehto, M.A., Samantha N. Hellberg, M.A., Carly S. Rodriguez, B.A., Chase DuBois, B.A., Jonathan Abramowitz, Ph.D., University of North Carolina at Chapel Hill

(PS3-C70) The Relationship Between Tolerance of Uncontrollability and Obsessive-compulsive Symptom Dimensions

Nicholas S. Myers, M.A., Heidi J. Ojalehto, M.A., Samantha N. Hellberg, M.A., Chase DuBois, B.A., Carly S. Rodriguez, B.A., Jonathan Abramowitz, Ph.D., University of North Carolina at Chapel Hill

(PS3-C71) The Relationship Between Dissociative Experiences and Obsessive-compulsive Symptom Dimensions

Nicholas S. Myers, M.A., Maya E. Tadross, Samantha N. Hellberg, M.A., Heidi J. Ojalehto, M.A., Carly S. Rodriguez, B.A., Chase DuBois, B.A., Jonathan Abramowitz, Ph.D., University of North Carolina at Chapel Hill

(PS3-C72) Clinical Correlates of Pediatric Trichotillomania

MaryGray Stolz, M.A.¹, Rachel Canella, M.A.¹, Hilary E. Kratz, Ph.D.¹, Hana Zickgraf, Ph.D.², Martin E. Franklin, Ph.D.³, 1. La Salle University, 2. The University of Alabama, 3. Rogers Behavioral Health

(PS3-C73) Does Comorbid PTSD Impact Symptom Presentation in OCD?

Sarah Milback, B.S.¹, Ana Bogdanovich, B.S.², Sarah G. Garnaat, Ph.D.¹, Christina L. Boisseau, Ph.D.³, Maria C. Mancebo, Ph.D.¹, Jane L. Eisen, M.D.⁴, Steven A. Rasmussen, M.D.⁵, 1. Alpert Medical School of Brown University, 2. Butler Hospital, 3. Northwestern University Feinberg School of Medicine, 4. McLean Hospital, 5. Brown University

(PS3-C74) The Relationship Between Changes in Perfectionistic Cognitions and Obsessive-compulsive Symptoms in Exposure and Response Prevention

Bryanna K. Mackey, B.A.¹, Gabriella E. Hamlett, M.A.², Jeremy Tyler, Psy.D.², Keith E. Bredemeier, Ph.D.¹, Edna B. Foa, Ph.D.³, 1. Perelman School of Medicine at the University of Pennsylvania 2. University of Pennsylvania

(PS3-C75) The Role of Covid-related Cognitive Impairment on Obsessive-compulsive Symptoms Beyond Anxiety Sensitivity and Emotion Dysregulation

Ashlyn R. Suchand, B.S.¹, Anita Saha, B.S., M.S.¹, Patricia J. Mejia, B.S.¹, Amanda M. Raines, Ph.D.², Michael J. McDemott, Ph.D.¹, 1. University of Louisiana at Lafayette, 2. Southeast Louisiana Veterans Health Care System

Poster Session 3

Bipolar Disorders, Obsessive Compulsive and Related Disorders, Tic and Impulse Control Disorders

Key Words: OCD (Obsessive-Compulsive Disorder), Adolescents, Psychometrics

Poster Session 3D

(PS3-D76) Identified Challenges and Innovative Solutions for Implementing Exposure with Response Prevention (ERP) Among Frontline OCD Therapists

Ainsley K. Patrick, B.A., Kesley A. Ramsey, Ph.D., Joey Ka-Yee Essoe, Ph.D., Joseph McGuire, Ph.D., Johns Hopkins University School of Medicine

(PS3-D77) Examining Clinical Insight and Symptom Types in Obsessive-compulsive Disorder

Snigdha Kamarsu, B.A.¹, Maria C. Mancebo, Ph.D.², Jane L. Eisen, M.D.³, Steven A. Rasmussen, M.D.⁴, Christina L. Boisseau, Ph.D.¹, 1. Northwestern University Feinberg School of Medicine, 2. Alpert Medical School of Brown University, 3. McLean Hospital, 4. Brown University

(PS3-D78) OCD Relates to Difficulty Inhibiting Repetitive Urges

Laura B. Bragdon, Ph.D.¹, Jacob A. Nota, ABPP, Ph.D.², Goi Khia Eng, Ph.D.³, Amanda N. Belanger, B.S.³, Nicolette Recchia, B.S.⁴, Pearl Kravets, B.A.⁵, Katherine A. Collins, Ph.D., LCSW⁶, Emily Stern, Ph.D.⁷, 1. New York University School of Medicine, 2. Mclean Hospital/Harvard Medical School, 3. New York University Langone Medical Center, 4. The Nathan Kline Institute, 5. New York University School of Medicine, Nathan Kline Institute for Psychiatric Research, 6. Nathan Kline Institute, 7. New York University School of Medicine and Nathan Kline Institute for Psychiatric Research

(PS3-D79) The Relationship Between Neural Measure of Expectancy Violation and Dimensional Measure of Obsessive-compulsive Contamination-concerns

Emily Chua, Henry Wong, Amanda N. Holbrook, B.A., Nader Amir, Ph.D., San Diego State University

(PS3-D80) SCA.m.P: Development of a Test of Hair Pulling

Jigeesha Ghosh, B.S.¹, Ruth Golomb, LPC², Suzanne Mouton-Odum, Ph.D.³, Megan L. Boyd, B.A.¹, Margaret Froehlich, M.A.⁴, David A. Haaga, Ph.D.¹, 1. American University, 2. Behavior Therapy Center of Greater Washington, Private Practice, 3. College of Medicine, Psychology Houston, PC: The Center for Cognitive Behavioral Treatment, 4. Palo Alto University

(PS3-D81) Examining the Role of Obsessive Beliefs in Symptom Severity Using Anxious and Obsessive-compulsive Clinical Samples

Mia H. Weed, B.A., Dean McKay, ABPP, Ph.D., Fordham University

(PS3-D83) Impacts of Cannabis Use on Psychiatric Symptoms in Teens at High Risk for Mood Disorders

Robin D. Brown, B.S.¹, Marc J. Weintraub, Ph.D.², Danielle M. Denenny, Ph.D.³, Megan Ichinose, Ph.D.³, Georga M. Morgan-Fleming, B.A.³, Samantha Frey, B.S.³, Jennifer M. Gamara, Ph.D.², David J. Miklowitz, Ph.D.², 1. University of California, Los Angeles School of Medicine, 2. University of California, Los Angeles Semel Institute, 3. University of California, Los Angeles

(PS3-D84) Comparison of Hypomania Checklist Psychometrics in Pre-covid Pandemic and Pandemic-era Samples

John V. Miller¹, Rachael Kang, M.S.², Chase DuBois, B.A.³, Grace A. Little, B.A.⁴, Lillian Pitts⁴, Eric A. Youngstrom, Ph.D.⁴, 1. Stony Brook University & Helping Give Away Psychological Science, 2. Helping Give Away Psychology Science, 3. University of North Carolina at Chapel Hill, 4. The University of North Carolina at Chapel Hill & Helping Give Away Psychological Science

(PS3-D85) Impact of Social Interactions on Tic Frequency

Jordan T. Stiede, M.S., Douglas W. Woods, Ph.D., Marquette University

(PS3-D86) Psychological Distress and Problematic Internet Gaming: The Role of Emotion Dysregulation and Psychological Inflexibility

Frank Nieblas, B.A., Michael R. Lewin, Ph.D., California State University, San Bernardino

(PS3-D88) Community Clinicians' Use of Imaginal Exposure

Samuel Nayman, Ph.D., Stephen Whiteside, ABPP, Ph.D., Bridget K. Biggs, ABPP, Ph.D., Mayo Clinic

(PS3-D89) From Research to Clinic: Translating a Behavioral Weight Management Intervention for Adolescents to Clinic Telehealth Delivery

Samuel Nayman, Ph.D.¹, Bridget K. Biggs, ABPP, Ph.D.¹, Dawn Wilson, Ph.D.², Kristi V. Rodgers, M.A.¹, Seema Kumar, M.D.¹, Brian Lynch, M.D.¹, Tamim Rajjo, M.P.H., M.D.³, Rose Prissel, M.S.¹, Daniel Gaz, M.S.¹, Haylee Loncar, M.A.², 1. Mayo Clinic, 2. University of South Carolina, 3., Mayo Clinic Alix School of Medicine

Poster Session 4

Trauma and Stressor Related Disorders and Disasters

Key Words: OCD (Obsessive-Compulsive Disorder), PTSD (Posttraumatic Stress Disorder)
Trauma, Stress, Child, Adult, Military, Anxiety, Sleep

Poster Session 4A

(PS4-A1) Effect of Hormonal Contraception on Attentional Bias to Threat Among Individuals with PTSD

Anna C. Barbano, M.A., Matthew T. Tull, Ph.D., University of Toledo

(PS4-A2) Examining the Comorbidity of PTSD and OCD: Symptoms and Cognitions

Heidi J. Ojalehto, M.A., Lydia Adams, Megan M. Dailey, Samantha N. Hellberg, M.A., Nicholas S. Myers, M.A., Chase DuBois, B.A., Carly S. Rodriguez, B.A., Jonathan Abramowitz, Ph.D., University of North Carolina at Chapel Hill

(PS4-A3) Comparing Hypervigilance, Negative Posttraumatic Beliefs, and PTSD Symptoms Between Sexual and Gender Minority (SGM) and Non-sgm Adults

Travis A. Rogers, Ph.D.¹, Eli S. Gebhardt, B.S.², Joseph R. Bardeen, Ph.D.², 1. VA Ann Arbor Healthcare System, 2. Auburn University

(PS4-A4) Psychometric Properties of the Brief Hypervigilance Scale and Its Relations to Trauma Exposure and PTSD Symptoms

Travis A. Rogers, Ph.D.¹, Eli S. Gebhardt, B.S.², Joseph R. Bardeen, Ph.D.², 1. VA Ann Arbor Healthcare System, 2. Auburn University

(PS4-A5) Public Stigma for Law Enforcement Officers with PTSD and Work Stress Is Predicted by Race and Perception of Law Enforcement

Annmari Martin-Bixby, M.S.¹, Sean A. Lauderdale, Ph.D.², Megan C. Wheelock, B.S.², Scarlett Dunmire, B.S., M.S.², Alexis Evans, B.S.², 1. Ellis County Children's Advocacy Center, 2. Texas A & M University-Commerce

(PS4-A6) Sexual Trauma Reporting to Universities: Institutional Betrayal, Mental Health Impacts, and the LGBTQ+ Community

Riley N. Hoogerwerf, B.A., Natalie Poole, B.A., Stephanie Amaya, M.A., Matt Gray, Ph.D., University of Wyoming

(PS4A7) The Nature of Adverse Childhood Experiences on the Development of Early Maladaptive Schema

John Boisi, M.A., Caroline E. Bucher, M.A., Anthony Ciccarello, M.A., Sara N. Fernandes, M.A., Olenka S. Olesnycky, M.A., Lydia J. Roberts, M.A., Zoe E. Stout, M.A., William C. Sanderson, Ph.D., Hofstra University

(PS4A8) Examining Thematic Elements and Sentiment Differences in Trauma-oriented Subreddits Using Machine Learning

Katherine Wislocki, B.A., Alyson Zalta, Ph.D., University of California, Irvine

(PS4A9) Couple HOPES, an Online, Guided Self-directed Intervention for PTSD and Relationship Enhancement: A Case Study Presentation

Sonya Varma, M.A.¹, Skye Fitzpatrick, Ph.D.¹, Jennifer Ip, M.A.², Kristen M. Whitfield, Ph.D.², Ashley N. Siegel¹, Elizabeth A. Earle, Ph.D.¹, Christina Samonas, Ph.D.², Victoria L. Donkin, Ph.D.², Alexis Collins, B.S.², Julianne Bushe², Robert Valela², Alexander O. Crenshaw, Ph.D.², Cait Martin-Newnham, B.S.¹, Lindsay Fulham, M.A.¹, Alyssa A. Di Bartolomeo, Ph.D.¹, Desiree Mensah, B.S.¹, Meredith Landy, Ph.D., Psy.D.², Leslie Morland, Psy.D.³, Brian D. Doss, Ph.D.⁴, Anne C. Wagner, Ph.D.⁵, Candice Monson, Ph.D.², 1. York University, 2. Ryerson University, 3. VA San Diego Healthcare System/University of California, San Diego, 4. University of Miami, 5. Remedy + Remedy Institute

(PS4A10) Cumulative Effects of Sexual Revictimization on Suicide Risk in Military Service Members: Associations with Posttraumatic Cognitions

Bingyu Xu, B.A.¹, Hallie Tannahill, M.S.², Rebecca K. Blais, Ph.D.¹, 1. Arizona State University, 2. Utah State University

(PS4A11) The Impact of Negative and Positive Emotion Dysregulation on Next-day Posttraumatic Stress Symptoms Among Sexual Assault Survivors

Alexa M. Raudales, M.A., Manshu Yang, Ph.D., Shannon R. Forkus, M.A., Reina Kiefer, M.A., Nicole Weiss, Ph.D., University of Rhode Island

(PS4A12) Sexual Assault and Health Anxiety: The Role of Body Vigilance, Anxiety Sensitivity, and Posttraumatic Stress Symptoms

Heidi J. Ojalehto, M.A., Megan M. Dailey, Lydia Adams, Samantha N. Hellberg, M.A., Nicholas S. Myers, M.A., Chase DuBois, B.A., Carly S. Rodriguez, B.A., Jonathan Abramowitz, Ph.D., University of North Carolina at Chapel Hill

(PS4A13) Does Self-disgust Uniquely Characterize Sexual Assault-related PTSD?

Sarah E. Woronko, B.A.¹, Sarah C. Jessup, M.A.¹, Alexa N. Garcia, B.A.¹, Rebecca C. Cox, Ph.D.², Catherine E. Rast, B.A.¹, Bunmi O. Olatunji, Ph.D.¹, 1. Vanderbilt University, 2. The University of Colorado at Boulder

(PS4A14) Impulsivity as a Mediating Factor Between Adverse Childhood Experiences and Posttraumatic Stress Disorder

Julia Thomas, B.S.¹, Rebecca L. Schacht, Ph.D.², Kevin Wenzel, Ph.D.¹, Chinedu Jon-Emefieh, B.S.¹, Jennifer Carrano, Ph.D.¹, Marc Fishman, M.D.¹, Meghan Mette, B.A.², Laurel Meyer, B.A.², 1. Maryland Treatment Centers, Inc., 2. University of Maryland, Baltimore County

(PS4A15) Understanding the Role of Worry and Secondary Stressors in Maladaptive Grief Responding

Kyani K. Uchimura, B.A., Brianna J. Preiser, B.S., Lauren E. Bradley, B.A., Anthony Papa, Ph.D., University of Hawai'i at Manoa

- (PS4-A16) Concordance of PTSD Symptoms Assessed via Retrospective Report versus Experience Sampling Methods**
 Reina Kiefer, M.A.¹, Melissa R. Schick, Ph.D.², Alexa M. Raudales, M.A.¹, Silvi C. Goldstein, M.A.¹, Shannon R. Forkus, M.A.¹, Emmanuel D. Thomas, M.A.¹, Nicole Weiss, Ph.D.¹, 1. University of Rhode Island, 2. Yale School of Public Health
- (PS4-A17) Examining Anger as a Moderator in the Association Between Institutional Betrayal and PTSD in Nurses During the COVID-19 Pandemic**
 Mya E. Bowen, M.S.¹, Ashton T. Mitchell¹, Bre'Anna L. Free, M.S.¹, Rimsha Majeed, M.S.¹, Audrey B. Garrett, B.A.¹, Todd J. Farchione, Ph.D.², Bonnie Brown, B.S., RN², Timothy A. Brown², J Gayle Beck, Ph.D.¹, 1. University of Memphis, 2. Boston University
- (PS4-A18) Rumination in Posttraumatic Stress Disorder: The Role of Comorbid Depression**
 Rosalba M. Gomez, B.A., Cameron P. Pugach, M.A., Blair E. Wisco, Ph.D., University of North Carolina at Greensboro
- (PS4-A19) Mothers as a Vulnerable Population During the COVID-19 Pandemic: The Role of Prior Functioning, COVID Stressors, and Social Support in Predicting Maternal Distress**
 Annette M. La Greca, Ph.D., Evan T. Burdette, M.S., Kaitlyn E. Brodar, M.P.H., M.S., University of Miami
- (PS4-A20) Understanding the Role of Covid-related Workplace Stress and Institutional Betrayal on Mental Health in Nurses: Some Heroes Wear Scrubs**
 Audrey B. Garrett, B.A.¹, Rimsha Majeed, M.S.¹, Timothy A. Brown³, Bre'Anna L. Free, M.S.¹, Mya E. Bowen, M.S.¹, Todd J. Farchione, Ph.D.², Bonnie Brown, B.S., RN², J Gayle Beck, Ph.D.¹, 1. The University of Memphis, 2. Boston University
- (PS4-A21) Disasters' Impact on Youth: Sleep as a Transdiagnostic Factor Related to Mental Health and Somatic Symptoms**
 Evan T. Burdette, M.S., Annette M. La Greca, Ph.D., University of Miami
- (PS4-A22) Investigating the Role of Stereotype Beliefs and Posttraumatic Cognitions in the Relationship Between Experiences of Discrimination and Posttraumatic Stress Symptoms**
 Julia Richardson, B.S., M.A., Rachel Wamser-Nanney, Ph.D., University of Missouri-St. Louis
- (PS4-A23) Psychological Phenotype of PTSD in a Marginalized Sample in the US**
 Victoria B. Marshall, B.A.¹, Savannah C. Hooper, B.A.¹, Francesca Gomez, B.A.², Keesha Middlemass, Ph.D.³, Carolyn B. Becker, Ph.D.⁴, Lisa S. Kilpela, Ph.D.¹, 1. University of Texas Health Science Center at San Antonio, 2. Arizona State University, 3. Howard University, 4. Trinity University
- (PS4-A24) Hyperarousal Symptoms, Sleep Quality, and Cannabis Use Coping Motives Among Emerging Adults**
 Linda M. Thompson, M.A., Amber Ledesma, B.A., Francesca Gentea, McKenna O'Banon, Banan Ramadan, M.S., Heidemarie Blumenthal, Ph.D., University of North Texas

(PS4-A25) Investigating the Relationship Between the Cognitive Attentional Syndrome and Posttraumatic Stress Symptoms: The Moderating Effect of Attentional Control

Kate Clauss, M.A.¹, Julia Y. Gorday, B.S.², Joseph R. Bardeen, Ph.D.², 1. Southeast Louisiana Veterans Health Care System, 2. Auburn University

Poster Session 4

Trauma and Stressor Related Disorders and Disasters

Key Words: OCD (*Obsessive-Compulsive Disorder*), PTSD (*Posttraumatic Stress Disorder*)
Trauma, Stress, Couples, Child, Adult, Racial Trauma, Asian Americans

Poster Session 4B

(PS4-B26) The Folk Psychiatry Model: Developing a Measure of Lay Perceptions of PTSD

Alexandria F. Sowers, B.S., Joshua D. Clapp, Ph.D., University of Wyoming

(PS4-B27) PTSD Symptom Severity and Alcohol Use Among Firefighters: Associations with Emotion Regulation Difficulties

Sam J. Leonard, M.A., Shelby McGrew, B.S., Antoine Lebeaut, M.A., Anka A. Vujanovic, Ph.D., University of Houston

(PS4-B28) Examining Racial Trauma in Asian American Communities: Confirmatory Factor Analysis of the Race-based Traumatic Stress Symptom Scale in an Asian American Sample During COVID-19

Andrea C. Ng, B.A.¹, Wendy Chu, B.A.², 1. University of Hawai'i at Manoa, 2. University of South Carolina

(PS4-B29) Development and Exploratory Factor Analysis of a Trauma-related Blame Scale

Jeremy D. Jamieson, M.A., Claire Clifton, B.S., Catherine M. Reich, Ph.D., University of Minnesota Duluth

(PS4-B30) Metacognition Subscales Mediate the Relation Between Intolerance of Uncertainty and Posttraumatic Stress Symptoms

Myranda Cook, B.S.¹, Berta J. Summers, Ph.D.², 1. University of North Carolina Wilmington, 2. University of North Carolina

(PS4-B31) Impact of Military Sexual Trauma on PTSD Symptom Presentation and Treatment Outcomes in Two Cpt-based Intensive Treatment Programs for Veterans

Mauricio Montes, B.S., B.A.¹, Cailan Splaine, B.A.², Nicole Christ, Ph.D.², Philip Held, Ph.D., 1. Boston College, 2. Rush University Medical Center

(PS4-B32) Accommodation in Intimate Couples with Posttraumatic Stress Disorder:

Outcomes in Accommodating Partners

Angela Xiang, Ph.D.¹, Candice Monson, Ph.D.¹, Skye Fitzpatrick, Ph.D.², Anne C. Wagner, Ph.D.³, Robert Valela¹, Alexis Collins, B.S.¹, Kristen M. Whitfield, Ph.D.¹, Elizabeth A. Earle, Ph.D.², Julianne Bushe¹, Desiree Mensah, B.S.², Jennifer Ip, M.A.¹, Christina Samonas, Ph.D.¹, Ashley N. Siegel², Victoria L. Donkin, Ph.D.¹, Sonya Varma, M.A.², Cait Martin-Neunham, B.S.², Meredith Landy, Ph.D., Psy.D.¹, Leslie Morland, Psy.D.⁴, Brian D. Doss, Ph.D.⁵, Alexander O. Crenshaw, Ph.D.¹, 1. Ryerson University, 2. York University, 3. Remedy + Remedy Institute, 4. VA San Diego Healthcare System/University of California, San Diego, 5. University of Miami

(PS4-B33) A Qualitative Content Analysis of Blame Attributions in Maltreated Youth Throughout Trauma-focused CBT

Michelle Cusumano, M.A.¹, Nicole Milani, M.A.¹, Miranda Levy, M.A.¹, Andrea J. Bergman, Ph.D.¹, Komal Sharma-Patel, Ph.D.², Jacqueline Torres¹, Csenge Bodi¹, Crystal Pierre¹, Elissa J. Brown, Ph.D.¹, 1. St. John's University, 2. Children's National Hospital

(PS4-B34) Clinically Significant Change in Posttraumatic Growth and PTSD

Symptoms in a Controlled Trial of Adaptive Disclosure and Cognitive-processing Therapy for Service Members with PTSD

Maya Bina N. Vannini, B.S.¹, Benjamin C. Darnell, Ph.D.¹, Brett Litz, Ph.D.², 1. VA Boston Healthcare System, 2. Boston University

(PS4-B35) Construct Validity of the Weekly Version of the PTSD Checklist for DSM-5

Benjamin C. Darnell, Ph.D.¹, Breanna Grunthal, B.A.¹, Maya Bina N. Vannini, B.S.¹, Willie J. Hale, Ph.D.², Stacey Young-McCaughan, Ph.D., RN², Peter T. Fox, M.D.², Donald McGeary, ABPP, Ph.D.³, Patricia A. Resick, ABPP, Ph.D.⁴, Denise M. Sloan, Ph.D.⁵, Daniel J. Taylor, Ph.D.⁶, Richard Schobitz, Ph.D.⁷, Christian Schrader, M.D.⁸, Jeffrey Yarvis, Ph.D.⁹, Terence Keane, Ph.D.¹, Alan L. Peterson, Ph.D.², Brett Litz, Ph.D.¹⁰, 1. VA Boston Healthcare System, 2. University of Texas Health Science Center at San Antonio, 3. University of Texas Health Science Center San Antonio, 4. Duke Health, 5. National Center for PTSD, 6. University of Arizona, 7. Joint Base San Antonio-Fort Sam Houston, 8. Carl R. Darnall Army Medical Center, 9. Tulane University, 10. Boston University

(PS4-B36) PTSD and Emotion Dysregulation: Associations Between Symptom Clusters and Treatment Responses in Computerized-cognitive Training

Krupali Patel, B.A., Morgan E. Marvin, B.A., Jessica Bomyea, Ph.D., UCSD and VA San Diego Center for Stress and Mental Health

(PS4-B37) Examining Latent State Inference Biases in Individuals with PTSD During Fear Learning

Ameera F. Azar, B.S.¹, Kevin M. Crombie, Ph.D.¹, Nicole Moughrabi, B.S.¹, Jaryd Hiser, Ph.D.², Chloe Botsford, B.S.², Tijana Sagorac Gruichich, B.S.², Joshua Cisler, Ph.D.¹, Nicole Bernal, B.A.¹, 1. The University of Texas at Austin, 2. University of Wisconsin-Madison

(PS4-B38) The Relationship Between Cognitive Fusion and Experiential Avoidance on Posttraumatic Stress: A Replication and Extension

Jessica R. Ellem, M.A.¹, Benjamin J. Ellem, M.A.¹, Robyn A. Ellis, M.A.², Holly Orcutt, Ph.D.¹, 1. Northern Illinois University, 2. VA Central Western Massachusetts, Northern Illinois University

- (PS4B39) Too Much or Too Little Social Support? The Contribution of Social Support Adequacy to Depression and PTSD Symptoms in Aid Workers**
Michelle Dewar, B.S., Ph.D., Psy.D., Alison Paradis, Ph.D., Psy.D., Pascale Brillon, M.S., Ph.D., Université du Québec à Montréal
- (PS4B40) Disentangling How Our Treatments Work: Examining Time-lagged Change in PTSD Symptom Clusters in PE and CPT**
Katherine E. Kabel, B.S., Daniel Coppersmith, M.A., Nicole J. LeBlanc, Ph.D., Claire Hotchkin, B.A., Donald J. Robinaugh, Ph.D., Amanda W. Baker, Ph.D., Massachusetts General Hospital
- (PS4B41) Relationship Between Race and Ethnicity Status on PTSD Treatment Completion in a Community Mental Health Sample**
Carolina Gutierrez, B.S.¹, Vanessa Jacoby, ABPP, Ph.D.², Brittany Hall-Clark, Ph.D.², Olivia Hayes, MSW³, Abby Blankenship, Ph.D.², 1. University of Texas Health Science Center San Antonio (STRONG STAR), 2. University of Texas Health Science Center at San Antonio, 3. STRONG STAR
- (PS4B42) Exploring the Relationship Between Traumatic Stress Symptoms and Physical Restraint Incidents: A Parallel Mediation Analysis**
Wilson J. Brown, Ph.D.¹, Jillian Talley, M.A.², Allison E. Griesmer, M.A.², Samantha Rushworth, M.S.², Katherine R. Braund, B.S.¹, Jaclyn M. Burprich³, 1. Penn State Erie, The Behrend College, 2. Sarah A. Reed Children's Center, 3. The Pennsylvania State University
- (PS4B43) Intervening on Peritraumatic Intrusive Memory Trajectories with Contextual Processing: A Trauma Analogue Study**
Gabrielle M. Gauthier, B.A., Billien Tesfay, Maggie Sarkisova, Lori A. Zoellner, Ph.D., University of Washington, Seattle
- (PS4B44) Longitudinal Predictors of Intimate Partner Violence Following Deployment: A Comparison Between Soldier-only versus Bidirectional Use of Violence in Romantic Dyads**
Alexandra J. Lipinski, Ph.D., Melissa Polusny, Ph.D., Minneapolis Va.m.C
- (PS4B45) Clarifying the Link Between Assaultive Trauma and Risky Behavior Across Cisgender Women and Men**
Anna Stumps, B.A., Nadia Bounoua, M.A., Naomi Sadeh, Ph.D., University of Delaware
- (PS4B46) Positive Emotion Dysfunction in Posttraumatic Stress Disorder: A Global or Context-dependent Problem?**
Cameron P. Pugach, M.A., Blair E. Wisco, Ph.D., University of North Carolina at Greensboro
- (PS4B47) Different Types of Loss Are Associated with Particular Expressions of Grief in War Survivors: A Qualitative Examination of Sri Lankan War Survivors**
Richard Divirgilio¹, Nuwan D. Jayawickreme, Ph.D.¹, William Affleck, Ph.D.², Fiona C. Thomas, Ph.D.³, Eranda Jayawickreme, Ph.D.⁴, 1. Manhattan College, 2. University of Quebec (UQO), 3. Mount Sinai Hospital, 4. Wake Forest University
- (PS4B48) Examining the Role of covid-19-related Distress and Impairment on PTSD Symptomology Beyond Anxiety Sensitivity and Emotion Dysregulation**
Patricia J. Mejia, B.S., Ethan A. Hayes, B.A., Anita Saha, B.S., M.S., Samantha Farnsworth, Michael J. McDemott, Ph.D., University of Louisiana at Lafayette

(PS4-B50) Trajectories of Post-traumatic Stress Symptoms in Healthcare Workers**During the Pandemic**

Anna C. Cole, M.A., Kylie Baer, B.A., Mary Smirnova, B.A., Cynthia L. Lancaster, Ph.D.,
University of Nevada, Reno

Poster Session 4

Child/Adolescent- Trauma /Maltreatment, Mass Violence/Gun Violence, Trauma and Stressor Related Disorders and Disasters, Racial Trauma

Key Words: Alcohol, Gender, PTSD (Posttraumatic Stress Disorder), Military, Trauma, Stress, Child, Adolescent, Adult, Racial Trauma, Rumination, sleep

Poster Session 4C

(PS4-C51) The Relationship Between Flood Exposure and Anxiety: Examining the Role of Emotional Reactivity and Intolerance of Uncertainty

Monique M. LeBlanc, Ph.D.¹, Corby K. Martin, Ph.D.², Elizabeth Farizo, B.S.¹, Sarah Pardue-Bourgeois, M.A.³, 1. Southeastern Louisiana University, 2. Pennington Biomedical Research Center, 3. Louisiana State University

(PS4-C52) The Relationship Between Immediate Stress Responses and Attitudes

Towards Treatment in Traumatically Injured Emergency Department Patients

Kathy Benhamou, M.A.¹, Norah C. Feeny, Ph.D.¹, John J. Como, M.D.², Vanessa P. Ho, M.D.², Alex O. Rothbaum, Ph.D.³, Alexandra B. Klein, M.A.¹, Allison L. Baier, M.A.¹, Alexander Kline, Ph.D.⁴, Alice Coyne, Ph.D.¹, Avalon Vu, M.A.¹, 1. Case Western Reserve University, 2. Case Western Reserve University School of Medicine, 3. Medical University of South Carolina, 4. University of California San Diego /VA San Diego Healthcare System

(PS4-C53) Rumination Predicts PTSD Symptoms Beyond Anxiety Sensitivity

Anita Saha, B.S., M.S., Ethan A. Hayes, B.A., Bella L. Patterson, Michael J. McDermott, Ph.D., Ashlyn R. Suchand, B.S., University of Louisiana at Lafayette

(PS4-C54) The Intersection Between Staff and Resident Race and Gender in Physical Restraint Incidents

Katherine R. Braund, B.S.¹, Jaclyn M. Burprich², Heather Wimmer-Haman, Psy.D.³, Shelby Burton³, Stacy Alaina. Stewart, M.A.³, Wilson J. Brown, Ph.D.¹, 1. Penn State Erie, The Behrend College, 2. The Pennsylvania State University, 3. Sarah Reed

(PS4-C55) Same or Different? A Comparison of Trauma Stereotypes vs. Those for Substance Use and Major Depression

Joshua D. Clapp, Ph.D., Alexandria F. Sowers, B.S., Alicia R. Bachtel, M.A., Layla M. Elmi, M.S., Robert Kaya, B.A., Johnathan C. Walker, University of Wyoming

- (PS4-C56) Examining PTSD Symptom Networks Among Veterans with and Without Positive Traumatic Brain Injury Screen**
Katharine Burns¹, Samantha Moshier, Ph.D.¹, Lauren Mitchell, Ph.D.¹, Rachel Kimerling, Ph.D.², Paula Schnurr, Ph.D.³, Michelle Bovin, Ph.D.⁴, 1. Emmanuel College, 2. VA Palo Alto Health Care System, 3. VA National Center for PTSD, Geisel School of Medicine at Dartmouth, 4. Boston VA Healthcare System
- (PS4-C57) Predicting Alcohol-related Consequences with Patterns of Solitary and Social Drinking in a Sample of Veterans with PTSD**
Brooke Buckley, B.A.¹, Meghan McDevitt-Murphy, Ph.D.¹, James G. Murphy, Ph.D.¹, Robert Dvorak, Ph.D.², Stacey Young-McCaughan, Ph.D., RN³, 1. The University of Memphis, 2. University of Central Florida, 3. University of Texas Health Science Center at San Antonio
- (PS4-C58) A Pilot Test of Written Exposure Therapy for PTSD with Patients in Residential Treatment for Substance Use Disorders**
Rebecca L. Schacht, Ph.D.¹, Laurel Meyer, B.A.¹, Meghan Mette, B.A.¹, Kevin Wenzel, Ph.D.², 1. University of Maryland, Baltimore County, 2. Maryland Treatment Centers/Mountain Manor
- (PS4-C59) Those Who Seek Reminders of Trauma: High Prevalence of Self-triggering Behavior in a PTSD Clinical Sample**
Claire Hotchkin, B.A.¹, Benjamin Bellet, M.A.², Donald J. Robinaugh, Ph.D.¹, Amanda W. Baker, Ph.D.¹, 1. Massachusetts General Hospital, 2. Harvard University
- (PS4-C60) PTSD Symptoms Are Associated with High Levels of Fear of Sleep in Trauma-exposed Individuals Who Use Cannabis**
Jessica Y. Choi, M.S.¹, Kaathya Kashyap², Norman Schmidt, Ph.D.³, Nicole A. Short, Ph.D.⁴, 1. Duke School of Medicine; University of North Carolina at Chapel Hill School of Medicine; Institute for Trauma Recovery, 2. University of North Carolina at Chapel Hill School of Medicine; Institute for Trauma Recovery, 3. Florida State University, 4. University of North Carolina at Chapel Hill
- (PS4-C61) Long-term Treatment Outcomes Among Survivors of Military Sexual Trauma in a Short-term Intensive Outpatient Program**
Molly Nadel, PhD, Soyeong Kim, Ph.D., Emily Lubin, B.A., Sarah D. Horwitz, B.A., Massachusetts General Hospital
- (PS4-C62) Examining Therapeutic Processes as Predictors of Long-term Treatment Outcomes of Written Exposure Therapy and Cognitive Processing Therapy**
Danielle R. Shayani, B.S.¹, Adele Hayes, Ph.D.¹, Elizabeth Alpert, Ph.D.¹, Ben Barnes, Ph.D.¹, Denise M. Sloan, Ph.D.², 1. University of Delaware, 2. National Center for PTSD
- (PS4-C63) Forgetting to Heal: Post-traumatic Stress, Depression, and Autobiographical Memory**
Emma PeConga, M.S., Heather Benjamin, B.A., Alissa Hirata, B.S., Lori A. Zoellner, Ph.D., University of Washington, Seattle

(PS4C64) Examining the Functional Impact of Cannabis Use Among Treatment-seeking Individuals with PTSD

Elizabeth Lehinger, Ph.D.¹, Katherine Walukevich-Dienst, Ph.D.², Michele Bedard-Gilligan, Ph.D.³, Gabrielle M. Gauthier, B.A.⁴, Lori A. Zoellner, Ph.D.⁴, 1. University of Washington School of Medicine, 2. University of Washington, 3. University of Washington, Psychiatry and Behavioral Sciences, 4. University of Washington, Seattle

(PS4C65) A Pilot Trial of Written Exposure Therapy Delivered Online in Veterans with Posttraumatic Stress Disorder

Madeleine Miller, B.A., Carmen P. McLean, Ph.D., National Center for PTSD

(PS4C67) Sexual Violence and PTSD: A Moderated Moderation Analysis Using Race and Negative Social Reactions

Sabrina DiCarlo, M.A., Arazais D. Oliveros, Ph.D., Mississippi State University

(PS4C68) Stressing Students to Protect Them: Do “realistic” Components of Active Shooter Trainings Increase Cortisol?

Stephanie M. Ernestus, Ph.D., Lindsey Walsh, Amaya Toribio, Shannon K. Curran, Gregory Maniero, Ph.D., Stonehill College

(PS4C69) Addiction and Racism: Preliminary Examination of Racial/ethnic Trauma Symptoms Among People of Color (POC) Admitted to a Residential Addiction Treatment Program for Opioid Use Disorder (OUD)

Hortencia Correa, M.S.¹, Stevie N. Grasseti, Ph.D.¹, Ebony White, Ph.D., LPC², Zachary Getz, M.A.¹, Michael Szczechowski, B.S.¹, Alice Laughlin, M.S.¹, Sam Wayne, B.A.¹, Michael J. Gawrysiak, Ph.D.¹, 1. West Chester University of Pennsylvania, 2. Drexel University

(PS4C70) Understanding the Community Impact of Research Abuses in Early Psychedelic Research

Kellen R. Saxberg¹, Dana Strauss, B.S.¹, Manzar Zare, M.A.¹, Lillian Smith, B.A.², Monnica T. Williams, ABPP, Ph.D.¹, 1. University of Ottawa, 2. Boston University

(PS4C71) The Forgotten Population: Racial Trauma in Black Germans

Marie-Paule M. MacIntyre, B.A., Muna Osman, Ph.D., Aidan J. Kaplan, B.A., Monnica T. Williams, ABPP, Ph.D., University of Ottawa

(PS4C72) Child Maltreatment, Suicide Attempt History, and the Moderating Role of Emotion Regulation Difficulties in Adolescence

Shaquanna Brown, Ph.D., Nicole Nugent, Ph.D., Warren Alpert Medical School of Brown University

(PS4C74) Pathway from Childhood Maltreatment to Adolescent Substance Use: The Roles of Community Support and Service Accessibility

Hannah M. Coffey, M.A., Akemi E. Mii, M.A., Gina C. May, B.A., Emily A. Sonnen, M.A., T. Zachary Z. Huit, M.A., Brittany S. Erskine, B.S., Erika Boohar, B.A., Mary Fran Flood, Ph.D., MSW, David Hansen, Ph.D., University of Nebraska-Lincoln

(PS4C75) Trauma-focused Cognitive Behavior Therapy Delivered via Telehealth Using Interpreter Services with Spanish-speaking Youth and Families: Treatment Strategies and Case Illustrations

Emily L. Tilstra-Ferrell, M.A.¹, Kelsey McCoy, M.A.¹, Jordan Klein, Ph.D.¹, Caroline E. Shanholtz, Ph.D.², Regan Stewart, Ph.D.¹, 1. Medical University of South Carolina, 2. University of California, Los Angeles

Poster Session 4

Child/Adolescent- Trauma /Maltreatment, Trauma and Stressor Related Disorders and Disasters

Key Words: Emotion Regulation, Alcohol, Gender, Hispanic American/Latinx, PTSD (Posttraumatic Stress Disorder), Trauma, Stress, Child, Adolescent, Adult, Racial Trauma

Poster Session 4D

(PS4-D76) The Relationship Between Treatment Delay After Childhood Exposure to Interpersonal Trauma and Baseline PTSD Symptoms

Nicole Milani, M.A.¹, Tohar Scheininger, M.A.¹, Michelle Cusumano, M.A.¹, Komal Sharma-Patel, Ph.D.², Elissa J. Brown, Ph.D.¹, 1. St. John's University, 2. Children's National Hospital

(PS4-D77) Association Between Caregiver Psychopathology and Attrition in Trauma-specific Cognitive Behavioral Therapy

Tohar Scheininger, M.A., Maddi Gervasio, B.S., Elissa J. Brown, Ph.D., St. John's University

(PS4-D78) Emotion Regulation Moderates Associations Between Adverse Childhood Experiences and Length of Stay for Psychiatrically Hospitalized Adolescents

Micaela M. Maron, B.S.¹, Zaharah Zaidi, B.A.¹, Sophia Sodano, B.S.², Katherine M. Tezanos, M.S.³, Elizabeth Thompson, Ph.D.⁴, Jacqueline Nesi, Ph.D.³, Jennifer C. Wolff, Ph.D.⁵, 1. Bradley Hospital/Warren Alpert Medical School of Brown University, 2. Emma Pendleton Bradley Hospital/Alpert Medical School of Brown University, 3. Alpert Medical School of Brown University, 4. Rhode Island Hospital/Alpert Medical School of Brown University, 5. Warren Alpert Medical School of Brown University

(PS4-D79) Exploring Links Between Types of Adverse Childhood Experiences and Loneliness Among Young Adults

Evelyn M. Hernandez Valencia, B.A.¹, Chrystal Vergara-Lopez, Ph.D.², Jodi Sutherland, M.S.¹, Hector Lopez-Vergara, Ph.D.¹, 1. University of Rhode Island, 2. Warren Alpert Medical School of Brown University

(PS4-D80) Examining Moderators of COVID-19 Stressors on Youth Psychopathology: Violence Exposure, Socioeconomic Status, & Executive Functioning

Rachael Rich, B.S.¹, Rachel Romeo, Ph.D.², Maya Rosen, Ph.D.¹, Alexandra Rodman, Ph.D.¹, Steven W. Kasperek, M.A.¹, Kate A. McLaughlin, Ph.D.¹, Makeda Mayes, B.A.³, Liliana Lengua, Ph.D.³, Andrew N. Meltzoff, Ph.D.³, 1. Harvard University, 2. University of Maryland, 3. University of Washington, Seattle

(PS4-D81) The Role of Emotional Dysregulation in the Association Between Adverse Childhood Experiences and Alcohol Use in Hispanic Emerging Adults

Gisselle Razo, B.A., M.A., Claire F. Hsieh, B.S., M.A., Zeina Hammami, Ruby Charak, Ph.D., The University of Texas Rio Grande Valley

- (PS4-D82) Prevalence of Appearance Related Peer Victimization Across Age Among Gender Certain and Gender Uncertain Preadolescents**
Jennifer DeJesus, Taryn Henning, B.S., Marisol Perez, Ph.D., Arizona State University
- (PS4-D83) Sociodemographic Predictors of Interpersonal Traumas in Preadolescents: Findings from the ABCD Study**
Rachel Y. Levin, B.A., Richard T. Liu, Ph.D., Massachusetts General Hospital/Harvard Medical School
- (PS4-D84) A Dimensional Approach to Early Life Adversity; Associations Between Threat, Deprivation, and Externalizing Behavior in Childhood**
Michaela Sisitsky, B.S.¹, Geraldine D. Cadet, B.A.¹, Adriana Gallat, B.A.¹, Faith F. Baez, B.A.¹, Neraldis Barcelo, B.S.¹, Justin Parent, Ph.D.², 1. Florida International University, 2. Warren Alpert Medical School of Brown University
- (PS4-D85) Does the Type of Adverse Experience Affect Mental Health Outcomes in Child Welfare-involved Youth?**
Alyssa M. Vieira, B.A.¹, Kaitlin Sheerin, Ph.D.², Crosby Modrowski, Ph.D.², Kathleen Kemp, Ph.D.², 1. Rhode Island Hospital/Warren Alpert Medical School of Brown University, 2. Warren Alpert Medical School of Brown University
- (PS4-D86) Does Childhood Psychological or Physical Maltreatment by Mothers or Fathers Predict Subsequent Intimate Partner Violence in Romantic Relationships?**
Ishita Munshi, PhD, Ilya Yaroslavsky, Ph.D., Cleveland State University
- (PS4-D87) Post-trauma Cognitions as Intervening Variables in the Relation Between Chronic Child Abuse and Risk Factors for Psychopathology**
Johnathan C. Walker, Alexandria F. Sowers, B.S., Robert Kaya, B.A., Joshua D. Clapp, Ph.D., University of Wyoming
- (PS4-D88) Experiential Avoidance as a Mediator Between Childhood Trauma and Alexithymia**
Brittany Bonasera, M.A., Elizabeth L. McCabe, B.A., Elizabeth Finer, B.A., Mitchell L. Schare, ABPP, Ph.D., Hofstra University
- (PS4-D89) Targeting Traumatic Stress Does Not Predict Functioning at Discharge Among Community Sample of Youth with Posttraumatic Stress Disorder**
Austen Taylor K. Matro, B.A., Holly R. Turner, M.A., University of Hawai'i at Manoa
- (PS4-D90) Comorbid Externalizing Disorders and Suicidality as Predictors Related to Targeting Traumatic Stress Among Youth with Posttraumatic Stress Disorder**
Austen Taylor K. Matro, B.A., Kalyn L. Holmes, M.A., University of Hawai'i at Manoa
- (PS4-D91) Are Behavioral Interventions in the Field Delivered as Initially Intended? Data from 17k Sessions**
Shiri Sadeh-Sharvit, Ph.D.¹, Simon A. Rego, ABPP, Psy.D.², Samuel Jefroykin, M.S.¹, Gal Peretz, M.S.¹, Tomer Kupershmidt, M.A.¹, 1. Eleos Health, 2. Montefiore Medical Center

Poster Session 5

Treatment- CBT, Treatment- Interpersonal Therapies, Treatment-Mindfulness & Acceptance

Key Words: *Generalized Anxiety Disorder, Group Therapy, Change Process / Mechanisms, Exposure, Adults, Parents, Adolescent, Asian Americans, Gender*

Poster Session 5A

(PS5-A1) Impact of Home Practice on Treatment Responder Status Within a Randomized Trial of Group Yoga, CBT, and Stress Education for Generalized Anxiety Disorder

Sarah Keltz, B.A.¹, Lindsey J. Quintana, B.S.¹, Kristin L. Szuhany, Ph.D.¹, Samrachana Adhikari, Ph.D.², Alberta Twi-Yeboah, M.S.³, Amanda W. Baker, Ph.D.⁴, Sat Bir S. Khalsa, Ph.D.⁵, Elizabeth Hoge, M.D.⁴, Eric Bui, M.D., Ph.D.⁴, Susanne S. Hoeppner, Ph.D.⁴, David I. Rosenfield, Ph.D.⁷, Stefan G. Hofmann, Ph.D.⁸, Naomi M. Simon, M.D.², 1. New York University Grossman School of Medicine, 2. New York University Department of Population Health, 3. New York University Langone Health, 4. Massachusetts General Hospital, 5. Harvard Medical School, 6. Georgetown University School of Medicine, 7. Southern Methodist University, 8. Boston University

(PS5-A2) Perceived Social Support, Anxiety Sensitivity, and Symptoms of Anxiety and Depression: Longitudinal Mediation Analyses Within a Randomized Controlled Trial for Anxiety Disorders

Allison V. Metts, M.A.¹, Peter Roy-Byrne, M.D.², Cathy Sherbourne, Ph.D.³, Murray Stein, M.P.H., M.D.⁴, Greer Sullivan, M.D.⁵, Alexander Bystritsky, M.D., Ph.D.¹, Michelle G. Craske, Ph.D.¹, 1. University of California, Los Angeles, 2. University of Washington School of Medicine, 3. RAND Corporation, 4. University of California San Diego, 5. University of Arkansas for Medical Sciences

(PS5-A3) Assessing Public Knowledge About Mental Health Treatments: Parents' Familiarity with Cognitive-behavioral Therapy

Sarah Rabbitt, Ph.D., Long H. Mai, Oberlin College

(PS5-A4) What Happens Next? Patterns and Predictors of Treatment Outcomes for Youth Referred for Intensive Outpatient Psychiatric Services

Macarena Kruger, B.S., Amber W. Childs, Ph.D., Sarah E. Barnes, Ph.D., Yale University

- (PS5-A5) Alliance-outcome Relations in an Exposure-based CBT for Pediatric Irritability Delivered in Person versus via Telehealth**
Ramaris E. German, Ph.D., Reut Naim, Ph.D., Kelly Dombek, M.A., Jamell White, Ph.D., LCSW, Lisa Cullins, M.D., Katharina Kircanski, Ph.D., Melissa A. Brotman, Ph.D., National Institute of Mental Health
- (PS5-A6) Cognitive Reappraisal, Acceptance and Self-compassion as Predictors of Treatment Outcome in Cognitive Behavioral Group Therapy for Social Anxiety Disorder**
Jenny L. Wu, B.A., Sriramya Potluri, B.A., Ryan Parigoris, M.A., Alicia Lopez, M.A., Sarah A. Hayes-Skelton, Ph.D., University of Massachusetts, Boston
- (PS5-A7) Preliminary Findings from an Open Trial of Emotion Regulation Therapy via Telehealth for Distressed Adults During the COVID-19 Pandemic**
Phillip E. Spaeth, B.A.¹, Erin Young, M.A.², Michal E. Clayton, B.A.¹, Jean M. Quintero, M.A.¹, David M. Fresco, Ph.D.³, Douglas Mennin, Ph.D.¹, 1. Teachers College, Columbia University, 2. Columbia University, 3. University of Michigan
- (PS5-A9) The Unified Protocol for Transdiagnostic Treatment of Emotional Disorders in Adolescents via Telehealth in Spain**
Victoria Espinosa, M.S., Julia García-Escalera, Ph.D., Sandra Arndez, Ph.D., Rosa M. Valiente, Ph.D., Bonifacio Sandín, Ph.D., Julia C. Schmitt, M.S., Paloma Chorot, Ph.D., Universidad Nacional de Educación a Distancia (UNED)
- (PS5-A10) No Gender or Gender Match Differences in Cognitive Processing Therapy Treatment Outcome in a Community Clinic**
Sophie Haven, M.A., Steven E. Bruce, Ph.D., University of Missouri - St. Louis
- (PS5-A11) Cognitive Processing Therapy Treatment Outcome in Community Clinic**
Sophie Haven, M.A., Steven E. Bruce, Ph.D., University of Missouri - St. Louis
- (PS5-A12) Virtual Social Anxiety Group: Evaluating the Therapeutic Impact and Addressing the Challenges of the Pandemic on Social Interaction and Exposures**
Joy Shen, B.S.¹, Tali Wigod, Psy.D.¹, Danielle Francois, Psy.D.¹, Laura Cyran, M.S.¹, Joseph R. Taliercio, Ph.D.¹, Melyssa Mandelbaum, M.S.¹, Lata K. McGinn, Ph.D.², 1. Cognitive and Behavioral Consultants, 2. Yeshiva University/Cognitive and Behavioral Consultants
- (PS5-A13) The Efficacy of Four Self-guided CBT Modules on Depression and Anxiety Symptoms**
Daniel S. Brunette, B.A., Graham C. Bartels, B.S., Daniel R. Strunk, Ph.D., Jennifer S. Cheavens, Ph.D., The Ohio State University
- (PS5-A14) Positive and Negative Emotions as Predictors of Urges for Suicide During Dialectical Behavioral Therapy**
Nora Barnes-Horowitz, M.A.¹, Elizabeth S. Bocanegra, M.A.¹, Alexandra King, Ph.D.², Janice Jones, Ph.D.², 1. University of California Los Angeles, 2. Harbor-University of California Los Angeles Medical Center
- (PS5-A15) Reviewing the Effects of Simulation-based Practice on CBT Clinicians' Perceived Competence and Self-efficacy**
Matthew Stifelman, B.A., Prashasti Aurora, B.A., Mark Terjesen, Ph.D., Daniela Medina-Mate, B.A., St. John's University

- (PS5-A16) Does Provider Extensiveness in Covering Modules Predict Youth Outcomes? A Look at a Brief Tier 3 Skills-based Intervention for Internalizing Symptoms**
Suh Jung “Rylee” Park, B.A.¹, Evelyn Cho, Ph.D.², Sarah A. Owens, Ph.D.³, Shannon Holmes, Ph.D.¹, Jenna Strawhun, Ph.D.³, Kristin M. Hawley, Ph.D.¹, 1. University of Missouri-Columbia, 2. Harvard University, 3. University of Missouri
- (PS5-A17) Why Might I Change My Approach?: Moderators of Clinicians’ Perceived Roles in Treatment Planning**
Jennifer S. Schild, M.S., Juliana Holcomb, B.A., Katherine Escobar, B.A., Morgan S. Mitcheson,, David A. Langer, ABPP, Ph.D., Suffolk University
- (PS5-A18) Understanding Asian American Attitudes Toward Mental Health Treatment: The Role of Stigma and Gender**
Sarah Jamal, Sharva Dilip, Ria R. Nagar, M.S., Donovan Ellis, M.A., Page L. Anderson, ABPP, Ph.D., Georgia State University
- (PS5-A19) The Impact of Hope and Treatment Expectancies on Changes in Anxiety and Depression in Unified Protocol**
Kat L. Wright, Matthew W. Southward, Ph.D., Shannon Sauer-Zavala, Ph.D., University of Kentucky
- (PS5-A21) Patterns of Engagement with a Smartphone-delivered Interpretation Bias Intervention**
Erin E. Beckham, B.A.¹, Ramya S. Ramadurai, B.A.², Heather Martin¹, Thröstur Björgvinsson, Ph.D.¹, Courtney Beard, Ph.D.¹, 1. McLean Hospital, 2. American University
- (PS5-A22) Change in Seasonal Beliefs Mediates the Durability Advantage of Cognitive-behavioral Therapy over Light Therapy for Winter Depression**
Kelly J. Rohan, Ph.D., Keith Burt, Ph.D., Richard J. Norton, M.A., Jessica Perez, M.A., Praise Iyiewuare, M.P.H., M.A., Julia M. Terman, M.A., University of Vermont
- (PS5-A23) Anxiety and Depression Outcomes for Cognitive Behavioral Therapy in Community Mental Health Centers**
Quynh Vo, B.S., Ah-Yeon Kwon, Aleeza West, Oliver V. Ressler, Jonathan Tsou, B.S., Alexandra King, Ph.D., Harbor-University of California Los Angeles Medical Center
- (PS5-A24) Specifying the Effects of an Online, Self-help Couples’ Intervention on Specific PTSD Clusters and the Bidirectional Influence of Improvements in Relationship Satisfaction**
Ashley N. Siegel¹, Alexander O. Crenshaw, Ph.D.², Candice Monson, Ph.D.², Anne C. Wagner, Ph.D.³, Kristen M. Whitfield, Ph.D.², Cait Martin-Newnham, B.S.¹, Robert Valela², Sonya Varma, M.A.¹, Elizabeth A. Earle, Ph.D.¹, Alexis Collins, B.S.², Victoria L. Donkin, Ph.D.², Desiree Mensah, B.S.¹, Alyssa A. Di Bartolomeo, Ph.D.¹, Lindsay Fulham, M.A.¹, Meredith Landy, Ph.D., Psy.D.², Christina Samonas, Ph.D.², Brian D. Doss, Ph.D.⁴, Skye Fitzpatrick, Ph.D.¹, Leslie Morland, Psy.D.⁵, 1. York University, 2. Ryerson University, 3. Remedy + Remedy Institute, 4. University of Miami, 5. VA San Diego Healthcare System/University of California, San Diego

(PS5-A25) Effects of Mobile App-based Mindfulness Practice on Healthcare Workers Amidst the COVID-19 Pandemic: A Randomized Controlled Trial

Joseph Wei Ern Chin, B.A.¹, Shian-Ling Keng, Ph.D.², Irene Teo, Ph.D.³, Maleyka Mammadova, B.A.⁴ 1. Centre for Sleep and Cognition, Yong Loo Lin School of Medicine, National University of Singapore, 2. Monash University Malaysia, 3. National Cancer Centre Singapore, 4. Centre for Public Health Sciences, Lee Kong Chian School of Medicine, Nanyang Technological University, Singapore

Poster Session 5

Dissemination & Implementation Science, Program/ Treatment Design, Treatment- Mindfulness & Acceptance, Treatment- Other

Key Words: *Acceptance, Alcohol, College Students, Depression, Mindfulness, Generalized Anxiety Disorder, Change Process / Mechanisms, Adults, Parents, Military, Adolescent*

Poster Session 5B

(PS5-B26) Design and Preliminary Outcomes of a Compassion-focused Acceptance and Commitment Therapy Pilot Study in a Community Sample

Keryn Kleiman, M.A., Benjamin Foote, M.A., Ritwik Dutta, M.A., Jacob A. Schrier, B.A., Nicholas Dynan, B.A., Leslie T. Regan, B.A., Donald R. Marks, Psy.D., Jennifer Block-Lerner, Ph.D., Kean University

(PS5-B27) Facilitating Mental Health Treatment Seeking Among Distressed College Students: A Preliminary Randomized Control Trial of a Single-session Online Self-compassion Intervention

Aleece Katan, M.A., Giselle E. Kraus, M.S., Carly M. Benson, B.S., Allison C. Kelly, Ph.D., University of Waterloo

(PS5-B28) How Exposure to Personal Distress with and Without Self-compassion Affects Distress Intolerance: A Brief Randomized Controlled Trial

Jenessa L. Shaw, B.A., Allison C. Kelly, Ph.D., University of Waterloo

(PS5-B29) Mindfulness Practice Predicts interleukin-6 Responses to a Mindfulness-based Alcohol Relapse Prevention Intervention

Andrew McClintock, Ph.D.¹, Shannon McCarrick, Ph.D.², 1. University of Wisconsin Health, 2. Access Community Health Centers

(PS5-B30) Remotely-delivered Mindfulness-based Cognitive Therapy for SCAD Survivors: Preliminary Findings of an Open Pilot Trial

Maria Lopes, B.A.¹, Daniel Hall, Ph.D.¹, Malissa Wood, M.D.², Elyse Park, Ph.D.¹, Zev Schuman-Olivier, M.D.³, Bettina B. Hoepfner, M.S., Ph.D.⁴, Christina M. Luberto, Ph.D.⁴, 1. Massachusetts General Hospital, 2. Harvard University, 3. Harvard Medical School / Cambridge Health Alliance, 4. Harvard Medical School

- (PS5-B31) The Influence of Mindfulness on the Relationship Between Avoidant Coping and Depression During the COVID-19 Pandemic**
 Maria C. DiFonte, M.A., Elaine Ruiz, M.A., Emma Shaw, Ellen C. Flannery-Schroeder, ABPP, Ph.D., Rebecca Michel, B.S., University of Rhode Island
- (PS5-B32) The Five Facets of Mindfulness: A Cross-sectional Analysis of Mindfulness and Its Association with Depression, Anxiety and Disability in Adults with Migraine**
 Annie Kate Reeder, M.A.¹, Elizabeth Seng, Ph.D.¹, Rebecca Wells, M.D.², 1. Yeshiva University - Ferkauf Graduate School of Psychology, 2. Wake Forest
- (PS5-B33) Intermittent Theta-burst Transcranial Magnetic Stimulation for Post-traumatic Stress Disorder: The Role of Epigenetic Mediation**
 McKenzie J. Quinn, M.A., Brown University & Providence VA Medical Center
- (PS5-B34) Feasibility, Acceptability, and Preliminary Effectiveness of the THINK Skill: A New DBT Interpersonal Effectiveness Skill for Teens and Caregivers**
 Stefanie M. Iwanciw, Psy.D.¹, Loey Bromberg, M.S.², Desiree L. Curcio, Psy.D.², Jill H. Rathus, Ph.D.³, 1. Long Island University Post, 2. Long Island University, 3. Cognitive Behavioral Associates
- (PS5-B35) Integration in Psychedelic-assisted Treatments: Recurring Themes in Current Providers' Definitions, Challenges, and Concerns**
 Fiona Low, B.A., Mitch Earleywine, Ph.D., Carmen Lau, B.S., Joseph A. De Leo, M.A., Ph.D., University at Albany, State University of New York
- (PS5-B36) A Comparison of Psychotherapy Expectations and Preferences Among Black and White Undergraduate Women**
 Taylor R. Rodriguez, M.S.¹, Chloe M. Woodling, B.A.², Chloe C. O'Dell, B.A.³, Nora E. Charles, Ph.D.³, Joye Anestis, Ph.D.¹, 1. Rutgers University, 2. Ball State University, 3. University of Southern Mississippi
- (PS5-B37) A Randomized Controlled Trial of Surf and Hike Therapy for U.S. Active Duty Service Members with Major Depressive Disorder**
 Kristen H. Walter, Ph.D.¹, Nicholas P. Otis¹, Travis N. Ray, M.S.¹, Lisa Glassman, Ph.D.¹, Jessica L. Beltran, B.S.¹, Kim T. Kobayashi Elliott, B.A.², Betty Michalewicz-Kragh, M.S.², 1. Naval Health Research Center, 2. Naval Medical Center San Diego
- (PS5-B39) Changes in Health-Related Quality of Life in Patients with Chronic Pain Initiating Medical Cannabis Treatment**
 Lydia S. Buonomano, B.S.¹, Paulina Syracuse, M.S.¹, Michelle R. Lent, Ph.D.¹, Karen L. Dugosh, Ph.D.², Hannah R. Callahan, M.P.H.¹, Zoey K. Payne, B.A.¹, 1. Philadelphia College of Osteopathic Medicine, 2. Public Health Management Corporation
- (PS5-B40) Demographic and Clinical Predictors of Return to Use During Community Re-entry Following Residential Substance Use Treatment**
 Silvi C. Goldstein, M.A., Shannon R. Forkus, M.A., Emmanuel D. Thomas, M.A., Alexa M. Raudales, M.A., Reina Kiefer, M.A., Nicole Weiss, Ph.D., University of Rhode Island

(PS5-B41) Descriptive Exploration of DBT Treatment Outcomes Across White and Non-white Patients

Helene Diamond, MSW¹, Nadra M. Gabriel, M.A.¹, Cassandra R. Lloyd, M.S.², Liora R. Rabizadeh, B.A.³, Saad Iqbal, B.S.¹, Robert M. Montgomery, M.A.¹, Lynn M. McFerr, Ph.D.¹, Breanna Smith, M.A.¹, 1. CBT/DBT California, 2. University of La Verne, 3. University of California, Los Angeles

(PS5-B42) What Do Parents Want from DBT-A? Examining Parental Pretreatment Expectancies and Delivery Format Preferences

Erika A. Rooney, Psy.D.¹, Jill H. Rathus, Ph.D.², Hilary B. Vidair, Ph.D.³, Chani Goldfeder, Psy.D.⁴, Katerina Levy, B.A.⁵, Alexander Dorfman, B.A.⁵, 1. Child Mind Institute, 2. Cognitive Behavioral Associates, 3. Long Island University Post, 4. Modiin Behavioral, 5. Long Island University

(PS5-B43) Treating Youth in a Global Pandemic: Service Patterns in Public Mental Health Care Before and During COVID-19

Kalyn L. Holmes, M.A.¹, Puanani J. Hee, Ph.D.², Trina E. Orimoto, Ph.D.¹, David S. Jackson, Ph.D.¹, Max Sender, B.S.³, Scott K. Shimabukuro, ABPP, Ph.D.³, Charles W. Mueller, Ph.D.¹, 1. University of Hawai'i at Manoa, 2. State of Hawai'i, Dept of Health, Child & Adolescent Mental Health Division, 3. Hawaii Department of Health, Child and Adolescent Mental Health Division

(PS5-B44) International PRISMA Scoping Review to Understand Mental Health Interventions for Depression in COVID-19 Patients

Lakshmi Chennapragada, M.A.¹, Sarah R. Sullivan, M.S.², Kyra Hamerling-Potts, B.A.³, Hannah N. Tran, B.A., M.A.⁴, Jake R. Szeszko¹, Joseph Wroblewski, B.A.³, Emily L. Mitchell, Ph.D.³, Samantha Walsh, M.A.⁵, Marianne S. Goodman, M.D.⁵, 1. James J Peters Va.m.C, 2. Hunter College, City University of New York, 3. James J. Peters VA Medical Center, 4. Columbia University, 5. Icahn School of Medicine at Mount Sinai

(PS5-B45) Getting Preschoolers Unstuck: Piloting a Novel Executive Function Intervention for Behavioral Rigidity in Preschoolers

Allison B. Ratto, Ph.D.¹, Rebecca C. Handsman, B.A.¹, Lynn Cannon, M.A.², Monica Werner, M.A.³, Katie Alexander⁴, Abigail Brandt, M.A.¹, Megan Berkowitz, M.A., LICSW, MSW⁵, Alexandra (Allie) Perez, LICSW⁶, Laura G. Anthony, Ph.D.⁷, Lauren Kenworthy, Ph.D.¹, 1. Children's National Health System, 2. Maddux School, 3. Center for Assessment and Treatment, 4. The Occupational Therapy Institute, 5. AppleTree Institute, 6. AppleTree Early Learning Public Charter School, 7. University of Colorado Anschutz Medical Campus

(PS5-B46) A Preliminary Analysis of Interviews Documenting Barriers and Solutions to HIV and Mental Health Treatment

Lily A. Brown, Ph.D., Yiqin Zhu, M.S., University of Pennsylvania

(PS5-B47) Acceptability and Feasibility of Ecological Momentary Assessment and Wearable Assessment During 6-months of Dialectical Behavior Therapy

Allison K. Ruork, Ph.D., Linda Oshin, Ph.D., Evan Kleiman, Ph.D., Shireen L. Rizvi, ABPP, Ph.D., April L. Yeager, Ph.D., Madison Taylor, B.A., Rutgers University

(PS5-B48) Development of a COVID-19 Vaccine Hesitancy Single Session Group**Intervention for US Veterans**

Emily L. Mitchell, Ph.D.¹, Sarah R. Sullivan, M.S.², Marianne S. Goodman, M.D.³, Kyra Hamerling-Potts, B.A.¹, 1. James J. Peters VA Medical Center, 2. Hunter College, City University of New York, 3. Icahn School of Medicine at Mount Sinai

(PS5-B49) Adapting a Dialectical Behavioral Therapy Skills Group for a Randomized Control Trial Within a Jail Setting: Implementation Challenges and Lessons Learned

Julia B. McDonald, M.A., E. Elisa Carsten, B.A., Lauren F. Fournier, M.A., Meaghan Brown, M.A., Stephanie R. Hruza, M.A., Bryanna Fox, Ph.D., Edelyn Verona, Ph.D., University of South Florida

(PS5-B50) Development of a Vignette-based Measure of Practice Element and Treatment Target Knowledge for Training and Implementation in Youth Public Mental Health Services

Danielle L. Carrieria Ching, B.A.¹, Kyle C. Romero, M.A.¹, Puanani J. Hee, Ph.D.², Trina E. Orimoto, Ph.D.³, Lesley A. Slavin, Ph.D.⁴, Kelsie H. Okamura, Ph.D.⁵, 1. Hawai'i Pacific University, 2. State of Hawai'i, Dept of Health, Child & Adolescent Mental Health Division, 3. University of Hawai'i at Manoa, 4. Hawaii State Child and Adolescent Mental Health Division, 5. Judge Baker Children's Center

Poster Session 5**Dissemination & Implementation Science**

Key Words: *Exposure, Generalized Anxiety Disorder, Adults, Parents, Adolescent, Suicide, Sleep, School, Trauma*

Poster Session 5C**(PS5-C51) The Effect of Therapists' Beliefs About Exposure Therapy on Its Utilization: A Meta-analysis**

Theresa R. Gladstone, M.A., Christopher A. Flessner, Ph.D., Kent State University

(PS5-C52) The Role of Deliberate Practice in Clinical Skill Development: Application of a Multiple Baseline Design

McCall Schnuff, B.A., John Young, Ph.D., Jeffrey M. Pavlacic, M.A., Carolyn E. Humphrey, University of Mississippi

(PS5-C53) Behavioral Health Education: A Professional Development Model to Enhance Quality of Care, Staff Satisfaction, and Employee Retention

Gina A. McDowell, M.A., LPC¹, Mary A. Fristad, ABPP, Ph.D.², Jennifer B. Reese, Psy.D.², 1. The Ohio State University, 2. Nationwide Children's Hospital

- (PS5-C54) Examining Externally Observable Factors That Predict Community Partner Interest in Joining an Implementation Study**
Rafael T. Esteva Hache, B.A., Marlen Diaz, B.A., Allison G. Harvey, Ph.D., University of California, Berkeley
- (PS5-C55) Perceptions of the Transdiagnostic Intervention for Sleep and Circadian Dysfunction Among People Diagnosed with a Serious Mental Illness in a Community Mental Health Setting**
Julia M. Spencer, B.A., Laurel D. Sarfan, Ph.D., Allison G. Harvey, Ph.D., University of California, Berkeley
- (PS5-C56) Caregiver Hopefulness About Youth Mental Health Treatment: Longitudinal Changes in a State System of Care**
Andrea C. Ng, B.A., Holly R. Turner, M.A., Cea'Ana-Jean R. Deraco, Tommie M. Laba, M.A., Brad Nakamura, Ph.D., University of Hawai'i at Manoa
- (PS5-C57) Advancing Our Understanding of Empowerment Across Diverse Consumers: A Psychometric Investigation of the Family Empowerment Scale with a Novel Multiethnic Sample**
Amanda M. Vincent, M.A., Marina M. Matsui, M.A., Tommie M. Laba, M.A., Brad Nakamura, Ph.D., University of Hawai'i at Manoa
- (PS5-C58) Predictors of Provider Turnover Following Participation in a Trauma-informed Community-based Learning Collaborative**
Teresa Toranzo, B.A.¹, Elizabeth P. Casline, M.S.¹, Vanessa Ramirez, Psy.D.², Amanda Jensen-Doss, Ph.D.¹, 1. University of Miami, 2. Kristi House
- (PS5-C59) The Reliability of an Artificial Intelligence Application in Evaluating Therapist Competence**
McCall Schnuff, B.A., Carolyn E. Humphrey, Jeffrey M. Pavlacic, M.A., John Young, Ph.D., University of Mississippi
- (PS5-C60) Characterizing Clinician Confidence Working with High-risk Individuals in Crisis Settings**
Temma L. Schaechter, Ph.D.¹, Megan Brady, B.A.², Shari Jager-Hyman, Ph.D.³, Kelly L. Green, Ph.D.², Emily M. Becker-Haimes, Ph.D.³, 1. University of Pennsylvania School of Medicine, 2. Perelman School of Medicine at the University of Pennsylvania, 3. University of Pennsylvania
- (PS5-C61) Attitudes Toward Machine Learning for the Identification of Suicide Risk**
Frederick T. Schubert, III, B.A., Anna R. Gai, M.S., Kelsey L. Lowman, B.A., Thomas E. Joiner, Ph.D., Florida State University
- (PS5-C62) Clinical Impairment and Service Utilization in Youth: The Influence of Perceived Barriers on Treatment Engagement**
Dominique A. Phillips, B.S., Amanda Jensen-Doss, Ph.D., Jill Ehrenreich-May, Ph.D., University of Miami
- (PS5-C63) Improving Precision in Matching Healthcare Workers to Appropriate Mental Health Supports During the COVID-19 Pandemic**
Matteo Pieri, Ph.D.¹, Michal Weiss, B.S.¹, Emily M. Becker-Haimes, Ph.D.², Courtney Wolk, Ph.D.¹, 1. Perelman School of Medicine at the University of Pennsylvania, 2. University of Pennsylvania

(PS5-C64) Two-year Utilization Patterns of a Mental Health Support Service for

Healthcare Workers Delivered by Lay Professionals

Michal Weiss, B.S.¹, Courtney Wolk, Ph.D.¹, Matteo Pieri, Ph.D.¹, Temma L. Schaechter, Ph.D.¹, Emily M. Becker-Haimes, Ph.D.², 1. Perelman School of Medicine at the University of Pennsylvania, 2. University of Pennsylvania

(PS5-C65) Adaptation and Implementation of the BRIDGE Model in the

Philadelphia School System

Michal Weiss, B.S.¹, Shannon Testa, B.A.¹, Julie Worley, Ph.D.¹, John Armstrong, Ph.D.¹, Akeesha Washington, M.S.¹, Gwendolyn Lawson, Ph.D.², Elise Cappella, Ph.D.³, Sophia Hwang, Ph.D.⁴, Carrie Comeau, MSW⁵, Courtney Wolk, Ph.D.¹, Amber Lee Venti, M.A., LPC⁵, 1. Perelman School of Medicine at the University of Pennsylvania, 2. The Children's Hospital of Philadelphia, 3. New York University, 4. University of California, Berkeley, 5. Community Behavioral Health, Department of Behavioral Health and Intellectual Disabilities Services, Philadelphia

(PS5-C66) Adaptations and Pilot Implementation of the Datesmart Dating Violence

Intervention Group on a Youth-serving Inpatient Unit

Sophia Sodano, B.S.¹, Erik Hood, Ph.D.², Elizabeth Thompson, Ph.D.³, Jennifer C. Wolff, Ph.D.⁴, Micaela M. Maron, B.S.⁵, Christie J. Rizzo, Ph.D.⁶, 1. Emma Pendleton Bradley Hospital/Warren Alpert Medical School of Brown University, 2. Warren Alpert Medical School of Brown University, 3. Rhode Island Hospital/Warren Alpert Medical School of Brown University, 4. Warren Alpert Medical School of Brown University, 5. Bradley Hospital/Warren Alpert Medical School of Brown University, 6. Northeastern University

(PS5-C67) Applying Implementation Strategies to Understanding the Adolescent

Psychiatric Boarding Crisis

Micaela M. Maron, B.S.¹, Sophia Sodano, B.S.², Tommy Chou, Ph.D.³, Erik Hood, Ph.D.⁴, Shayna Cheek, M.A.⁴, Jennifer C. Wolff, Ph.D.⁴, 1. Bradley Hospital/Warren Alpert Medical School of Brown University, 2. Emma Pendleton Bradley Hospital/Alpert Medical School of Brown University, 3. Rhode Island Hospital/Warren Alpert Medical School of Brown University, 4. Warren Alpert Medical School of Brown University

(PS5-C68) Qualitative Analyses of SWOT Interviews (Strengths, Weaknesses, Opportunities, Threats) with Stakeholders to Inform Implementation of Evidence-based Trauma Interventions

Andrea J. Bergman, Ph.D., Elissa J. Brown, Ph.D., Imad Zaheer, Ph.D., Robin Goodman, Ph.D., Ayelet Hochman, B.A., Cameron A. Haslip, M.A., St. John's University

(PS5-C69) Examination of Implementation Factors Reported by Community

Therapists Working in Urban Schools during a Global Pandemic

Vanesa Mora Ringle, Ph.D., Leah Salama, M.P.H., M.S., Torrey A. Creed, Ph.D., University of Pennsylvania Perelman School of Medicine

(PS5-C70) The Role of Shared-decision Making in Promoting Family Participation in First-episode Psychosis Treatment

Nicole L. Davies, B.A., Paige E. Cervantes, Ph.D., Mary Aciri, Ph.D., Chelsea Flores, B.A., Priscilla Shorter, Kimberly Hoagwood, Ph.D., New York University Grossman School of Medicine

- (PS5-C71) Relationship Between Preferred Help Source, Trusted Source of Mental Health Information, and Actual Referral Source for Caregivers of Anxious Youth**
 Gillian C. Dysart¹, Philip C. Kendall, Ph.D.¹, Jennifer M. Gamarra, Ph.D.², Bruce F. Chorpita, Ph.D.³, Margaret E. Crane, M.A.¹, 1. Temple University, 2. University of California Los Angeles Semel Institute of Neuroscience and Human Behavior, 3. University of California Los Angeles
- (PS5-C72) A Statewide Implementation Initiative to Increase the Availability of Evidence Based Treatment for Substance Use Disorders in Community Mental Health Centers**
 Brigid Marriott, Ph.D.¹, Michael Smoker, Ph.D.¹, Matthew Aalsma, Ph.D.¹, Zachary Adams, Ph.D.², Leslie Hulvershorn, M.D.¹, 1. Indiana University School of Medicine, 2. Indiana University
- (PS5-C73) Therapist Burnout: Associations with Contraindicated Behaviors in Sessions for Youth in School-based Mental Health Services**
 Arden Guo¹, Hyun Seon Park, M.A.¹, Meredith Boyd, M.A.¹, Bruce F. Chorpita, Ph.D.¹, Kimberly D. Becker, Ph.D.², 1. University of California, Los Angeles, 2. University of South Carolina
- (PS5-C74) Engaging Caregivers in Youth Mental Healthcare: Provider- and Organizational-level Supports**
 Clara Johnson, Ph.D.¹, Julie K. Nguyen, B.S.¹, Lucy Berliner, LICSW², Shannon Dorsey, Ph.D.¹, 1. University of Washington, Seattle, 2. University of Washington
- (PS5-C75) Provider Perceptions of the Acceptability, Feasibility, and Appropriateness of a Brief School-based Intervention: A Qualitative Study**
 Suh Jung “Rylee” Park, B.A.¹, Alicia Meng, Ed.S.¹, Evelyn Cho, Ph.D.², Sarah A. Owens, Ph.D.³, Jenna Strawhun, Ph.D.³, Kristin M. Hawley, Ph.D.¹, 1. University of Missouri-Columbia, 2. Harvard University, 3. University of Missouri

Poster Session 5

Dissemination & Implementation Science, Prevention

Key Words: Alcohol, Depression, Generalized Anxiety Disorder, Adults, Child, Parents, Prevention, Adolescent, School, Trauma, Telehealth

Poster Session 5D

- (PS5-D76) Multilevel Predictors of Adherence to Modular Cognitive Behavior Therapy for Children**
 Anna D. Bartuska, B.S., B.A.¹, Alayna L. Park, Ph.D.¹, Emma L. Eaton, B.S.², Precious Akinrimisi, B.S.², Rachel E. Kim, Ph.D.³, Daniel M. Cheron, ABPP, Ph.D.³, Robert Franks, Ph.D.³, 1. University of Oregon, 2. Palo Alto University, 3. Judge Baker Children’s Center

(PS5-D77) Promoting Efficiency: The Role of Supervisors and a Clinical Decision-making System

Carolina Lechuga, B.A.¹, Kendra S. Knudsen, M.A.¹, Kendal Reeder, M.A.¹, Bruce F. Chorpita, Ph.D.¹, Kimberly D. Becker, Ph.D.², 1. University of California, Los Angeles, 2. University of South Carolina

(PS5-D78) Effectiveness of Youth Psychotherapy Interventions Delivered in Schools: A Meta-analysis of Randomized Controlled Trials

Danielle Eisenman, Katherine E. Venturo-Conerly, Ph.D., John R. Weisz, ABPP, Harvard University

(PS5-D79) Clinician Characteristics Associated with Adherence and Competence in a Statewide Implementation of Parent Child Interaction Therapy

Mira D H Snider, M.S.¹, Amy Herschell, Ph.D.², David J. Kolko, Ph.D.³, 1. Ann & Robert H. Lurie Children's Hospital of Chicago, 2. Community Care Behavioral Health Organization, 3. University of Pittsburgh School of Medicine

(PS5-D80) Resilience Training in Transdiagnostically At-risk Adolescents with Subclinical Psychotic Symptoms: A Single-arm Pilot Study

Yolanda I. Whitaker, B.S.¹, Nicole R. DeTore, Ph.D.¹, Jordan Zimmerman, B.S.¹, Natali Rychik, B.S.¹, Anne S. Burke, Ph.D.¹, Babatunde Aideyan, M.A.², Randi Schuster, Ph.D.³, Daphne J. Holt, M.D., Ph.D.⁴, 1. Massachusetts General Hospital, 2. Bouvé College of Health Sciences, Northeastern University, 3. Massachusetts General Hospital/Harvard Medical School, 4. Harvard Medical School

(PS5-D81) Barriers and Facilitators to School-based Prevention Programs

Meredith Seewald, M.A.¹, Lata K. McGinn, Ph.D.², 1. Yeshiva University - Ferkauf Graduate School of Psychology, 2. Yeshiva University/Cognitive & Behavioral Consultants

(PS5-D82) Efficacy of an Internet-delivered Version of the Unified Protocol for Transdiagnostic Treatment of Emotional Disorders in Adolescents (iUP-A) for the Indicated Prevention of Depression and Anxiety

Julia C. Schmitt, M.S., Rosa M. Valiente, Ph.D., Julia García-Escalera, Ph.D., Sandra Arnáez, Ph.D., Victoria Espinosa, M.S., Bonifacio Sandín, Ph.D., Paloma Chorot, Ph.D., Universidad Nacional de Educación a Distancia (UNED)

(PS5-D83) Adaptation of an Online Single-session Intervention for Greek Adolescents During the COVID-19 Pandemic

Eirini Zoupou, B.A.¹, Akash R. Wasil, B.S.², Evan Iliakis, B.A.¹, Nina Vafea, B.S.³, Anna Bechraki, M.S.⁴, Elli Kypraiou⁵, Lilly Peppou, M.S.⁶, Marina Economou, M.D.⁷, Robert J. DeRubeis, B.A., Ph.D.⁸, 1. University of Pennsylvania Perelman School of Medicine, 2. University of Pennsylvania, 3. National and Kapodistrian University of Athens, 4. First Department of Psychiatry-Eginition Hospital, Medical School, National and Kapodistrian University of Athens, Greece. & Unit of Social Psychiatry & Psychosocial Care, University Mental Health, Neurosciences & Precision Medicine Research Institute, "Costas Stefanis" (UMHRI), Athens, Greece, 5. Tufts University, 6. Unit of Social Psychiatry & Psychosocial Care, University Mental Health, Neurosciences & Precision Medicine Research Institute, "Costas Stefanis" (UMHRI), 7. First Psychiatric Clinic of the Medical School of the National and Kapodistrian University of Athens at Eginition Hospital, 8. University of Pennsylvania

(PS5-D84) Efficacy of Daily Breathing Exercise on Alcohol Craving, Stress, and Anxiety Delivered via Smartphone Application

Emalee M. Dauginikas, M.S., Jorge Martins, Ph.D., Jesutomi Odukoya, B.S., Lisa Goldberg, M.A., Rajita Sinha, Ph.D., Dongju Seo, Ph.D., Yale University School of Medicine

9:00 a.m. – 10:00 a.m.

Westside Ballroom, 5th Floor

Poster Session 6

Health Psychology/Behavioral Medicine- Adult, Weight Management, Women's Health

Key Words: Alcohol, Body Image, College Students, Hispanic American/ Latinx, Exercise, Women's Health, Pain

Poster Session 6A

(PS6-A1) The Effect of Brief Exposures to Fitspiration Images on Motivation to Exercise and Body Image Concerns in Latina College Students

Roberto Sagaribay, B.A., Ariana Cervantes, M.A., Joshua Torres, B.S., Ivan Cervantes, Lydia Granados, Theodore V. Cooper, Ph.D., University of Texas at El Paso

(PS6-A2) Relationships Between Exercise and Disinhibited Eating During Weight Loss and Maintenance

Francesca Knudsen, B.A., Nicole Crane, M.S., Meghan L. Butryn, Ph.D., Drexel University

(PS6-A3) Critical Examination of Research in Women Experiencing Infertility Stigma

Maria R. Starr, M.A., Kaitlin Vilorio, B.S., Hannah S. Daniel, M.A., M.S., Mackenzie H. Brackett-Wisener, M.A., Haley Baltz, M.A., Anderson B. Rowan, Ph.D., Regent University

(PS6-A4) Understanding the Impact of Previous Pregnancy Loss Among Currently Pregnant Veterans

Mary O. Shapiro, Ph.D.¹, Aimee Kroll-Desrosiers, M.S., Ph.D.², Kristin Mattocks, Ph.D.³,
1. Southeast Louisiana Veterans Health Care System, 2. VA Central Western Massachusetts, 3. University of Massachusetts

(PS6-A5) Understanding the Impact of Social Media Use on New Mothers' Emotional Well-being

Sara Naselsky, M.A., Randy Fingerhut, Ph.D., Abigail Collins, B.S., La Salle University

- (PS6-A6) Victim-perpetrator Relationship Characteristics and Perceptions of Personal Sexual Assault and Coercion Experiences**
Frasia M. Morrison, M.A., Patti A. Timmons. Timmons-Fritz, Ph.D., University of Windsor
- (PS6-A7) Exercise Frequency and Motivations Interacting to Predict Maladaptive and Healthy Exercise Behavior**
Cody Staples, M.A., Madeline Palermo, M.S., Allison Cuning, M.A., Kendall N. Poovey, M.A., Diana Rancourt, Ph.D., University of South Florida
- (PS6-A8) Examining the Effect of Depression on the Relationship Between Health Behaviors and Body Image Among Childhood Cancer Survivors**
Megan R. Wirtz, B.A.¹, Jennifer Ford, Ph.D.², 1. The Graduate Center, City University of New York, 2. Hunter College, City University of New York
- (PS6-A9) Associations Between Family Involvement and Diabetes Distress for Adults with T2D and Their Support Persons**
McKenzie K. Roddy, Ph.D.¹, Lyndsay A. Nelson, Ph.D.², Lindsay S. Mayberry, M.S., Ph.D.², 1. VA Tennessee Valley Healthcare System, 2. Vanderbilt University Medical Center
- (PS6-A10) Perceived Risk of COVID-19 as a Moderator of the Relationship Between Disgust Sensitivity and COVID-19 Vaccine Hesitancy**
Chrysalis Mandell, B.A., David L. Yap, M.A., Kara L. Buda, M.A., Evelyn Behar, Ph.D., Hunter College, City University of New York
- (PS6-A11) Positive Psychological Functioning Variables as Protective Factors of Positive Mental Health and Burden Due to COVID-19: A Longitudinal Study**
Lorena Desdentado, M.S.¹, Marta Miragall, Ph.D.¹, Tamara Escrivá-Martínez, Ph.D.¹, Maja Wrzesien, Ph.D.¹, M^a Dolores Vara, Ph.D.¹, Rocío Herrero, Ph.D.², Rosa M. Baños, Ph.D.¹, 1. University of Valencia, 2. University of Zaragoza
- (PS6-A12) Intent to Receive COVID-19 Vaccination Among College Students: Theory of Planned Behavior and Sociodemographic Predictors**
Kelly Davis, M.A., Lisa Curtin, Ph.D., Jacqueline Hersh, Ph.D., John Paul Jameson, Ph.D., Appalachian State University
- (PS6-A13) COVID-19 Vaccine Hesitancy Among College Students: A Qualitative Analysis**
Kelly Davis, M.A., Lisa Curtin, Ph.D., Jacqueline Hersh, Ph.D., Appalachian State University
- (PS6-A14) Impacts of COVID-19 Pandemic on Appraisal and Adherence to Recommended Health Actions for Individuals with Type II Diabetes and Hypertension**
Ashley Buchanan, M.A.¹, Shelby Rivers, Ph.D.², Keith Sanford, Ph.D.¹, 1. Baylor University, 2. Drexel University
- (PS6-A15) Effects of Masculinity Norms and Alcohol Use on Hiv-positive Men's Adoption of COVID-19 Risk Reduction Behaviors in Cape Town, South Africa**
Jennifer M. Belus, Ph.D.¹, Abigail C. Hines, B.S., B.A.², Jessica F. Magidson, Ph.D.², Lena S. Andersen, Ph.D.³, Ashraf Kagee, Ph.D.⁴, Derek Iwamoto, Ph.D.², John A. Joska, Ph.D.⁵, Adele Marais, Ph.D.⁵, 1. Swiss Tropical and Public Health Institute, 2. University of Maryland, College Park, 3. University of Copenhagen, 4. Stellenbosch University, 5. University of Cape Town

(PS6-A16) Reciprocal Associations Between Quality of Life and Pain During Initial Rehabilitation After Spinal Cord Injury: A Random Intercept Cross-lagged Panel Model Study

Maren Westphal, Ph.D.¹, Celine Braunwalder, Ph.D.², Caroline Debnar, Ph.D.³, Marcel Post, Ph.D.⁴, Valerie Carrard, Ph.D.⁵, Christine Fekete, Ph.D.³, Simon Kunz, Ph.D.³, Mayra Galvis Aparicio, Ph.D.³, Matt Moores, B.S.¹, Anke Scheel-Sailer, M.D.³, 1. Pace University, 2. University of Lucerne, 3. Swiss Paraplegic Research Center, 4. University of Groningen, 5. Lausanne University Hospital

(PS6-A17) Alcohol Use and Executive Functioning: The Buffering Role of Physical Activity

Lindsay Thomas, B.S., Alex Chang, M.S., Margaret Paul, B.S., Lauren Borato, B.S., Maria E. Meinerding, M.S., Jeremiah Weinstock, Ph.D., Saint Louis University

(PS6-A18) Difficulty Accessing General Healthcare During the COVID-19 Pandemic Among Hiv-positive Men

Abigail C. Hines, B.S., B.A.¹, Adele Marais, Ph.D.², Jessica F. Magidson, Ph.D.¹, Lena S. Andersen, Ph.D.³, Ashraf Kagee, Ph.D.⁴, Derek Iwamoto, Ph.D.¹, John A. Joska, Ph.D.², Jennifer M. Belus, Ph.D.⁵, 1. University of Maryland, College Park, 2. University of Cape Town, 3. University of Copenhagen, 4. Stellenbosch University, 5. Swiss Tropical and Public Health Institute

(PS6-A19) Patient Engagement with a Mobile App for Chronic Pain

Hannah Robins, M.S.¹, Sarah T. Wieman, M.S.¹, Gabrielle I. Liverant, Ph.D.¹, Robert Jamison, Ph.D.², 1. Suffolk University, 2. Brigham and Women's Hospital / Harvard Medical School

(PS6-A20) Cancer-peer Connection in the Young Adult Cancer Context: Relocating Cancer Support to Community Settings

Maiya Hotchkiss, B.A.¹, Alyssa M. Ciniglio¹, Zobaida Maria¹, Zeba N. Ahmad, M.A.², Megan R. Wirtz, B.A.³, Jennifer Ford, Ph.D.¹, 1. Hunter College, City University of New York, 2. Hunter College, City University of New York & The Graduate Center, City University of New York, 3. The Graduate Center, City University of New York

(PS6-A21) Cognitive and Affective Transdiagnostic Variables Linked with COVID Related Anxiety

Jane G. Hewes, Aaron Lee, Ph.D., University of Mississippi

(PS6-A22) Does Pain Resilience Moderate Pain and Affective Responses to Repeated Painful Stimulation?

Shraddha Selani, B.A.¹, Christopher France, Ph.D.², Dominic W. Ysidron, M.S.², 1. Appalachian State University, 2. Ohio University

(PS6-A23) Does Hope Moderate the Relationship Between Persistent Fatigue Symptoms and Anxiety in College Students?

Gladys J. Pozo, B.A.¹, Danielle B. Hazeltine, M.A.², Barbara Storch, M.A.³, Laura C. Reigada, Ph.D.³, 1. Brooklyn College, City University of New York, 2. City University of New York Graduate Center, 3. Brooklyn College and The Graduate Center, City University of New York

(PS6-A24) Predicting Healthcare Utilization: Role of Health-related Beliefs

Sarah E. Francis¹, Jamey T. Brumbaugh, M.S.¹, Erinn Victory, B.A.¹, Jeongwi An, M.A.¹, Jaliyah Hubbard¹, Erica Merrill, M.S.¹, Daniel McNeil, Ph.D.¹, Cameron L. Randall, Ph.D.², 1. West Virginia University, 2. University of Washington

- (PS6-A25) Mapping Risk and Protective Factors to Trajectories of Cancer-specific Stress in Gynecologic and Breast Cancer Patients: A Latent Growth Mixture Model Analysis
Jonathan Singer, Ph.D.¹, Kristen Carpenter, Ph.D.², 1. Texas Tech University, 2. Ohio State Wexner Medical Center

Poster Session 6

Addictive Behaviors, Aging and Older Adults, Health Psychology/Behavioral Medicine- Adult, Sleep/Wake Disorders

Key Words: Alcohol, Anxiety, Body Image, Child, College Students, Depression, Exercise, Grief, Sleep, Substance Abuse

Poster Session 6B

- (PS6-B26) Anxiety Sensitivity as a Predictor of Exercise and Weight Changes During the COVID-19 Pandemic
Bridget A. Hearon, Ph.D., Elyse Eckert, Albright College
- (PS6-B27) Pain Interference Mediates the Relation of Emotional Child Abuse and Fear of Cancer Recurrence
Jennifer L. Kuo, M.A., Rachel C. Bock, M.A., Christopher R. Berghoff, Ph.D., University of South Dakota
- (PS6-B28) Mental Health Conditions and Psychiatric Evaluations in Terminal Cancer Patients Pursuing Death with Dignity
Courtney Daum, B.S.¹, Jonathan Singer, Ph.D.², Elisabeth McLean, Ph.D.², Elizabeth Loggers, M.D., Ph.D.³, 1. University of Washington, Seattle, 2. Texas Tech University, 3. University of Washington School of Medicine
- (PS6-B29) Years Since HIV Diagnosis Predicts Religious Coping Among Black Women in the Context of the COVID-19 Pandemic
Rachelle Reid, M.S., Kimberly Lazarus, MPH, Roxana Bolden, Chelsie Wallen, PsyD, Maria Fernanda Silva, BS, Mya Wright, BA, Stephanie Gonzalez, BS, Daniel Feaster, PhD, Steven Safren, PhD, Gail Ironson, MD, PhD, Ian Wright, PhD., Sannisha Dale, M.A., Ph.D., University of Miami
- (PS6-B30) Cognitive and Functional Impairments Predict Depression Trajectories in Stroke Patients
Shuquan Chen, B.S., M.S.¹, Roland P. Hart, B.S., B.A., M.A.², George Bonanno, Ph.D.¹, 1. Columbia University, 2. Columbia University Teachers College

(PS6-B31) Application of the Extended Parallel Process Model to Use of Social**Distancing**

Danielle L. Hoyt, M.A.¹, Megan A. Milligan, B.S.², Alexandra K. Gold, M.A.³, Michael Otto, Ph.D.⁴, Samantha G. Farris, Ph.D.¹, Teresa M. Leyro, Ph.D.¹, 1. Rutgers, The State University of New Jersey, 2. University of New Hampshire, 3. Massachusetts General Hospital, 4. Boston University

(PS6-B32) Impacts of Disordered Eating Patterns on Health Behaviors and Functioning: Results from a Weight-diverse Community Sample

Brooke Palmer, Ph.D.¹, Rachel D. Barnes, Ph.D.², Jessica L. Lawson, Ph.D.³, Sheila Hanson, Ph.D.⁴, 1. University of Minnesota, 2. University of Minnesota Medical School, 3. Yale University School of Medicine, 4. University of North Dakota

(PS6-B33) Assessing Medically Ill Youths' Perceptions of a Brief Comic Book Activity to Deliver Evidence-based Skills During Inpatient Hospitalization

Maria C. Alba, Psy.M.¹, Gabriela Goldentyer, M.A.², Sandra Pimentel, Ph.D.³, 1. Rutgers University - GSAPP, 2. Montefiore Medical Center, 3. Montefiore Medical Center-AECOM

(PS6-B34) Medical Technologies and Psychological Adjustment in Youth with Type 1 Diabetes: Implications for Treatment Outcomes

Victoria L. Ledsham, M.S.¹, Anna J. Yeo, M.A.², Betty Lin, Ph.D.¹, Leslie Halpern, Ph.D.³, Linda Riddick, M.D.⁴, Daniela Sima, M.D.⁴, Kristine M. Wohlfahrt⁴, Nancy Jones, RN⁴, 1. University at Albany, State University of New York, 2. Warren Alpert Medical School of Brown University, 3. Yeshiva University - Ferkauf Graduate School of Psychology, 4. Albany Medical Center

(PS6-B35) Health-related Quality of Life Among Children Presenting for Intensive Psychiatric Services

Ariel Gianukakis, B.A.¹, Justin Parent, Ph.D.², Anne S. Walters, ABPP, Ph.D.³, 1. Lifespan Bradley Hospital, 2. Warren Alpert Medical School of Brown University, 3. Brown University

(PS6-B36) Developing an Ultra-brief Cognitive-behavioral Therapy Intervention (UB-CBT) for Routine Primary Care Visits

Julia M. Terman, M.A., Kelly J. Rohan, Ph.D., Emily Greenberger, M.D., University of Vermont

(PS6-B37) Efficacy of Mobile App Based Cognitive Behavioral Therapy for Insomnia: A Systematic Review

Anderson B. Rowan, Ph.D., Nicole Urh, M.A., Lynette Figueroa, B.S., M.A., Regent University

(PS6-B38) How to Treat Insomnia in Healthcare Workers with Atypical Work Schedules? Preliminary Report on the Efficacy of Behavioral Therapy for Insomnia in Shift Work: A Randomized Control Trial

Annie Vallieres, Ph.D.¹, Severine Garnier, Ph.D.¹, Alric Pappathomas, B.A.¹, Tyna Paquette, Ph.D.², Chantal Merette, Ph.D.¹, Julie Carrier, Ph.D.³, Célyne Bastien, Ph.D.¹, 1. Université Laval, 2. Centre de recherche CIUSSS-NIM, 3. Université de Montréal

(PS6-B39) Prospective Association Between Circadian Preference and Academic**Impairment in Adolescents: The Role of Daytime Sleepiness**

Taryn Cook, B.S.¹, Joseph Fredrick, Ph.D.¹, Joshua Langberg, Ph.D.², Stephen P. Becker, Ph.D.¹,
1. Cincinnati Children's Hospital and Medical Center, 2. Virginia Commonwealth University

(PS6-B40) Intra-individual Sleep Variability: Associations with Anxiety and Depression

David L. Yap, M.A., Evelyn Behar, Ph.D., Hunter College, City University of New York

(PS6-B41) Sleep Difficulties as Mediators of the Relationship Between Mental Health Symptoms and Suicidal Ideation in College Student Athletes

Jacqueline J. Leete, B.A., Alisa Huskey, Ph.D., Kelly N. Kim, B.S., Daniel J. Taylor, Ph.D.,
The University of Arizona

(PS6-B42) Predictors of Sleep Quality Among Children Adopted from US Foster Care

Megan E. Rech, B.A., Annika M. Myers, B.A., Jinu Kim, M.A., Anthony B. Cifre, M.A.,
Candice A. Alfano, Ph.D., University of Houston

(PS6-B43) Associations Between College Students' Internalizing and Insomnia Symptoms and the Potential Moderating Role of Avoidant Coping Strategies

Jadyn R. Gomberg, Angelica Aguirre, B.A., Sunny Nguyen, Yuko Okado, Ph.D., California State University, Fullerton

(PS6-B44) Sleep Hygiene Moderates the Relationship Between Total Sleep Time and Negative Affect

Jessica T. Hinojosa, M.S., Emily M. Bartholomay, M.A., Karla K. Fehr, Ph.D., Southern Illinois University

(PS6-B45) The Potential Role of Shame and Rumination in Sleep Disturbances

Nadine R. Taghian, M.A., Marie Parsons, Ph.D., Jayati T. Bist, B.A., Michael Otto, Ph.D.,
Boston University

(PS6-B46) Embodied Risk and Resilience in Aging: A Short-term Longitudinal Study of Depression, Emotion Regulation, and Cardiovascular Function in Older Adulthood

Liv Valö, M.A., Emily A. Haigh, Ph.D., University of Maine

(PS6-B47) Evaluating If Pandemic Grief Risk Factors Significantly Predict Prolonged Grief Disorder in a Sample of Bereaved Individuals During COVID-19

Sydney Schneider¹, Elisabeth McLean, Ph.D.², Emily Schulke², Jonathan Singer, Ph.D.², 1. Minnesota State University, 2. Texas Tech University

(PS6-B48) The Moderating Effect of Age Beliefs on the Relationship Between Menopause Symptoms and Distress

Natalia Provolto, B.A.¹, David L. Yap, M.A.², Evelyn Behar, Ph.D.², Kathleen C. C. Gunthert, Ph.D.¹, 1. American University, 2. Hunter College, City University of New York

(PS6-B49) Substance Use Disorders in a Public Health Emergency: Efficiency Counts

Brian Berman, Psy.D., Kris Kurlancheek, M.A., Tom Longenecker, B.A., Retreat Behavioral Health

(PS6-B50) Social Impressions of Drinking as Predictors of Drinking Game

Consequences in College Students

Alyssa M. Medenblik, B.A., Alisa R. Garner, M.A., Evan J. Basting, M.A., Gloria Romero, M.S., Mary C. Jensen, Jacqueline Sullivan, M.A., Gregory Stuart, Ph.D., The University of Tennessee, Knoxville

Poster Session 6

Addictive Behaviors

Key Words: Alcohol, Anxiety, Child, College Students, Depression, Eating, Hispanic American/Latinx, Military, PTSD (Posttraumatic Stress Disorder), Substance Abuse

Poster Session 6C

(PS6-C51) Food Addiction and Its Relationship with Other Eating Behaviors Among College Students

Tamara Escrivá-Martínez, Ph.D.¹, Laura Galiana, Ph.D.¹, Rocio Herrero, Ph.D.², Marta Rodríguez-Arias, Ph.D.¹, Rosa M. Baños, Ph.D.¹, 1. University of Valencia, 2. University of Zaragoza

(PS6-C52) Co-use of Alcohol and Cannabis Among Couples with Alcohol Use Disorder and Intimate Partner Violence

Sara M. Witcraft, Ph.D.¹, Sarah T. Giff, Ph.D.², Julianne C. Flanagan, Ph.D.¹, 1. Medical University of South Carolina, 2. Ralph H. Johnson VA Medical Center, MIRECC

(PS6-C53) Emotional Clarity Difficulties Mediate the Relationship Between PTSD Symptom Severity and Substance Use Treatment Persistence

Breanne Sande-Martin, M.A.¹, Patrick Duryea, B.A.¹, Antover Tuliao, Ph.D.², Alicia Klanecky Earl, Ph.D.³, Dennis McChargue, Ph.D.¹, Laura Wahlstrom, Ph.D.¹, 1. University of Nebraska-Lincoln, 2. Texas Tech University, 3. Creighton University

(PS6-C54) Student Loan Status Moderates the Association Between Subjective Socioeconomic Status and the Risk of Alcohol Use Disorder and Anxious Symptoms

Kristen Lindgren, ABPP, Ph.D.¹, Ty L. Tristao, B.A.¹, Clayton Neighbors, Ph.D.², 1. University of Washington School of Medicine, 2. University of Houston

(PS6-C55) An Exploratory Factor Analysis of an Echug Drinking Motives Scale with Mandated Students

Kayla M. Neeley, M.A., Taylor Stanley, M.A., Chris J. Correia, Ph.D., Auburn University

(PS6-C56) Alcohol Use Among Socially Anxious Female Participants Across Social Contexts

Brittany S. Sharma, B.S., Nora E. Noel, Ph.D., University of North Carolina Wilmington

- (PS6-C57) Response to Evidence Based Psychotherapy via Telehealth in a Diverse Population of Veterans with Dual Diagnoses During a Time of Prolonged Crisis**
 Min Su Kang, M.A.¹, Kylie Prutisto-Chang, B.A.², Ariane Ling, Ph.D.², Oscar Hong, B.S.², Ziqiang Lin, Ph.D.², Charles Marmar, M.D.², Naomi M. Simon, M.D.², Amanda Spray, ABPP, Ph.D.², 1. University of Pennsylvania, 2. New York University Grossman School of Medicine
- (PS6-C58) Preliminary Efficacy of the “medication Adherence Therapy: Psychosocial Leverage Using a Significant Other (MAT-PLUS)” Intervention to Support Adherence to Medications for Substance Use Disorder**
 Kevin Wenzel, Ph.D.¹, Julia Thomas, B.S.², Jennifer Stidham, B.A.², Luciana Lavorato, LPC³, Marc Fishman, M.D.², 1. Maryland Treatment Centers/Mountain Manor, 2. Maryland Treatment Centers Inc, 3. Mountain Manor Treatment Center
- (PS6-C60) Protective and Risk Factors for Increased Alcohol Use in Latinx College Students on the U.S./Mexico Border**
 Andrea Rodriguez-Crespo, B.S.¹, Claudia Jane J. Woloshchuk, M.A.², Carlos Portillo Jr., Jr., M.A.¹, Gabriel Tarango, B.A.¹, Kevin Sandoval Medina, B.A.¹, Theodore V. Cooper, Ph.D.¹, 1. University of Texas at El Paso, 2. Alliant International University
- (PS6-C61) Identifying Subgroups of Cannabis Users from Expectancies and Use Indices: A Latent Profile Analysis**
 Nicholas R. Livingston, M.S., Alison Looby, Ph.D., University of Wyoming
- (PS6-C62) Differences in Alcohol Expectancy Organization and Activation Patterns in 5th Grade Precede Onset of Alcohol Use in Children**
 Jessica N. Flori, M.S.¹, Michael E. Dunn, Ph.D.¹, Elizabeth N. Riley, Ph.D.², Greg T. Smith, Ph.D.², 1. University of Central Florida, 2. University of Kentucky
- (PS6-C63) If You Don’t Eat, You Can Get Drunk Faster: A Qualitative Investigation of Food and Alcohol Disturbance (FAD) Expectancies**
 Katherine Berry, B.A., Makena Engelker, Alison Looby, Ph.D., University of Wyoming
- (PS6-C64) Education Status as a Moderator of Associations Between Positive Alcohol Expectancies and Drinking Outcomes**
 Emily K. Junkin, M.S., Ryan K. Collier, B.S., Cathy Lau-Barraco, Ph.D., Old Dominion University
- (PS6-C65) Differences in Drinking Motivations Among Student and Nonstudent Emerging Adult Drinkers**
 Douglas J. Glenn, M.S.¹, Cathy Lau-Barraco, Ph.D.², 1. Virginia Consortium Program in Clinical Psychology, 2. Old Dominion University
- (PS6-C66) Drinking and Affective Outcomes of a Small Randomized Control Trial for Hazardous Drinkers with Negative Affect: A Comparison of Three Treatment Conditions**
 Giao Q. Tran, Ph.D., University of Cincinnati
- (PS6-C67) The Role of Sociocultural Factors on Alcohol Use Behaviors Among Hispanic/Latinx Individuals**
 Ardhys N. De Leon, M.S., Robert Dvorak, Ph.D., Roselyn Peterson, M.S., Emily Koster Burr, B.A., Angelina V. Leary, M.S., University of Central Florida

- (PS6-C68) Evaluation of a Group Mindfulness-based Intervention to Address College Student Drinking and Mental Health**
 Mary A. Marchetti, M.S., Austin C. Folger, B.S., Jessica M. Cronce, Ph.D., University of Oregon
- (PS6-C69) Who Was Most at Risk for Playing Drinking Games During a Pandemic (COVID-19) Academic Year? A Multisite College Alcohol Study**
 Kayla M. Ford, B.S.¹, Byron L. Zamboanga, Ph.D.¹, Banan Ramadan, M.S.², Heidemarie Blumenthal, Ph.D.², Margo C. Hurlocker, Ph.D.³, Michael B. Madson, Ph.D.⁴, 1. University of Arkansas, 2. University of North Texas, 3. University of New Mexico, 4. University of Southern Mississippi
- (PS6-C70) Heart Rate Variability Moderates Change in Depressive Symptoms in Individuals in Early Alcohol Use Disorder Recovery**
 Agata Z. Pietrzak, B.A.¹, Sarah T. Wieman, M.S.², David Eddie, Ph.D.³, 1. Massachusetts General Hospital, 2. Suffolk University, 3. Harvard Medical School
- (PS6-C71) Beyond Impulsivity: Examining Domains of Executive Dysfunction Across Problematic Gambling and Hazardous Drinking in American College Students**
 Maria E. Meinerding, M.S., Kirti Veeramachaneni, Lauren Borato, B.S., Alex Chang, M.S., Margaret Paul, B.S., Lindsay Thomas, B.S., Jeremiah Weinstock, Ph.D., Saint Louis University
- (PS6-C72) Predicting Sleep Problems in Veterans Receiving Substance Use Disorder Treatment**
 Margaret Paul, B.S., Alex Chang, M.S., Kirti Veeramachaneni, Maria E. Meinerding, M.S., Lindsay Thomas, B.S., Lauren Borato, B.S., Jeremiah Weinstock, Ph.D., Saint Louis University
- (PS6-C73) Predictors of Drinking Intensity Among College Students: The Role of Drinking Norms and Implicit Drinking Identity**
 Autumn Rae Florimbio, Ph.D.¹, Alyssa M. Medenblik, B.A.², Gregory Stuart, Ph.D.², 1. University of Michigan, 2. The University of Tennessee, Knoxville
- (PS6-C74) Predictors of Opioid Craving Among Patients Admitted into a Residential Addiction Treatment Facility: Mindfulness and Reward Probability**
 Sam Wayne, B.A., Daniel R. Loomis, M.A., Alice Laughlin, M.S., Zachary Getz, M.A., Hortencia Correa, M.S., Michael Szczechowski, B.S., Stevie N. Grassetti, Ph.D., Michael J. Gawrysiak, Ph.D., West Chester University of Pennsylvania
- (PS6-C75) Rates and Predictors of Substance Use Among Women Veterans During the COVID-19 Pandemic: The Moderating Role of Covid-specific Anxiety**
 Katherine A. Buckheit, Ph.D.¹, Carrie Pengelly, M.S.¹, Abigail Ramon, Ph.D.², Wendy Guyker, Ph.D.³, Catherine Cook-Cottone, Ph.D.³, Paul R. King, Ph.D.¹, 1. VA Center for Integrated Healthcare, 2. St. Louis VA Medical Center, 3. The State University of New York at Buffalo

Poster Session 6

Addictive Behaviors

Key Words: Alcohol, College Students, Depression, Mindfulness, PTSD (Posttraumatic Stress Disorder), Smoking, Substance Abuse

Poster Session 6D

(PS6-D76) Mindfulness Based Relapse Prevention (MBRP) to Improve Medication

Assisted Treatment (MAT) Adherence and Treatment Outcomes for Opioid Use Disorder (OUD): Preliminary Results from a Randomized Trial

Michael Szczechowski, B.S., Alice Laughlin, M.S., Daniel R. Loomis, M.A., Sam Wayne, B.A., Hortencia Correa, M.S., Zachary Getz, M.A., Stevie N. Grassetti, Ph.D., Michael J. Gawrysiak, Ph.D., West Chester University of Pennsylvania

(PS6-D77) Retention in Residential Substance Use Disorder Treatment: The Roles of PTSD Symptomatology and Emotion Regulation

Laurel Meyer, B.A.¹, Meghan Mette, B.A.¹, Kevin Wenzel, Ph.D.², Samantha K. Berg, B.S.¹, Rebecca L. Schacht, Ph.D.¹, 1. University of Maryland, Baltimore County, 2. Maryland Treatment Centers/Mountain Manor

(PS6-D78) Resistance to Smoking Cigarettes Interacts with the Desire to Smoke to Predict Craving Uncontrollability

Cecelia Schneider, Jennifer C. Veilleux, Ph.D., University of Arkansas

(PS6-D79) The Impact of Dual Use of Cigarettes and Alcohol on Perceived Parental Stress in Mothers

Kayce Hopper, B.S., Gabrielle Armstrong, Maxwell J. Luber, B.A., Sarah A. Bilsky, Ph.D., University of Mississippi

(PS6-D80) Impulsive Personality Traits Indirectly Predict Negative Alcohol Consequences Through Both Rash Action and Inaction

Ricardo Woods-Gonzalez, Jack Waddell, M.A., Scott E. King, B.A., William R. Corbin, Ph.D., Arizona State University

(PS6-D81) Negative Emotion Differentiation Moderates the Daily Association Between Negative Affect and Marijuana Coping Motives and Craving

Katherine Walukevich-Dienst, Ph.D.¹, Brian Calhoun, Ph.D.¹, Michele Bedard-Gilligan, Ph.D.¹, Mary Larimer, Ph.D.¹, Megan Patrick, Ph.D.², Christine M. Lee, Ph.D.¹, 1. University of Washington, 2. Institute for Social Research, University of Michigan

(PS6-D82) Examining Within-person Associations Between Alcohol and Marijuana Use and Hooking up Among Adolescents and Young Adults

Melissa A. Lewis, Ph.D.¹, Zhengyang Zhou, Ph.D.¹, Anne M. Fairlie, Ph.D.², Jordan Smith, B.S.³, Laurie L. Smith, M.S., RN⁴, Dana M. Litt, Ph.D.¹, 1. University of North Texas Health Science Center, 2. University of Washington, 3. Billings Clinic, 4. Laurie Lee Leadership

(PS6-D83) The Relation Between Alcohol Consumption and Gambling in a Naturalistic Setting

Tori L. Horn, M.S., James P. Whelan, Ph.D., Abby McPhail, M.S., University of Memphis

(PS6-D84) Beyond Undergraduate Education: An Exploration of Graduate Student Drinking Patterns

Faith A. Shank, M.A., Chelsie M. Young, Ph.D., Rowan University

(PS6-D85) World Health Organization Risk Drinking Levels Differentiate Alcohol Use and Functioning Among Non-abstinent Mandated College Students

Allecia Reid, Ph.D.¹, Grace Y. Cho, M.A.¹, Kate B. Carey, Ph.D.², Katie Witkiewitz, Ph.D.³, 1. University of Massachusetts Amherst, 2. Brown University, 3. University of New Mexico

(PS6-D86) Does Having Two Diagnoses Mean Double the Burden? An Examination of the Impacts of the COVID-19 Pandemic on U.S. Veterans with Anxiety and Alcohol Use Disorder Using Mixed Methods

Brooke A. Duarte, M.S.¹, Megan M. Kelly, Ph.D.², Steven D. Shirk, Ph.D.³, Elizabeth S. Chamberlin, Ph.D.³, J. Irene Harris, Ph.D.³, Erin D. Reilly, Ph.D.³, 1. Suffolk University, 2. VA Bedford Healthcare System, 3. Veterans Integrated Service Network 1 Mental Illness Research, Education, and Clinical Center (VISN 1 MIRECC)

(PS6-D87) Examining Differential Responses to the Take Care of Me Trial: A Follow-up Analysis

Jona R. Frohlich¹, Karli Rapinda, M.A.¹, Michael Schaub, Ph.D.², Andreas Wenger, M.S.², Christian Baumgartner, Ph.D.², Edward Johnson, Ph.D.¹, Matthijs Blankers, Ph.D.³, David D. Ebert, Ph.D.⁴, Heather Hadjistavropoulos, Ph.D.⁵, Corey Mackenzie, Ph.D.¹, Jeffrey Wardell, Ph.D.⁶, Jason Edgerton, Ph.D.¹, Matthew Keough, Ph.D.⁶, 1. University of Manitoba, 2. University of Zurich, 3. Trimbo Institute, 4. University of Erlangen-Nuremberg, 5. University of Regina, 6. York University

(PS6-D88) Modeling Trends in Mental Health over Time in the Context of a Global Pandemic: Effects of Trait Affirmation, Trait Defensiveness, and Drinking Patterns on PHQ-4

Jacob Tempchin, M.S.¹, Angelo DiBello, Ph.D.², Nadine R. Mastroleo, Ph.D.³, Kate B. Carey, Ph.D.⁴, 1. Brown University School of Public Health, 2. Center of Alcohol & Substance Use Studies & GSAPP, Rutgers University, 3. Binghamton University, 4. Brown University

(PS6-D89) Impact of Suicidality on Cocaine Use Outcomes Among Adults in Methadone Maintenance Treatment

Lourah M. Kelly, Ph.D.¹, Sheila Alessi, Ph.D.¹, Carla Rash, Ph.D.², Kristyn Zajac, Ph.D.¹, 1. University of Connecticut, 2. University of Connecticut Health

(PS6-D90) Dope to Cope: Cannabis Motives in Relation to Cannabis Demand and Cannabis Use Risk

Nicole Schultz, Ph.D.¹, Tessa Frohe, Ph.D.¹, Chris J. Correia, Ph.D.², Jason Ramirez, Ph.D.¹, 1. University of Washington, Seattle, 2. Auburn University

(PS6-D91) Alcohol Use Motives Moderate the Associations Between Item-level Protective Behavioral Strategies and Alcohol-related Consequences

Nicole Schultz, Ph.D.¹, Kirstyn N. Smith-LeCavalier, B.S.¹, Katherine Walukevich-Dienst, Ph.D.², Mark A. Prince, Ph.D.³, Mary Larimer, Ph.D.⁴, 1. University of Washington, Seattle, 2. University of Washington, 3. Colorado State University, 4. University of Washington, Psychiatry and Behavioral Sciences

(PS6-D92) Differential Predictors of Problematic Smartphone Use and Problematic Gaming: Contributions of Age, Sex, and Use Expectancies

Caleb Hallauer, M.A., Emily Rooney, M.A., Jon Elhai, Ph.D., University of Toledo

(PS6-D93) Alcohol Use and COVID Impacts in Successive Cohorts of Heavy Drinking College Students

Kate B. Carey, Ph.D.¹, Melissa Hatch, B.A.², Andrew Weinstein³, Angelo DiBello, Ph.D.⁴, Clayton Neighbors, Ph.D.³, 1. Brown University, 2. University of New Mexico, 3. University of Houston, 4. Center of Alcohol & Substance Use Studies & GSAPP, Rutgers University

(PS6-D94) Caregiver Attitudes Toward Digital Mental Health Interventions and Therapy: Exploring Support Systems for Children Impacted by Caregiver Substance Use

Benlina Aier, M.A., LPC, Selen Amado, Ph.D., Megyn H. Jasman, B.A., Jordan Cherry, B.A., Cyanea Poon, M.A., Alexandra Wertz, Ph.D., Jean Rhodes, Ph.D., University of Massachusetts, Boston

(PS6-D95) Applied Utility of Subjective Negative Reinforcement Smoking: An Experimental Investigation

Danielle L. Hoyt, M.A., Hannah Brinkman, M.S., Teresa M. Leyro, Ph.D., Rutgers, The State University of New Jersey

(PS6-D96) Recovery Based Relapse Prevention: Use of Recovery Strategies Within a New Group Treatment for Addictive Disorders

James Broussard, Ph.D., Jana Fleet, M.S., Shanteria Brock, M.S., Joseph McBride, B.S., Monica Miller, Jessica Johnson, Jackson State University

Poster Session 7

Oppression and Resilience Minority Health, Technology, Vulnerable Populations

Key Words: Adolescents, African Americans / Black Americans, Anxiety, College Students, Risk / Vulnerability Factors, Stigma, Technology

Poster Session 7A

(PS7-A1) The Impact of Perceived Discrimination and School Support on Rates of Externalizing Symptoms Among Youth in the ABCD Study

Abigail B. de Arellano, B.A., Essence Jennings, B.S., Dominique Black, B.S., John Redhead, B.S., Alexis Garcia, Ph.D., Medical University of South Carolina

(PS7-A2) Stress Moderates the Association Between Stigma and Treatment Seeking Preferences in a Hispanic Sample

Samantha Garcia, B.S., Michiyo Hirai, Ph.D., The University of Texas Rio Grande Valley

(PS7-A3) Examining Community Mental Health Providers Multicultural Counseling Knowledge and Awareness: Results from a Statewide Survey

Noah S. Triplett, B.S., M.S.¹, Jasmine Blanks Jones, Ph.D.², Shannon Dorsey, Ph.D.¹, Minu Ranna-Stewart, LICSW³, Nathaniel Jungbluth, Ph.D.⁴, 1. University of Washington, Seattle, 2. Johns Hopkins University, 3. Puget Sound ESD, 4. Seattle Children's Hospital

(PS7-A4) Guidelines for Adapting Evidence-based Interventions with Marginalized Youth in Under-resourced Schools

Mary L. Phan, B.A., Tyler L. Renshaw, Ph.D., Utah State University

(PS7-A5) College Student Resiliency During the COVID-19 Pandemic

Christina Logan, M.A., Juventino Hernandez Rodriguez, Ph.D., Bianca T. Villalobos, Ph.D., The University of Texas Rio Grande Valley

(PS7-A6) Effects of Homelessness on Emotional Experiences in Treatment-seeking Individuals

Elizabeth S. Bocanegra, M.A.¹, Nora Barnes-Horowitz, M.A.¹, Alexandra King, Ph.D.², Janice Jones, Ph.D.², 1. University of California Los Angeles, 2. Harbor-University of California, Los Angeles Medical Center

(PS7-A7) The Mental Health Impact of COVID-19 on College Students: The Role of Racial Discrimination and Social Media

Farah Mahmud, M.S., Jazmin Reyes-Portillo, Ph.D., Carrie Masia, Ph.D., Michael T. Bixter, Ph.D., Montclair State University

(PS7-A8) Does the Relationship Between BMI and Weight Related Abuse Differ by Racial Identity?

Yvette G. Karvay, M.A.¹, Tatyana Bidopia, B.S.¹, Tamar Liberman, B.A.¹, Brianna Dias¹, Maya Ran¹, Johanna M. Jarcho, Ph.D.², Natasha L. Burke, Ph.D.¹, 1. Fordham University, 2. Temple University

(PS7-A9) Assessing the Effectiveness and Utility of a Mindfulness-based Ecological Momentary Intervention

Jeffrey M. Pavlacic, M.A.¹, Stefan E. Schulenberg, Ph.D.¹, Sara M. Witcraft, Ph.D.², Erin Buchanan, Ph.D.³, 1. University of Mississippi, 2. Medical University of South Carolina, 3. Harrisburg University of Science and Technology

(PS7-A10) Systematic Meta-synthesis of Qualitative Studies on Consumer and Provider Perspectives of Icbt for Anxiety and Depression

Allison Peipert, B.S.¹, Robinson De Jesús-Romero, M.S.², Lorenzo Lorenzo-Luaces, Ph.D.², 1. Indiana University- Bloomington, 2. Indiana University

(PS7-A11) A Qualitative Study of College Students Using Mobile Applications to Improve Self-care During the Pandemic

Heather D. Quirk, B.A., Ria R. Nagar, M.S., Page L. Anderson, ABPP, Ph.D., Georgia State University

(PS7-A12) Psychosocial and Personality Trait Correlates of Phubbing and Being Phubbed in a Latinx College Student Sample

Miguel A. Garcia, B.A.¹, Marcos Lerma, M.A.², Mariany A. Gainza Perez, B.S.¹, Kevin Sandoval Medina, B.A.¹, Andrea Rodriguez-Crespo, B.S.¹, Theodore V. Cooper, Ph.D.¹, 1. University of Texas at El Paso, 2. The University of Memphis

(PS7-A13) Understanding the Impact of a Novel Online Platform for Depression and Anxiety: Qualitative Analysis from Trial Participants

Jane Shkel, M.S.¹, Gavin Green, B.S.¹, Stacey Le, B.A.¹, Zoe Dodge-Rice, B.A.¹, Benjamin Kaveladze, M.A.¹, Veronique Marcotte, M.S.¹, Kevin Rushton, B.S.², Theresa Nguyen, LCSW², Stephen M. Schueller, Ph.D.¹, 1. University of California, Irvine, 2. Mental Health America

(PS7-A14) Comparative Efficacy of Digital Just-in-time Interventions for Emotion Regulation

Julia Yarrington, M.A.¹, Allison V. Metts, M.A.¹, Jose Vargas, M.D.², Diego Cuoto², Thiago Marafon², Michelle G. Craske, Ph.D.¹, Andrea N. Niles, Ph.D.², 1. University of California Los Angeles, 2. Youper, Inc.

(PS7-A15) Self-invalidation Due to Emotion Predicts Problematic Use of and Attempts to Regulate Emotions via Social Media

Regina E. Schreiber, M.A., Hannah P. Frala, B.A., Jennifer C. Veilleux, Ph.D., University of Arkansas

- (PS7-A16) Initial Examination of DAHLIA: A Fully-automated Internet Intervention for Women Survivors of Sexual Assault**
Danielle R. Goodman, Ph.D., Lisa M. Brown, Ph.D., Eduardo L. Bunge, Ph.D., Yan Leykin, Ph.D., Palo Alto University
- (PS7-A17) The Impact of Post-event Processing, Mindfulness and Self-compassion on Anxiety Following Distressing Interactions on Social Media**
Amanda E. Halliburton, Ph.D., University of North Georgia
- (PS7-A18) Using CBT to Cope with Ostracism on Social Media: A Pilot Study**
Amanda E. Halliburton, Ph.D., University of North Georgia
- (PS7-A20) Daily Variation in Distress Intolerance and Emotion Regulation Strategies in a High-risk Community Sample**
Grace N. Anderson, M.A., Maria Martin Lopez, M.A., Ana Rabasco, M.A., Gabrielle S. Ilagan, B.A., Isabella A. Manuel, B.S., Melanie R. Silverman, M.A., Christopher C. Conway, Ph.D., Fordham University
- (PS7-A21) Effects of Instagram and Twitter Use on Depressed and Anxious Mood: A Multimethod Approach**
Emma Unruh-Dawes, M.S., Kayla Wagler, B.S., Logan M. Smith, M.S., Tony T. Wells, Ph.D., Oklahoma State University
- (PS7-A22) A One-time Digital Intervention for Values-based and SMART Behavioral Health Goals: A Pilot Study on Feasibility and Efficacy**
Joanne Raptis, M.A.¹, Cory A. Crane, Ph.D.², Cassandra Berbary, Ph.D.², Caroline Easton, Ph.D.², 1. St. John's University, 2. Rochester Institute of Technology
- (PS7-A23) The Use of Virtual Reality Based Mindfulness Interventions on Inpatient Populations: A Pilot Study**
Olivia Sahlman, M.A.¹, Tara Agneshwar, M.A.¹, Lea Epstein, B.A.¹, Dora Kanellopoulos, Ph.D.², 1. Yeshiva University - Ferkauf Graduate School of Psychology, 2. Weill Cornell Medicine
- (PS7-A24) Examining the Relations Between a Broad Range of Executive Functions and Problematic Online Gaming Behaviors in a Sample of Undergraduate Students**
Mairin Claire M. Cotter, M.S., Zachary Wilde, B.S., Tiffany G. Harris, M.S., Fayth Walbridge, M.A., Stephanie D. Smith, Ph.D., University of Southern Mississippi
- (PS7-A25) Disentangling the Effects of News Stress and Daily Mood During the COVID-19 Pandemic: The Role of Passive Social Media Use**
Saskia L. Jorgensen, Ph.D.¹, Jessica L. Hamilton, Ph.D.¹, Jas Sarna¹, Jordan Holmes, B.A.², Sarah Pedersen, Ph.D.², 1. Rutgers, The State University of New Jersey 2. University of Pittsburgh

Poster Session 7

Criminal Justice/Forensics, Culture/Ethnicity/Race, Mental Health Disparities, Military and Veterans Psychology, Multicultural Psychology

Key Words: Adolescents, African Americans / Black Americans, Anxiety, Child, College Students, Gender, Military, Mindfulness, Race, Risk / Vulnerability Factors, Stigma, Technology

Poster Session 7B

(PS7-B26) Predicting Treatment Outcomes in Youth with Irritability Undergoing Exposure-based Cognitive Behavioral Therapy: preliminary Application of Machine Learning

Brooke Scheinberg, B.A., Parmis Khosravi, Ph.D., Lisa Cullins, M.D., Kelly Dombek, M.A., Reut Naim, Ph.D., Ramaris E. German, Ph.D., Jamell White, Ph.D., LCSW, Melissa A. Brotman, Ph.D., National Institute of Mental Health

(PS7-B27) Motivational Predictors of Sustained Adherence to a Mindfulness App and Implications for Dissemination

Brynn Huguenel, Ph.D.¹, Carol Gonzales, M.A.², Ian Kahrilas, M.A.², Rebecca Silton, Ph.D.², Colleen Conley, Ph.D.², 1. Massachusetts General Hospital, 2. Loyola University Chicago

(PS7-B28) Using a Mobile Game for Exposures to Reduce Needle Phobia in Young Children

Celine Lu, B.A.¹, Pat Healy, B.S., B.A.¹, Oliver Lindhiem, Ph.D.², Dmitriy Babichenko, Ph.D.¹, Jennifer Silk, Ph.D.¹, 1. University of Pittsburgh, 2. University of Pittsburgh School of Medicine

(PS7-B29) Caregivers with Children in Mentoring Organizations: Attitudes on Mentor Involvement in Child Mental Health and Digital Mental Health Interventions

Megyn H. Jasman, B.A., Selen Amado, Ph.D., Cyanea Poon, M.A., Benlina Aier, M.A., LPC, Jordan Cherry, B.A., Alexandra Wertz, Ph.D., Jean Rhodes, Ph.D., University of Massachusetts, Boston

(PS7-B30) Ethnoracial Disparities in Adequate Treatment Trials for Obsessive-compulsive Disorder

Amanda N. Belanger, B.S.¹, Nicolette Recchia, B.S.², Pearl Kravets, B.A.³, Laura B. Bragdon, Ph.D.⁴, Goi Khia Eng, Ph.D.¹, Katherine A. Collins, Ph.D., LCSW⁵, Emily Stern, Ph.D.⁶, 1. New York University Langone Medical Center, 2. The Nathan Kline Institute, 3. New York University School of Medicine, Nathan Kline Institute for Psychiatric Research, 4. New York University School of Medicine, 5. Nathan Kline Institute, 6. New York University School of Medicine and Nathan Kline Institute for Psychiatric Research

- (PS7-B31) Impact of Insomnia as COVID-19 Restrictions Decrease: Effect on Mental Health, Particularly Among Sexual Minorities**
Deepali Dhruve, M.S., Ashley R. Pate, M.S., Michael R. Nadorff, Ph.D., Mississippi State University
- (PS7-B32) Medical Professionals' Attitudes Toward Mental Health Care Utilization: The Impacts of Stigma and Cognitive Fusion**
James Simms, Ph.D., James Gerhart, Ph.D., Central Michigan University
- (PS7-B33) Middle Eastern and North African (MENA) American Identity and Wellbeing**
Laura H. Taouk, M.A.¹, Kathleen C. C. Gunthert, Ph.D.¹, Ayse S. Ikizler, Ph.D.², 1. American University, 2. St. Mary's College of Maryland
- (PS7-B34) A Broad Reintegration Scale for Assessing Military Service Members' Reintegration to Civilian Roles: The New MOS**
Megan C. Wheelock, B.S., Sean A. Lauderdale, Ph.D., Scarlett Dunmire, B.S., M.S., Kelli R. Lahman, B.S., Ed.S., Ray Daniel, M.S., Texas A & M University-Commerce
- (PS7-B35) Perceived Morally Injurious Behaviors Are Associated with Less Public Stigma for Veterans with Combat-related PTSD**
Megan C. Wheelock, B.S., Sean A. Lauderdale, Ph.D., Kelli R. Lahman, B.S., Ed.S., Ray Daniel, M.S., Scarlett Dunmire, B.S., M.S., Texas A & M University-Commerce
- (PS7-B36) Examining the Relationship of Positive and Negative Social Support with Depression in U.S. Military Service Members**
Rishika V. Shah, Rebecca K. Blais, Ph.D., Arizona State University
- (PS7-B37) Combat Veteran Perceived Challenges Across Deployments and Outlook on Professional Care**
Margaret A. Caruso, M.S.¹, Chris J. Correia, Ph.D.¹, David F. Tharp, Psy.D.², Jennifer L. Robinson, Ph.D.¹, 1. Auburn University, 2. Project Healing Heroes
- (PS7-B38) Parental Status as a Risk for Combat-PTSD and Depression in Women and Men Military Service Members**
Jill Bennett, Ph.D., LPC, MFT¹, Linda Ball, Ph.D.², Steve Ball, Ph.D.², Sean A. Lauderdale, Ph.D.², Alexis Evans, B.S.², Kelli R. Lahman, B.S., Ed.S.², 1. At Water's Edge Counseling, 2. Texas A&M-Commerce
- (PS7-B39) The Mediating Role of Pursuing Meaning in the Relationship Between Moral Injury and Suicidal Behaviors**
Samantha K. Berg, B.S., University of Maryland, Baltimore County
- (PS7-B40) Pilot Study of Group Telehealth Plus Webstair in VA Primary Care Indicates Hybrid Technology Approach Reduces PTSD and Depression During COVID-19 Pandemic**
Jamie S. Kim, M.A.¹, Marylene Cloitre, Ph.D.², Annabel Prins, Ph.D.³, Elizabeth W. Hirschhorn, Ph.D.⁴, 1. VA Palo Alto Health Care System, 2. National Center for PTSD, Stanford University, 3. National Center for PTSD, 4. VA Puget Sound Health Care System
- (PS7-B41) Sex Differences in Experienced Trauma on Deployment Among Military Members**
Madison M. Warner, B.S., Maegan M. Paxton Willing, M.P.H., Ph.D., James A. Naifeh, Ph.D., David S. Riggs, Ph.D., Uniformed Services University of the Health Sciences

(PS7-B42) Internalized Stigma of Mental Illness: Relationship to Personality Traits, and Influence on Therapist Preference

Ramya S. Ramadurai, B.A., Haley Hunt, B.A., Kelly V. Klein, B.S., Alice I. Cohen, Nathaniel R. Herr, Ph.D., American University

(PS7-B43) Therapist Race as a Moderator Between Client Racial Microaggression Experiences and Client Perception of Therapist Cultural Awareness

Molly Sawdy, B.A.¹, Rebecca K. Browne, M.S.¹, Tahirah Abdullah, Ph.D.², Jessica G. Graham-LoPresti, Ph.D.¹, 1. Suffolk University, 2. University of Massachusetts, Boston

(PS7-B44) Racial and Ethnic Differences in the Pathway from Discrimination to Physical Health

Kate L. Senich, B.S., Li Shen Chong, M.A., Fiona Low, B.A., Teresa Mejia, M.A., McKenzie Miller, M.A., Elana Gordis, Ph.D., University at Albany, State University of New York

(PS7-B45) Experiences of Moral Injury Exposure Among Former Lifers

Nadia Malek, B.A., Joanne DeCaro, M.A., Alyson Zalta, Ph.D., University of California, Irvine

(PS7-B46) Grieving the Loss of a Family Member to Incarceration: Perceptions of Who Should Seek Therapy

Elisabeth McLean, Ph.D.¹, Tyler N. Livingston, Ph.D.², Jean Cabell, M.A.³, Sean M. Mitchell, Ph.D.¹, Jonathan Singer, Ph.D.¹, 1. Texas Tech University, 2. Angelo State University, 3. University of Nevada, Reno

(PS7-B47) Psychometric Evaluation of the Abbreviated Multidimensional Acculturation Scale in a Treatment-seeking Sample of First-generation Immigrants

Anya E. Urcuyo, B.A.¹, Kristina Conroy, M.S.¹, Amanda Sanchez, Ph.D.², Karina Silva, B.A.³, Jami M. Furr, Ph.D.¹, Daniel Bagner, Ph.D.¹, Jonathan Comer, Ph.D.¹, 1. Florida International University, 2. George Mason University, 3. University of Houston

(PS7-B48) Characterizing the Racial, Ethnic, and Gender Diversity of Patients Screened for and Adults Receiving Neuropsychological Assessment Services at an Urban Outpatient Mental Health Clinic from 2015-2021

Abigail L. Barthel, M.A.¹, Kristy N. Cuthbert, Ph.D.¹, Rosemary Toomey, Ph.D.², Lisa Smith, Ph.D.¹, 1. Boston University Center for Anxiety and Related Disorders, 2. Boston University

(PS7-B49) The Protective and Enhancing Influence of Dispositional Mindfulness Qualities on the Core Beliefs of Latinx Undergraduates

Mariany A. Gainza Perez, B.S., Miguel A. Garcia, B.A., Kevin Sandoval Medina, B.A., Gabriel Tarango, B.A., Lydia Granados, Theodore V. Cooper, Ph.D., University of Texas at El Paso

(PS7-B50) Exploring the Promotive Pathway Between Ethnic-racial Identity, Depression and Anxiety Symptoms, and Substance Use Among African American Emerging Adults

Claudia A. Byer-Tyre, B.S.¹, Tamika Zapolski, Ph.D.², Richelle L. Clifton, M.S.², Micah T. Faidley, B.A.², Konstanze Schoeps, Ph.D.³, 1. The Ohio State University, 2. Indiana University-Purdue University Indianapolis, 3. University of València

Poster Session 7

Culture/Ethnicity/Race, Student Issues, Workforce Development/Training/Supervision

Key Words: Adolescents, Asian Americans, African Americans / Black Americans, College Students, Eating, Hispanic Americans/Latinx, Native Americans, Race, Risk / Vulnerability Factors, Sleep, Suicide, Training/Training Directors

Poster Session 7C

(PS7-C51) Exploring Differences in Shame Proneness Among Asian Immigrant and Non-immigrant Undergraduates and Its Effect on Psychopathology and Well-being

Sadaf F. Rizvi, B.A., Alyson Zalta, Ph.D., Michelle Jung, B.A., University of California, Irvine

(PS7-C52) Ethnic-racial Identity Profiles as a Protective Factor Against Racial Discrimination in Black American Adults

Mark W. Driscoll, Ph.D., The Family Institute at Northwestern University

(PS7-C53) Mental Health Service Utilization Among Trauma Exposed Central American Migrant Youth

Jesse H. Walker, M.A., Amanda Venta, Ph.D., Maria Cuervo, PhD, University of Houston

(PS7-C54) Setting the Agenda for Suicide Prevention Intervention to Promote Health Equity: A Scoping Review of Cultural Adaptations for Dialectical Behavior Therapy

Frances M. Aunon, M.S., Ph.D.¹, Steve Martino, Ph.D.¹, Jenny Bannister, Ph.D.², Neal Doran, Ph.D.³, Josephine Ridley, Ph.D.⁴, Jennifer K. Rielage, Ph.D.⁵, Heather Kacos, Psy.D.⁶, Rachel F. Carretta, M.A.⁷, Jason G. Smith⁸, Suzanne E. Decker, Ph.D.⁹, 1. VA Connecticut Healthcare System, Yale School of Medicine, 2. James A. Haley Veterans Hospital, University of South Florida College of Medicine, 3. VA San Diego Healthcare System, University of California, San Diego, 4. VA Northeast Ohio Healthcare System; Case Western Reserve University, 5. New Mexico VA Healthcare System, University of New Mexico School of Medicine, 6. James A. Haley Veterans Hospital, University of South Florida, 7. VA Connecticut Healthcare System, University of Tennessee - Knoxville, 8. VA Boston Healthcare System, 9. West Haven VA

(PS7-C55) COVID-19 Asian American Discrimination Study: The Effect of Ethnic and National Identity on Mental Health

Emi Ichimura, B.A., Melissa-Ann M. Lagunas, B.A., Seattle Pacific University

(PS7-C56) Psychometric Assessment of the Intentions to Discuss Race in Psychotherapy Scale

Grace S. Woodard, B.S.¹, Noah S. Triplett, B.S., M.S.², Jasmine Blanks Jones, Ph.D.³, Minu Ranna-Stewart, LICSW⁴, Nathaniel Jungbluth, Ph.D.⁵, Shannon Dorsey, Ph.D.², 1. University of Miami, 2. University of Washington, Seattle, 3. Johns Hopkins University, 4. Puget Sound ESD, 5. Seattle Children's Hospital

- (PS7-C57) Everyday Racial/ethnic Discrimination and High Blood Pressure**
Lamia L. Yanouri, M.S., Meredith Hall, B.A., Camilo Ruggero, Ph.D., Charles A. Guarnaccia, Ph.D., University of North Texas
- (PS7-C58) The Relationship Between Online Racism and Alcohol Consumption and Suicide Ideation: is Internalized Racism a Mediating Factor?**
Ashley Powell, B.A., M.A., Danielle Rette, B.S., Jazmin Jazmin Reyes-Portillo, Ph.D., Montclair State University
- (PS7-C59) Evaluating Perceived Parental Attitudes Among Latinx Parent-child Acculturative Stress Profiles**
Laura Saldana, M.A., Antonio Polo, Ph.D., DePaul University
- (PS7-C60) The Relationship Between Weight-related Abuse and Disordered Eating Varies by Racial Identity**
Tatyana Bidopia, B.S.¹, Yvette G. Karvay, M.A.¹, Besiana Bislimi¹, Aastha Patel¹, Johanna M. Jarcho, Ph.D.², Natasha L. Burke, Ph.D.¹, 1. Fordham University, 2. Temple University
- (PS7-C61) Differences in Depression Symptoms and Sleep in Students from Mexico and the United States**
Meredith Hall, B.A., Lamia L. Yanouri, M.S., Deisy Gonzalez-Zapata, B.A., Camilo Ruggero, Ph.D., University of North Texas
- (PS7-C62) Relationships Between Adverse Childhood Experiences, Racial Identity, and Mental Health in African Americans**
Jessica N. Reed, B.S.¹, Nicole M. Cain, Ph.D.¹, Nicholas J. Sibrava, Ph.D.², 1. Rutgers University, 2. Baruch College - The City University of New York
- (PS7-C63) Cognitive-behavioral Therapy Competence of Community Therapists Serving Spanish-speaking Clients**
Vanesa Mora Ringle, Ph.D., Torrey A. Creed, Ph.D., Perelman School of Medicine at the University of Pennsylvania
- (PS7-C64) Skin Color Dissatisfaction Scores Predict Skin Bleaching Behaviors in U.S. Women of Color**
Shraddha Selani, B.A., Denise M. Martz, Ph.D., Lisa Curtin, Ph.D., Doris G. Bazzini Crothers, Ph.D., Sushmita Chatterjee, Ph.D., Appalachian State University
- (PS7-C65) Examining the Moderating Effect of Ethnicity on the Indirect Influence of Gender on Animal Phobia Through Disgust**
Krystal St Peter, Ph.D.¹, Laura L. Vernon, Ph.D.², Michiyo Hirai, Ph.D.³, 1. Minot State University, 2. Florida Atlantic University, 3. The University of Texas Rio Grande Valley
- (PS7-C66) Altered Factor Structures of Contextual Behavioral Measures of Self in a Diverse Sample**
Carly Carrasco-Wyant, B.A., Tamara Loverich, Ph.D., Audrey Blematl, B.S., Eastern Michigan University

(PS7-C67) Increasing Mental Health Service Engagement Among Latinx Adults: A

Focus on Mental Health Literacy

Daniel H. Saravia, B.A.¹, Isabel López, M.A.², Patricia Orozco-Perez, B.A.¹, Crystal Venegas, M.A.³, Gloria J. Gomez, B.A.⁴, Jonathan I. Martinez, Ph.D.¹, 1. California State University, Northridge, 2. University of California, Santa Barbara, 3. University of California Los Angeles, 4. New York State Psychiatric Institute/Columbia University Medical Center

(PS7-C68) An Adaptation of the Assertive Community Treatment Model for Native American Populations

Lenore Myers, LPC, Deborah Essert, Ph.D., Rocky Boy Health Center

(PS7-C69) Culturally Adapted CBT State of the Evidence and Culturally Responsive case Conceptualization for Culturally Proficient Practice

Lizbeth Gaona, Ph.D.¹, Lisa S. Bolden, Psy.D.², 1. California Baptist University, 2. University of California, Los Angeles School of Medicine

(PS7-C70) Content and Strategies Used During Consultation Aimed to Increase Use of Measurement-based Care in Community Mental Health Settings

Grace S. Woodard, B.S.¹, Elizabeth P. Casline, M.S.¹, Scott T. Pollowitz, B.S.¹, Jill Ehrenreich-May, Ph.D.¹, Golda S. Ginsburg, Ph.D.², Amanda Jensen-Doss, Ph.D.¹, 1. University of Miami, 2. University of Connecticut School of Medicine

(PS7-C71) The Role of Supervision-related Factors in Reducing Community Mental Health Clinicians' Burnout

Rashed Al Rasheed, M.S., Sameen Boparai, M.S., Shannon Dorsey, Ph.D., University of Washington, Seattle

(PS7-C72) The Impact of Cognitive Evaluation of Relationships with Supervisors on Mental Health of New Employees Six Months After Employment

Kei Matsuura, M.A.¹, Hironori Kuga, M.P.H., M.D., Ph.D.², Shinobu Nomura, M.D., Ph.D.³, 1. National Center of Neurology and Psychiatry Japan, 2. National Center of Neurology and Psychiatry, National Center for Cognitive Behavior Therapy and Research, 3. Waseda University

(PS7-C73) Psychotherapy Training During COVID-19: an Exploration of Supervisory Alliance and Therapeutic Self-efficacy

HyeRim Ryu, M.S.¹, Allen Sabey, Ph.D.², Tamara Sher, Ph.D.¹, 1. Rosalind Franklin University of Medicine and Science, 2. Northwestern University

(PS7-C74) Institutional Sense of Belonging Among First Year College Students: Differences Among Minoritized Students and Impacts on Internalizing Symptoms and Academic Outcomes

Julia A. Lejeune, B.A.¹, Nellie Shippen, M.A.¹, Tamara M. Abu-Ramadan, M.A., M.S.², Meeta Banerjee, Ph.D., MSW³, William H. Canu, Ph.D.⁴, Cynthia M. Hartung, Ph.D.², Stephanie D. Smith, Ph.D.⁵, Michael C. Meinzer, Ph.D.¹, 1. University of Illinois at Chicago, 2. University of Wyoming, 3. University of South Carolina, 4. Appalachian State University, 5. University of Southern Mississippi

(PS7-C75) Piloting a Mentorship Program for Underrepresented Groups in Clinical Psychology

Laura A. Simon-Pearson, M.A.¹, Elizabeth S. Lax, M.A.¹, Ecem Demirli, M.A.¹, Brittany Bonasera, M.A.¹, Sana Shad, M.A.¹, Erin E. Reilly, Ph.D.², 1. Hofstra University, 2. University of California, San Francisco

Poster Session 7

Student Issues

Key Words: Anxiety, College Students, Depression, Mindfulness, Race, Rumination, Stress

Poster Session 7D

(PS7-D76) Rape Myth Acceptance and Coping Strategies

Ragan M. Henderson, B.S., Banan Ramadan, M.S., Amber Ledesma, B.A., Francesca Gentea, Jake W. Hanes, B.S., Heidemarie Blumenthal, Ph.D., University of North Texas

(PS7-D77) Delivering Mindfulness Online for Anxiety and Test Anxiety During a Pandemic (2021) with College Students/emerging Adults Using an RCT and WLC

Sara C. Matney, Zayne Naseer, Riley Pfyffer, John E. Lothes II, II, University of North Carolina Wilmington

(PS7-D78) Negative Cognitions, Social-problem Solving Skills, and Rumination: A Closer Look the Mental Health Impact of COVID-19

Marian Ruiz, B.A., David Gantz, B.A., Julia Pilavdzic, B.A., Ershia François, B.A., Olga Revzina, B.A., Zohaib Jessani, M.A., Abby A. Adler Mandel, Ph.D., The Catholic University of America

(PS7-D79) Examining the Moderating Effect of Acceptance Between Perceived Stress and Adaptation to College

Brooke A. Liberto, M.A., LeeAnn Cardaciotto, Ph.D., Simon Moon, Ph.D., Edie Goldbacher, Ph.D., La Salle University

(PS7-D80) Examining the Longitudinal Relationship Between the Mental Health Impact, Coping Strategies, and News Sources Utilized During COVID-19 and Anxiety and Depression Outcomes in University Students

Danielle Rette, B.S., Emily Kline, M.A., Avi Kalver, B.A., Carrie Masia, Ph.D., Michael T. Bixter, Ph.D., Jazmin Reyes-Portillo, Ph.D., Montclair State University

(PS7-D81) Ethnicity and Goal-directed Emotion Regulation Moderate the Link Between Internalizing Symptoms and Perceived Academic Stress

Teresa Mejia, M.A., Li Shen Chong, M.A., Kate L. Senich, B.S., Elana Gordis, Ph.D., University at Albany, State University of New York

(PS7-D82) Mental Health Supports and Preferences for University Students During the COVID-19 Pandemic

Linnea R. Swanson, M.A., Susan M. Swearer, Ph.D., Miriam Crinion, M.A., University of Nebraska-Lincoln

(PS7-D83) Self-relevant Research (Me-search) in Clinical Psychology: Prevalence and Correlates

Andrew R. Devendorf, M.A.¹, Sarah E. Victor, Ph.D.², Jonathan Rottenberg, Ph.D.¹, Rose H. Miller, B.A.¹, Stephen P. Lewis, Ph.D.³, Jennifer J. Muehlenkamp, Ph.D.⁴, Dese'Rae L. Stage, B.S., MSW⁵, 1. University of South Florida, 2. Texas Tech University, 3. University of Guelph, 4. University of Wisconsin - Eau Claire, 5. Temple University

12:00 p.m. – 1:00 p.m.

Westside Ballroom, 5th Floor

Poster Session 8

Eating Disorders

Key Words: Anxiety, Asian Americans, College Students, Eating, CBT, Evidence-Based Practice

Poster Session 8A

(PS8-A1) Clinical Experiences in Conducting Empirically Supported Treatments for Eds

Ayla N. Gioia, M.A.¹, Sabrina Ali, B.S.¹, Cate Morales, M.A.¹, Sarah C. Dolan, M.A.¹, Erin E. Reilly, Ph.D.², Victoria Ciotti, M.A.¹, 1. Hofstra University, 2. University of California, San Francisco

(PS8-A2) Fear of Weight Gain During Cognitive Behavioral Therapy for Binge-spectrum Eating Disorders

Rachel M. Butler, M.A.¹, Elizabeth Lampe, M.S.², Claire Trainor, B.A.², Stephanie M. Manasse, Ph.D.², 1. Temple University, 2. Drexel University

(PS8-A3) Acculturative Stress and Ethnic Identity Impacts on Eating Pathology and Body Dissatisfaction in Asian-american Women

Kaitlin Vilorio, B.S., Genevieve Pacious, B.A., Hannah S. Daniel, M.A., M.S., Anderson B. Rowan, Ph.D., Regent University

(PS8-A4) A Predictive Model of Eating Behaviors, Eating Styles and Body Mass Index During COVID-19 Lockdown in a Young Sample

Tamara Escrivá-Martínez, Ph.D.¹, Marta Miragall, Ph.D.¹, Rocío Herrero, Ph.D.², Marta Rodríguez-Arias, Ph.D.¹, Rosa M. Baños, Ph.D.¹, 1. University of Valencia, 2. University of Zaragoza

(PS8-A5) Interoceptive Sensibility Bridges Post-traumatic Stress Disorder and Eating Disorder Symptoms

Julia K. Nicholas, B.S., Cheri A. Levinson, Ph.D., University of Louisville

(PS8-A6) Predictors of Eating Disorder Relapse: A Meta-analysis

Margaret Sala, Ph.D.¹, Ani C. Keshishian, B.A.², Sarah Song, B.A.¹, Rivka Moskowit³, Cynthia M. Bulik, Ph.D.⁴, Corey R. Roos, Ph.D.⁵, Cheri A. Levinson, Ph.D.², 1. Ferkauf Graduate School of Psychology, 2. University of Louisville, 3. Yeshiva University, 4. University of North Carolina at Chapel Hill/Karolinska Institute, 5. Yale University School of Medicine

(PS8-A7) Eating Pathology Improves with a Brief Self-compassion Intervention

Genevieve Bianchini, B.A., Kendall Schmidt, B.S., Lindsay Bodell, Ph.D., Western University

(PS8-A8) Negative and Positive Urgency Moderate the Relationship Between Trauma Severity and Purging Behaviors

Mattison Hale¹, Taylor E. Penwell, Ph.D.¹, Samantha P. Spoor, B.S.², Cheri A. Levinson, Ph.D.¹, 1. University of Louisville, 2. University of Wyoming

(PS8-A9) Examining Eating Disorder Severity and Symptoms Before and During the COVID-19 Pandemic Among Patients Presenting to an Outpatient Eating Disorder Clinic in Boston, MA, USA

Macy G. Turley, B.A.¹, Felicia Petterway, B.A.¹, Yaen Chen, B.S.², Shilei Li³, Casey M. Stern, Ph.D.¹, Helen Burton Murray, Ph.D.⁴, Debra Franko, Ph.D.⁵, Jennifer J. Thomas, Ph.D.¹, Kamryn Eddy, Ph.D.¹, Kendra R. Becker, Ph.D.⁴, Lauren Breithaupt Langston, Ph.D.¹, 1. Massachusetts General Hospital, 2. Massachusetts General Hospital, Northeastern University, 3. Massachusetts General Hospital, Smith College, 4. Massachusetts General Hospital/Harvard Medical School, 5. Northeastern University

(PS8-A10) Exercise Identity, Body Image Concerns, and Anxiety as Predictors of Compulsive Exercise Among College Students

Madelaine Palermo, M.S., Diana Rancourt, Ph.D., University of South Florida

(PS8-A11) The Psychological Phenotype of Older Women with Binge Eating

Savannah C. Hooper, B.A.¹, Victoria B. Marshall, B.A.¹, Pamela K. Keel, Ph.D.², Andrea Z. LaCroix, M.P.H., Ph.D.³, Lisa S. Kilpela, Ph.D.¹, 1. University of Texas Health Science Center at San Antonio, 2. Florida State University, 3. University of California, San Diego

(PS8-A12) Testing the Replicability of a Sociocultural Model of Family Fat Talk, Body Appreciation, and Intuitive Eating in College Women

Kelsey N. Serier, Ph.D.¹, Kirsten P. Peterson, B.S.², Catalina R. Pacheco, M.S.², Hayley VanderJagt, B.A.², Jane Ellen Smith, Ph.D.², 1. National Center for PTSD, 2. University of New Mexico

(PS8-A13) A Network Analysis of Disordered Eating Behaviors and Psychosocial Correlates in College Females

Daniel Alboukrek, Cody Staples, M.A., Diana Rancourt, Ph.D., University of South Florida

(PS8-A14) Examining Interactions Between Taste and Smell Perception and Gastrointestinal Symptoms and Their Effect on Restrictive Eating

Gabriella A. Pucci, M.S., K. Jean J. Fomey, Ph.D., Ohio University

(PS8-A15) Women's Disordered Eating and Sexual Function: The Role of Interoception

Kendall N. Poovey, M.A.¹, David C. de Jong, Ph.D.², Diana Rancourt, Ph.D.¹, 1. University of South Florida, 2. Western Carolina University

- (PS8-A16) Weight Bias Internalization and Thin Ideal Internalization as Independent Correlates of Body Dissatisfaction Across Body Mass Index**
Emma Harris¹, Samantha L. Hahn, M.P.H., Ph.D.², K. Jean J. Forney, Ph.D.¹, 1. Ohio University, 2. University of Minnesota
- (PS8-A17) Examining the Relation Between Negative Affect, Body Dissatisfaction, and Sexual Orientation in Men**
Niranjala Yogaratnam¹, Thomas Bowers¹, Kristin Denmark², Dominic Denning, B.A.², Tiffany Brown, Ph.D.³, 1. University of California, San Diego, 2. Auburn University
- (PS8-A18) Racial Differences in Body Image and Eating Disorder Symptoms in Young Men**
Sabrina K. Chen, B.A.¹, Nelson Kang, B.A.¹, Rylee Lusich², Dominic Denning, B.A.¹, Tiffany Brown, Ph.D.², 1. University of California, San Diego, 2. Auburn University
- (PS8-A19) Impact of Psychiatric Comorbidity, Childhood Adversities, and Suicidality on Eating Disorder Symptomatology in Adults with Anorexia Nervosa and Atypical Anorexia Nervosa**
Marley Billman, B.S., Lauren Forrest, Ph.D., Jamal H. Essayli, Ph.D., Penn State College of Medicine
- (PS8-A20) The Role of Anxiety in Relationships Between Interoception and Disordered Eating**
Kendall N. Poovey, M.A., Allison Cuning, M.A., Madeline Palermo, M.S., Cody Staples, M.A., Diana Rancourt, Ph.D., University of South Florida
- (PS8-A21) Examining How Medical, Behavioral, and Emotional Changes During Residential Treatment Moderate Improvements in Eating Disorder Pathology**
Shelby N. Ortiz, M.A.¹, Taylor E. Penwell, Ph.D.², Kristina Ocampo, B.A.³, Gayle Brooks, Ph.D.³, Heather Tompson-Brenner, Ph.D.³, 1. Miami University, 2. University of Louisville, 3. The Renfrew Center
- (PS8-A22) Correlates of Internalized Weight Stigma in Food Insecure Populations**
Estefania Andrade, Sabrina Cuauero Cuauero, Anoushka Dani, Saivone N. Sanchious, Natalia Santos, Carolyn B. Becker, Ph.D., Trinity University
- (PS8-A23) Food and Alcohol Disturbance, Distress, and Impairment: Temporal Relationships Using Ecological Momentary Assessment**
Sarah A. Horvath, M.S., Gabriella A. Pucci, M.S., Emma Harris, Jenny Jo, M.A., K. Jean J. Forney, Ph.D., Ohio University
- (PS8-A24) Ambivalence Model of Craving: Latent Profile Analysis (LPA) of Food Approach and Avoidance Inclinations and Associated Eating-related Constructs**
Allison Cuning, M.A., Diana Rancourt, Ph.D., Robert Schlauch, Ph.D., University of South Florida
- (PS8-A25) Is Experiential Avoidance an Important Moderator of the Dual Pathway Model of Disordered Eating in a Diverse Sample of Undergraduate Men and Women?**
Catalina R. Pacheco, M.S.¹, Kelsey N. Serier, Ph.D.², Jamie Loor, Ph.D.³, Mindy L. McEntee, Ph.D.⁴, Jane Ellen E. Smith, Ph.D.¹, 1. University of New Mexico, 2. National Center for PTSD, 3. University of New Mexico Health Sciences Center, 4. Arizona State University

Poster Session 8

Assessment, Eating Disorders

Key Words: Assessment, Child, Eating, CBT, Emotion Regulation, Fear, Gender, Stigma

Poster Session 8B

(PS8-B26) Do Weight-based Victimization, Gender, and BMI Significantly Predict Drive for Muscularity in Undergraduate Students?

Tatyana Bidopia, B.S.¹, Yvette G. Karvay, M.A.¹, Marco Symington¹, Alysha Jhaveri¹, Johanna M. Jarcho, Ph.D.², Natasha L. Burke, Ph.D.¹, 1. Fordham University, 2. Temple University

(PS8-B27) Negative Age-related Body Talk and Mental Health: A Replication Study

Savannah C. Hooper, B.A.¹, Victory Ogubuike, B.A.², Lisa S. Kilpela, Ph.D.¹, Carolyn B. Becker, Ph.D.², 1. University of Texas Health Science Center at San Antonio, 2. Trinity University

(PS8-B28) How the Appreciation of Body Functionality Is for Men and Women?

Gender Differences and Its Relationship with Body Image and Life Satisfaction

Diana Burychka, M.S.¹, Angel Zamora, M.S.¹, Marta Miragall, Ph.D.¹, Lorena Desdentado, M.S.¹, Rocío Herrero, Ph.D.², Rosa M. Baños, Ph.D.¹, 1. University of Valencia, 3. University of Zaragoza

(PS8-B29) The Dilemma of First Dates for People with Eating Disorder

Psychopathology and Eating-disorder-related Impairment: Implications for Treatment and Maintenance of Gains

Christopher J. Cannon, M.S.¹, Evelynna Kambanis, M.S.¹, Christopher J. Mancuso, M.S.¹, Robin A. Barry, Ph.D.², Angeline R. Bottera, M.S.¹, Kyle P. De Young, Ph.D.¹, 1. University of Wyoming, 2. University of Toledo

(PS8-B30) Body Image Discrepancy in Diverse Individuals

Catherine V. Jirikowic, B.A., Diana Rancourt, Ph.D., Madeline Palermo, M.S., University of South Florida

(PS8-B31) Conditional Effects of State Fear of Negative Evaluation on Restrictive Eating Behaviors

Christopher J. Mancuso, M.S., Samantha P. Spoor, B.S., Evelynna Kambanis, M.S., Kyle P. De Young, Ph.D., University of Wyoming

(PS8-B32) U.S. Health Professionals' Opinions of Orthorexia Nervosa

Christina M. Sanzari, B.A., McKenzie Miller, M.A., Julia M. Hormes, Ph.D., University at Albany, State University of New York

(PS8-B33) Do Socioeconomic Status and Race Moderate the Relationship Between Traumatic Life Events and Eating Pathology?

Lakumi Dias¹, Yvette G. Karvay, M.A.¹, Tatyana Bidopia, B.S.¹, Johanna M. Jarcho, Ph.D.², Natasha L. Burke, Ph.D.¹, 1. Fordham University, 2. Temple University

(PS8-B34) Habit and Goal-directed Learning in Eating Disorders: A Computational Approach

Carina Brown, B.A.¹, Erin E. Reilly, Ph.D.², Amanda Bischoff-Grethe, Ph.D.³, Christina E. Wierenga, Ph.D.³, 1. San Diego State University/University of California San Diego Joint Doctoral Program in Clinical Psychology, 2. University of California San Francisco, 3. University of California, San Diego

(PS8-B35) Intuitive Eating's Relationship to State Level Affect and Attitudes Before and After Eating

Jamie Loo, Ph.D.¹, Chloe R. Mullins, B.S.², Kelsey N. Serier, Ph.D.³, Jane Ellen E. Smith, Ph.D.², 1. University of New Mexico Health Sciences Center, 2. University of New Mexico, 3. National Center for PTSD

(PS8-B36) An Accidental COVID-19 Study: Changes in the Relationships Between Appearance Self-esteem, Negative Affect, and Positive Affect in Spring 2020

Taryn A. Myers, Ph.D.¹, Trevaughn McNeil, B.A.¹, Jacqueline A. Carmines, B.A.¹, Kathryn J. Alvarado, B.A.¹, Jessa Steiner, B.A.², Denise McDonald, M.A.³, Madeline Gonsalves¹, Carli H. Williams, B.A.⁴, Kenzie Branum, B.A.¹, 1. Virginia Wesleyan University, 2. Arizona Department of Child Safety, 3. Arlington County Virginia, 4. Virginia Wesleyan College & Adler University

(PS8-B37) Examining Food Insecurity and Loss of Control Eating: The Mediating Role of Distress and Any-reason Restraint

Urvashi Dixit, M.A.¹, Bre Smith¹, Hana Zickgraf, Ph.D.², 1. University of South Alabama, 2. The University of Alabama

(PS8-B38) Examination of Internalized Shame as a Mediator of the Relationship Between Food Insecurity and Disordered Eating

Francesca Gomez, B.A., Marisol Perez, Ph.D., Arizona State University

(PS8-B39) Examining the Relationship Between Intolerance of Uncertainty and Body Checking Safety Behaviors

Danielle E. Peters, B.A., Taylor R. Perry, B.A., Kimberly M. Martinez, B.S., Drew A. Anderson, Ph.D., University at Albany, State University of New York

(PS8-B40) Coping with an Emotional Rollercoaster: The Role of Affect Liability on the Presence of Binge Eating Among Sexual and Gender Minority Adults

Lindsay M. Gillikin, B.A.¹, Stephanie M. Manasse, Ph.D.¹, Savannah R. Roberts, B.S., B.A.², Laura Boyajian, B.S.¹, Sarah A. Drexler, B.S.¹, Adrienne S. Juanascio, Ph.D.¹, 1. Drexel University, 2. University of Delaware

(PS8-B41) The Moderating Effect of Self-compassion in the Relationship Between Sociocultural Appearance Attitudes and Disordered Eating Attitudes in South Koreans

Si Woo Chae, B.A.¹, Taylor A. Stacy, M.A.², 1. University of Hawai'i at Manoa, 2. University of Hawai'i

(PS8-B42) Avoidant/restrictive Food Intake Disorder and Other Eating Disorder Symptoms in Patients with Chronic Constipation

Sophie R. Abber, M.S.¹, Ahmad Samad, B.S.², Elizabeth Gardner, B.A.², Jennifer J. Thomas, Ph.D.², Kyle Staller, M.P.H., M.D.², Helen Burton Murray, Ph.D.³, 1. Florida State University, 2. Massachusetts General Hospital, 3. Massachusetts General Hospital/Harvard Medical School

- (PS8-B43) Stigmatization of Binge Eating Disorder: Implicit Associations with Weight Status and Femininity**
Susana Cruz Garcia, B.A., Christina M. Sanzari, B.A., University at Albany, State University of New York
- (PS8-B44) Do Pre-treatment Factors Predict Self-monitoring Adherence?**
Nicole Nunez, B.A., Paakhi Srivastava, Ph.D., Adrienne S. Juarascio, Ph.D., Drexel University
- (PS8-B45) A Self-report Assessment of Appearance-related Safety Behavior: Development and Psychometric Properties**
Tapan A. Patel, M.S., Jesse R. Cougle, Ph.D., Florida State University
- (PS8-B46) Initial Psychometric Properties of the Behavior Regulation Scale: Validation of a Self-report Measure of Behavioral Emotion Regulation**
Michal E. Clayton, B.A.¹, Erin Young, M.A.², Douglas Mennin, Ph.D.¹, Phillip E. Spaeth, B.A.¹, 1. Teachers College, Columbia University, 2. Columbia University
- (PS8-B47) Suitability of Eyberg Child Behavior Inventory Items for Toddler Populations: Qualitative Reports from Experts**
Sharon Phillips, M.A.¹, Lindsay R. Druskin, M.S.¹, Felipa T. Chavez, Ph.D.², Christa L. Lilly, M.S., Ph.D.³, Jane R. Kohlhoff, B.A., Ph.D., Psy.D.⁴, Cheryl B. McNeil, Ph.D.¹, 1. West Virginia University, 2. Florida Institute of Technology, 3. West Virginia University, 4. University of New South Wales
- (PS8-B48) Utility of the Test of Memory Malingering (TOMM) in a College Sample Referred for ADHD/LD Evaluation: Implications for Cut-off Scores and Trial Administration**
Hannah Lukas, M.A., Kathleen J. Hart, Ph.D., Natalie Miselem, B.S., Rachel E. Wolen, B.A., M.A., Lindsay Koeller, B.S., Xavier University
- (PS8-B49) Measuring Parents' Perceptions of Their Children's Experiences of Boredom**
Emily Hirsch, M.A.¹, Dana Gorelik, M.A.², Amy K. Roy, Ph.D.¹, John D. Eastwood, Ph.D.², 1. Fordham University, 2. York University
- (PS8-B50) Quantifying Diagnostic Heterogeneity in Melancholic and Atypical Depressive Specifiers: A NESARC Analysis**
John F. Buss, B.S., Lorenzo Lorenzo-Luaces, Ph.D., Indiana University

Poster Session 8

Assessment, Transdiagnostic

Key Words: Adolescent, Assessment, Child, Emotion Regulation, Transdiagnostic, Social Anxiety

Poster Session 8C

(PS8-C51) Expanding the Clinical Utility for the Strengths and Difficulties

Questionnaire in an Ethnically Diverse Sample

Marina M. Matsui, M.A.¹, Holly R. Turner, M.A.¹, Amanda M. Vincent, M.A.¹, Kyani K. Uchimura, B.A.¹, Brad Nakamura, Ph.D.², 1. University of Hawai'i at Manoa, 2. University of Hawaii at Manoa

(PS8-C52) Measuring Psychological (In)flexibility: A Psychometric Evaluation and Comparison of Existing Measures

Kelsey Thomas, M.A., Joseph R. Bardeen, Ph.D., Auburn University

(PS8-C53) Who Is Seeking Treatment for Youth Misophonia?

Nicole Torek, M.S.¹, Aileen Kangavary, B.A.¹, Sandra L. Cepeda, M.S.¹, Teresa Vazquez¹, Kelly Kudryk, PhD², Adam B. Lewin, ABPP, Ph.D.², Jill Ehrenreich-May, Ph.D.¹, 1. University of Miami, 2. University of South Florida

(PS8-C54) The Development and Validation of a Measure of Emotion Regulation Processes in School-age Children

Alayna J. Watson, M.A., L. Christian Elledge, Ph.D., Caroline K. Fowler, B.A., University of Tennessee - Knoxville

(PS8-C55) Predictors of Reactivity and Adherence in Ecological Momentary Assessment Studies

Susan J. Wenzel, Ph.D., Bia Brait Amoroso, B.A., Lafayette College

(PS8-C56) The Effect of COVID-19 on MCMI-IV Score Profiles Among Parental Fitness Litigants

Mariah Laster, B.A., Kai Primus-Dawson, B.A., David Brandwein, Psy.D., Kean University

(PS8-C57) Youth-caregiver Problem Severity Ratings: How Does Agreement Differ by Psychopathology Subtype and Relate to Functional Impairment in a Large, Multiethnic Public Mental Health Sample?

Tommie M. Laba, M.A.¹, Holly R. Turner, M.A.¹, Vanessa Y. Liang¹, Amanda M. Vincent, M.A.¹, David S. Jackson, Ph.D.¹, Brad Nakamura, Ph.D.², 1. University of Hawai'i at Manoa, 2. University of Hawaii at Manoa

(PS8-C58) Validation of the Philadelphia Mindfulness Scale in an Adolescent Sample

Alexandra Kohn, M.A., LeeAnn Cardaciotto, Ph.D., Simon Moon, Ph.D., Julie C. Hill, Ph.D., La Salle University

(PS8-C59) The Development and Initial Validation of the Self-validation and Invalidation Scale (SVIS)

Jason J. Chung, B.A.¹, Kasey Stanton, Ph.D.², John K. Sakaluk, Ph.D.¹, Erin A. Kaufman, Ph.D.³, 1. Western University, 2. University of Wyoming, 3. University of Western Ontario

(PS8-C60) Clinical and Neuropsychological Correlates of Misophonia

Tanya A. Herrera, B.A., Amitai Abramovitch, Ph.D., Texas State University

(PS8-C61) Extending the Genetic Algorithm to Scale Construction: Application to Triarchic Trait Measurement

Kelsey L. Lowman, B.A.¹, Thomas Costello, B.A., M.A.², Bridget M. Bertoldi, B.A., M.S.¹, Keanan Joyner, Ph.D.³, Christopher Patrick, Ph.D.¹, 1. Florida State University, 2. Emory University, 3. University of California at Berkeley

(PS8-C62) Cross-cultural Differences in the Impact of Positive and Negative Affect on Social Anxiety: A Moderated Nonlinear Factor Analytic Study

Aaminah Khan, B.S., George Bate, M.S., Erin M. Gandelman, M.S., Steven A. Miller, Ph.D., Rosalind Franklin University of Medicine and Science

(PS8-C63) A Socially-distanced Case Study: The Telehealth Administration of the Unified Protocol for Adolescents (UP-A) for a Gender-nonconforming Adolescent with Generalized Anxiety and Depression

McKenzie Martin, M.A., Jennifer B. Bush, Ph.D., Jaima Walton, Psy.D., The University of Tennessee, Knoxville

(PS8-C64) Neuroticism Change Varies as a Function of Skill Module Ordering and Treatment Length Conditions in the Unified Protocol

Nicole Stumpp, M.S., Matthew W. Southward, Ph.D., Shannon Sauer-Zavala, Ph.D., University of Kentucky

(PS8-C65) Using a Behavioral Paradigm of Uncertainty to Investigate Emotion Regulation Among Individuals with and Without Generalized Anxiety Disorder Symptoms

Mary J. Schadegg, M.A., Lara G. Fair, Laura J. Dixon, Ph.D., University of Mississippi

(PS8-C66) Change in Aversive Reactivity to Emotions Predicts Decreases in Symptoms After Treatment Termination

Doug Terrill, B.A., Shannon Sauer-Zavala, Ph.D., Matthew W. Southward, Ph.D., Stephen A. Semcho, M.S., Nicole Stumpp, M.S., University of Kentucky

(PS8-C67) Functional Differences in Diagnostic Characteristics Predicting Therapeutic Skill Use

Sara E. Shroyer, Shannon Sauer-Zavala, Ph.D., University of Kentucky

(PS8-C68) Symptoms of Anxiety and Depression Impact Momentary Action Urges and Subsequent Impulsive Actions in Daily Life

Jeremy B. Clift, B.A., Jennifer C. Veilleux, Ph.D., University of Arkansas

(PS8-C69) The Structure of Physical Appearance Concerns: Evidence for Transdiagnosticity

Rochelle Stewart, B.A.¹, Danielle Jones, B.S.¹, Keanan Joyner, Ph.D.², Katherine A. McDermott, M.S.¹, Jesse R. Cougle, Ph.D.¹, Christopher Patrick, Ph.D.¹, 1. Florida State University, 2. University of California at Berkeley

(PS8-C70) Latent Transdiagnostic Profiles of Children with Severe Psychopathology: Implications for Personalized Intensive Treatment

Ariel Gianukakis, B.A.¹, Anne S. Walters, ABPP, Ph.D.², Justin Parent, Ph.D.³, 1. Lifespan Bradley Hospital, 2. Brown University, 3. Warren Alpert Medical School of Brown University

(PS8-C71) Domains of Valued Living Predict Reward Responsivity in Corresponding and Distinct Domains in a Nonclinical Sample

Jessica S. Fields, B.A., Rebecca K. Browne, M.S., Sarah T. Wieman, M.S., Kayla A. Lord, M.S.², Hannah Robins, M.S., Gabrielle I. Liverant, Ph.D., Suffolk University

(PS8-C72) Youth and Parent Satisfaction with Transdiagnostic Treatment for Pediatric Anxiety and Depression

Ricardo Salinas, B.A.¹, Felix Angulo, B.A.¹, Karen TG Schwartz, Ph.D.², Merissa Kado-Walton, M.A.³, John Dickerson, Ph.D.⁴, V. Robin Weersing, Ph.D.⁵, 1. San Diego State University, 2. University of Maryland- College Park, 3. University of California, San Diego, 4. Kaiser Permanente Center for Health Research, 5. San Diego State University/University of California ,San Diego Joint Degree Program in Clinical Psychology

(PS8-C73) Development and Mixed Methods Evaluation of the Drop-in DBT Skills Group, a Motivational Enhancement Intervention to Promote Engagement in DBT Skills Group

Frances M. Aunon, M.S., Ph.D.¹, Rachel F. Carretta, M.A.², Joshua Lovell, Ph.D.³, Noah R. R. Wolkowicz, Ph.D.⁴, Suzanne E. Decker, Ph.D.⁴, 1. VA Connecticut Healthcare System, Yale School of Medicine, 2. VA Connecticut Healthcare System, University of Tennessee - Knoxville, 3. Hofstra University, 4. West Haven VA

(PS8-C74) Research Implications of Charting the Dynamics of Recent Emotional Episodes

Elise A. Warner, M.A., MSW, Jennifer C. Veilleux, Ph.D., University of Arkansas

(PS8-C75) Children with Low Physiological Regulation in Early Childhood Are Not Fated to Have Sustained Poor Regulation Capacity into Middle Childhood

Arden M. Cooper, B.S., Erin C. Tully, Ph.D., Georgia State University

Poster Session 8

Telehealth/m-Health

Key Words: Adolescent, Child, Depression, Distress, Emotion Regulation, Hispanic American/Latinx, Sleep, Social Anxiety, Telehealth/m-Health

Poster Session 8D

(PS8-D76) Examining Trait Distress Tolerance and Change in Momentary Distress Intolerance After Mood-induction Tasks

Isabel F. Augur, M.A.¹, Noah R. Wolkowicz, Ph.D.², Lindsay S. Ham, Ph.D.¹, Michael Randazza, B.S.¹, 1. University of Arkansas, 2. US Department of Veterans Affairs/ Yale School of Medicine

(PS8-D77) Perinatal Individuals' Attitudes Towards Participation in an Experience Sampling Method (ESM) Feasibility Pilot Study

Marissa D. Sbrilli, M.S.¹, Heidemarie K. Laurent, Ph.D.², 1. University of Illinois at Urbana-Champaign, 2. The Pennsylvania State University

(PS8-D78) Developing an Online Single Session Intervention Targeting Youth Sleep: User Experience

Maria E. Loades, Ph.D.¹, Ananya Maity, B.A.¹, Angela W. Wang, M.S.², Melissa J. Dreier, Ph.D.², Faith Orchard, Ph.D.³, Jessica L. Hamilton, Ph.D.², 1. University of Bath, 2. Rutgers, The State University of New Jersey, 3. University of Sussex

(PS8-D79) Delivering Measurement-based Care and Personalized Psychotherapy for Adults with Emotional Disorders Using Technology: A Feasibility Trial Protocol

Patricia Gual Montolio¹, Juana Maria Bretón-López, Ph.D.¹, Azucena García Palacios, Ph.D.¹, Diana Castilla, Ph.D., Psy.D.², Irene Zaragoza, Ph.D.³, Carlos Suso-Ribera, Ph.D.², 1. Jaume I University, 2. University of Valencia, 3. CIBER of Physiopathology of Obesity and Nutrition (CIBEROBN), ISCIII CB06/03/0052, Instituto Salud Carlos III

(PS8-D80) Examination of Patient and Provider Satisfaction with Psychiatric Telehealth Treatment Delivery During the COVID-19 Pandemic

Christina Marini, M.P.H., Carly D. Miron, B.A., Bryana L. Schantz, M.A., David L. Ginsberg, M.D., Charles Marmar, M.D., Naomi M. Simon, M.D., Paraskevi Noulas, Psy.D., Kristin L. Szuhany, Ph.D., New York University Grossman School of Medicine

(PS8-D81) Implementation in Action: An Evaluation of the Association Between Therapist Initiated App-based Messages and Engagement in a Behavioral Telehealth Program with an Adjunctive App for Depression

Margaret T. Anton, Ph.D., Heidi Mochari-Greenberger, M.P.H., Ph.D., Reena L. Pande, M.D., M.S., AbleTo, Inc.,

(PS8-D82) Development of a Six-item Bilingual Form of the Depression Anxiety Stress Scales for Spanish-speaking Patients

Lisette M. Saavedra, Ph.D.¹, Anna Yaros, Ph.D.¹, Kiersten L. Johnson, Ph.D.¹, Luke Smith, M.D.², Antonio A. Morgan-Lopez, Ph.D.¹, 1. RTI International, 2. El Futuro

(PS8-D83) Provider Perspectives on Delivering Tele-mental Health Services for Latinx Populations

Kiersten L. Johnson, Ph.D.¹, Lisette M. Saavedra, Ph.D.¹, Jennifer Counts, M.P.H.¹, Sherri Spinks, B.A.¹, Luke Smith, M.D.², 1. RTI International, 2. El Futuro

(PS8-D84) A Mixed-methods Exploration of Therapists' Experiences with Teletherapy for High-risk Patients

Nigel M. Jaffe, B.A.¹, Stephanie J. Steele, Ph.D.², 1. McLean Hospital, 2. Smith College

(PS8-D85) Development, Implementation, and Evaluation of a Remote Tele-psychotherapy Training Program

Cory K. Chen, Ph.D.¹, Amy Palfrey, Ph.D.², Julia Buckley, Psy.D.³, Nicole Nehrig, Ph.D.⁴, Siv H. Nilsson, M.A.³, Christine Ingenito, Ph.D.⁵, Ranjana Srinivasan, Ph.D.⁶, Morgan Rosen, MSW⁷, Lauren Wash, M.A.⁸, 1. VA New York Harbor Healthcare System, 2. New York University Langone Medical Center, 3. US Department of Veterans Affairs, 4. Private Practice, 5. VA NY Harbor Healthcare System- Manhattan Campus, 6. VA NY Harbor Healthcare System, 7. New York University, 8. University of North Carolina at Chapel Hill

(PS8-D86) A RE-AIM Model of Telebehavioral Health for Underserved Communities

Emma C. McWhorter, Aileen Terrazas, M.A., Polet M. Milian, M.S., Kristen M. Garcia, M.P.H., Whitney Garney, Ph.D., Carly McCord, Ph.D., Texas A & M University

(PS8-D87) Treatment Outcomes and Patient Satisfaction of a Virtual Partial Hospital Program: A Mixed-method Study

Chloe Hudson, Ph.D.¹, Keith P. Klein, Ph.D.², Clarissa Ong, Ph.D.³, Ariel Handy, Ph.D.⁴, Michaela B. Swee, Ph.D.¹, Hilary Lambert, Ph.D.¹, Sara Mei, B.S.¹, Melanie Hom, Ph.D.⁵, Rachel B. Weiss, Ph.D.¹, Courtney Beard, Ph.D.¹, Thröstur Björgvinsson, Ph.D.¹, 1. McLean Hospital, 2. CBTeam, 3. Boston University, 4. Concord Center, 5. Stanford University

(PS8-D88) Observations from Conducting Remote Research in a Healthcare Setting

Layla Kratovic, B.S., Michaela Petrosky, M.S., Akila Gopalkrishnan, B.A., Cody Dodd, Ph.D., Melissa DeFilippis, M.D., University of Texas Medical Branch

(PS8-D89) Investigating the Effect of Telehealth Delivered Cognitive Behavioral Therapy on Symptom Improvement During the COVID-19 Pandemic

Hannah L. Grassie, B.A., Anjou Sharma, Jill Ehrenreich-May, Ph.D., University of Miami

(PS8-D90) Stop Soldier Suicide and Neuroflow: Partnering to Facilitate Support for Veterans Through an Mhealth Technology Platform

Annie Resnikoff, B.A.¹, Samuel Kampa, Ph.D.¹, Keith Hotle², Matthew Miclette, M.P.H., M.S., RN³, Brian Daly, Ph.D.¹, 1. Drexel University, 2. Stop Soldier Suicide, 3. NeuroFlow

(PS8-D91) Caregivers' Attitudes Towards Youth Digital Mental Health Interventions

During the COVID-19 Pandemic

Selen Amado, Ph.D., Megyn H. Jasman, B.A., Cyanea Poon, M.A., Jordan Cherry, B.A., Benlina Aier, M.A., LPC, Alexandra Werntz, Ph.D., Jean Rhodes, Ph.D., University of Massachusetts, Boston

(PS8-D92) Behavioral Health Telehealth Utilization Among Pediatric Medicaid

Beneficiaries in North Carolina

Alexis N. French, Ph.D.¹, Kelley Jones, M.P.H., Ph.D.¹, Rushina Cholera, M.D., Ph.D.¹, Rebecca Whitaker, Ph.D.², Janet Prvu Bettger², Abhigya Giri, M.P.H.³, Yolande Pokam Tchuisseu, M.S.⁴, Gary Maslow, M.P.H., M.D.¹, 1. Duke University School of Medicine, 2. Duke University, 3. Duke Margolis Center for Health Policy, Duke University, 4. Duke-Margolis Center for Health Policy

(PS8-D93) Feasibility and Acceptability of a Telehealth Group for Improving Peer

Relationships for Adolescents with Neurofibromatosis Type 1

Danielle Glad, M.S., Brianna N. Young, M.S., Sara K. Pardej, M.S., Bonita Klein-Tasman, Ph.D., University of Wisconsin-Milwaukee

(PS8-D94) Development and Implementation of Tele-pcit in Response to the COVID-19 Pandemic in a Largely Rural State

Randi J. Cheatham-Johnson, Ph.D., Aundria D. Price, B.A., Kara L. Mabus, Ph.D., Courtney S. Walker, Ph.D., University of Mississippi Medical Center

(PS8-D95) Who Uses Online Self-help? Using Machine Learning to Predict Treatment Uptake

Gavin N. Rackoff, M.S., Michelle G. Newman, Ph.D., The Pennsylvania State University

(PS8-D96) Addressing Barriers to Care: Is a Live Video Session Required to Build a Working Alliance?

Nicole Fridling, B.A.¹, James M Zec, M.A.¹, Tanya Sharma, M.A.², Kate Rosenblatt, M.A., LPC¹, Thomas D. Hull, Ph.D.¹, 1. Talkspace, 2. Columbia University Medical Center

Poster Session 9

Adult Anxiety

Key Words: *Depression, Emotion Regulation, Social Anxiety, Panic, Phobias, Treatment*

Poster Session 9A

(PS9-A1) Correlates of Treatment Seeking in Individuals with Social Anxiety Disorder: Findings from a Nationally Representative Sample

Tapan A. Patel, M.S., Frederick T. Schubert, III, B.A., Jesse R. Cougle, Ph.D., Florida State University

(PS9-A2) Examining Behavioral Inhibition in Association with Quality of Life and Comorbidity in Social Anxiety Disorder

Clara Law, M.A.¹, Sarah G. Garnaat, Ph.D.², Maria C. Mancebo, Ph.D.², Steven A. Rasmussen, M.D.³, Christina L. Boisseau, Ph.D.¹, 1. Northwestern University Feinberg School of Medicine, 2. Warren Alpert Medical School of Brown University, 3. Brown University

(PS9-A3) Initial Validation of the Specific Phobia Severity Scales Using Expert Input and an Online Sample

Vincent A. Santiago, M.A.¹, Anne M. Halbreiner, B.A.¹, Julia Marinos, Ph.D.², Shari A. McKee, Ph.D.², Martin M. Antony, Ph.D.¹, 1. Ryerson University, 2. Waypoint Centre for Mental Health Care

(PS9-A4) Self-critical Perfectionism and Depressive and Anxious Symptoms over Two Years: Moderated Mediation Models of Anxiety Sensitivity and Experiential Avoidance

Alexandra Richard, B.S.¹, David Dunkley, Ph.D.², 1. McGill University, 2. Lady Davis Institute - Jewish General Hospital and McGill University

(PS9-A5) What Drives COVID-19 Pandemic Anxiety in Individuals with Anxiety Disorders?

Margot H. Steinberg, Ph.D.¹, Alexandra Vizents², Emma L. Jennings, B.S.³, Caroline H. Armstrong, B.A.⁴, Kristin L. Szuhany, Ph.D.², Amanda W. Baker, Ph.D.⁵, Mihriye Mete, Ph.D.⁴, Elizabeth Hoge, M.D.⁴, Eric Bui, M.D., Ph.D.⁵, Naomi M. Simon, M.D.⁶, 1. New York University Langone Medical Center, 2. New York University School of Medicine, 3. New York University, 4. Georgetown University School of Medicine, 5. Massachusetts General Hospital, 6. New York University Grossman School of Medicine

- (PS9-A6) Stress Reactivity Mediates the Relationships Between Generalized Anxiety Disorder and Major Depressive Disorder over 18 Years**
Kathryn E. Barber, B.S.¹, Nur Hani Zainal, M.S.², Michelle G. Newman, Ph.D.¹, 1. The Pennsylvania State University, 2. Massachusetts General Hospital
- (PS9-A7) Personal Meaning as a Predictor of Skills Practice Following a Single-session Self-guided Online Anxiety Intervention**
Margaret R. Bowman, B.S.¹, Carol S. Lee, Ph.D.², 1. Anxiety Mechanisms & Behaviors Lab, 2. Nevada State College
- (PS9-A8) The Mediating Role of Positive Relationships in the Bidirectional Connections Between Depression and Anxiety Symptoms**
Kathryn E. Barber, B.S.¹, Nur Hani Zainal, M.S.², Michelle G. Newman, Ph.D.¹, 1. The Pennsylvania State University, 2. Massachusetts General Hospital
- (PS9-A9) Changes in Tripartite Dimensions of Anxiety and Depression in Emerging Adults Before and During COVID-19**
Marianne Chirica, M.S.¹, Samantha Carreon, Ph.D.², Joanna Buscemi, Ph.D.³, Rachel Greenley, Ph.D.⁴, Susan Tran, Ph.D.³, Steven A. Miller, Ph.D.⁴, 1. Indiana University/Rosalind Franklin University of Medicine and Science, 2. Baylor College of Medicine/Texas Children's Hospital, 3. DePaul University, 4. Rosalind Franklin University of Medicine and Science
- (PS9-A10) The Influence of Childhood Emotional Maltreatment and Exclusion on Distress Among Individuals with Social Anxiety Symptoms**
Megan M. Perry, M.A., Laura J. Dixon, Ph.D., University of Mississippi
- (PS9-A11) Evaluating Attendance and Adherence to Routine Outcome Monitoring (ROM) in Anxiety and Non-anxiety Clients in a Community Mental Health Clinic**
Jared K. Fyfe, Elly M. Iddings, Hayoung Ko, M.A., M.S., Taylor Sturgeon, B.S., Lee Cooper, Ph.D., Virginia Polytechnic Institute and State University
- (PS9-A12) The Indirect Role of Emotion Regulation Difficulties in the Association Between Social Anxiety and Engagement in Risky Behaviors**
Carey J. Sevier, M.S., Heather Clark, M.S., Laura J. Dixon, Ph.D., University of Mississippi
- (PS9-A13) Do Birds of a Feather Flock Together?: Anxiety Similarity in the Friendships of Young Adults**
Tarnem Amer, B.A., Weifan Kyrie Zhang, B.A., Jesse Basson, M.S., Elisheva Rosensweig, B.A., Amneet Kaur, B.A., Valeriya Sharypova, B.A., Ki Eun (Kay) Shin, Ph.D., Long Island University - Post
- (PS9-A14) Unique and Interactive Effects of Emotion Regulation and Perceived Stress on COVID-19 Distress and Anxiety: A Four-year Prospective Study**
Catherine E. Rast, B.A.¹, Sarah C. Jessup, M.A.¹, Rebecca C. Cox, Ph.D.², Sarah E. Woronko, B.A.¹, Bunmi O. Olatunji, Ph.D.¹, 1. Vanderbilt University, 2. The University of Colorado at Boulder

(PS9-A15) Physical Activity and Self-efficacy in Emotion Management in Anxiety Disorder Treatment: Ecological Momentary Assessment in CBT for Anxiety Disorders

Lindiwe S. Mayinja, B.S.¹, Yiqin Zhu, M.S.¹, Pranav Kancherla¹, Kevin O. Narine, Ph.D.², Wenting Mu, Ph.D.¹, Lily A. Brown, Ph.D.¹, 1. University of Pennsylvania, 2. William James College

(PS9-A16) The Utility of a De novo Fear Conditioning Paradigm as a Predictor of Exposure-based Therapy Outcomes: Null Results Add to an Already Inconclusive Literature

Rebecca E. Lubin, M.A.¹, Hayley E. Fitzgerald, M.A.¹, Joseph K. Carpenter, Ph.D.², David I. Rosenfield, Ph.D.³, Santiago Papini, Ph.D.⁴, Stefan G. Hofmann, Ph.D.¹, Jasper Smits, Ph.D.⁵, Mark Pollack, M.D.⁶, Michael Otto, Ph.D.¹, 1. Boston University, 2. VA Boston Healthcare System, 3. Southern Methodist University, 4. Kaiser Permanente Northern California, 5. The University of Texas at Austin, 6. Rush University Medical Center

(PS9-A17) Big Five Aspect Personality Scales and Social Anxiety Severity in a Nonpsychiatric Sample

Samantha D. Simpson, M.S., Jeffrey S. Bedwell, Ph.D., University of Central Florida

(PS9-A18) Impact of Friendships on Generalized Anxiety in Gender-diverse College Students During the COVID-19 Pandemic

Rachel G. McDonald, M.S.¹, Erin McKenney, B.A.², Mary I. Cargill, B.A.¹, Jared K. Richards, B.S.², Talena C. Day, M.A.³, Bella Kofner, B.S.⁴, Kristen Gillespie-Lynch, Ph.D.⁵, Matthew D. Lerner, Ph.D.³, Katherine Gotham, Ph.D.², Erin Kang, Ph.D.¹, 1. Montclair State University, 2. Rowan University, 3. Stony Brook University, 4. College of Staten Island, 5. College of Staten Island & The Graduate Center CUNY

(PS9-A19) Paranoia Uniquely Predicts Aggression in Individuals with Social Anxiety

Justine S. Thompson, B.S.¹, Michael A. Mallot, Ph.D.², Norman Schmidt, Ph.D.¹, 1. Florida State University, 2. Daytona State College

(PS9-A20) Equanimity Moderates Relationships Between covid-19-related Stress and Symptoms of Depression and Anxiety

Saba Salimuddin, B.S., Shadi Beshai, Ph.D., Jenna Maierhoffer, Christine Bueno, B.A., University of Regina

(PS9-A21) The Association of Treatment Credibility with Clinical Outcomes Following Computerized Cognitive Training

Morgan E. Marvin, B.A., Ruijie Huang, Krupali Patel, B.A., Steven Arias, B.S., Jessica Bomyea, Ph.D., UCSD and VA San Diego Center for Stress and Mental Health

(PS9-A22) A Comparative Study of Interoceptive Cues During Panic Attacks and Menopausal Hot Flashes

Ada Moses, B.A.¹, Tal Eliyahu¹, Natalia Provolo, B.A.², David L. Yap, M.A.¹, Michelle Yu, B.A.¹, Clara Law¹, Kathleen C. C. Gunthert, Ph.D.², Evelyn Behar, Ph.D.¹, 1. Hunter College, City University of New York, 2. American University

(PS9-A23) Evaluation of Uncertainty During COVID-19

Kaitlyn Nagel, M.S., Burkhart Hahn, B.S., Danielle E. Deros, M.S., DeMond M. Grant, Ph.D., Oklahoma State University

(PS9-A24) Differences in Attentional Indicators Within Social Exclusion Contexts in Social Anxiety and Depression

Danielle E. Deros, M.S., Kaitlyn Nagel, M.S., Burkhart Hahn, B.S., DeMond M. Grant, Ph.D., Oklahoma State University

(PS9-A25) Contrast Avoidance Reduction in GAD from Savoring Positive Emotions: Randomized Controlled Trial Results

Lucas S. LaFreniere, Ph.D.¹, Michelle G. Newman, Ph.D.², 1. Skidmore College, 2. The Pennsylvania State University

Poster Session 9**Adult Anxiety**

Key Words: *Depression, Emotion Regulation, Social Anxiety, Treatment, Worry*

Poster Session 9B**(PS9-B26) Computational Modeling of Decision Making During High Choice-conflict Scenarios in an Approach Avoidance Task**

Nicole Moughrabi, B.S.¹, Jaryd Hiser, Ph.D.², Kevin M. Crombie, Ph.D.¹, Chloe Botsford, B.S.², Tijana Sagorac Gruichich, B.S.², Ameera F. Azar, B.S.¹, Nicole Bernal, B.A.¹, Joshua Cisler, Ph.D.¹, 1. The University of Texas at Austin, 2. University of Wisconsin-Madison

(PS9-B27) Dropping out of NO-FEAR Airlines: A Qualitative Study

Sonia Mor, M.S.¹, María Pastor-Sánchez, M.S.¹, María P. García-Caro, M.S.¹, Cristina Botella Arbona, Ph.D.¹, Soledad Quero, Ph.D.², 1. Universitat Jaume I, 2. CIBER Fisiopatología de la Obesidad y Nutrición(CIBERON)

(PS9-B28) Examining Contrast Avoidance as a Moderator of the Relationship Between Anticipated Negative Affect and Worry

Tal Eliyahu, David L. Yap, M.A., Evelyn Behar, Ph.D., Hunter College, City University of New York

(PS9-B29) Experiential Avoidance Predicts Social Anxiety Symptom Severity in Jobseekers with SAD

Brooke Cullen, B.A.¹, Allison V. Metts, M.A.¹, Julia Yarrington, M.A.¹, Shawn Wang, B.A.¹, Richard LeBeau, Ph.D.¹, Michelle G. Craske, Ph.D.¹, Joseph Himle, Ph.D., MSW², 1. University of California, Los Angeles, 2. University of Michigan

(PS9-B30) Worry and Rumination Differ in Their Prediction of Generalized Anxiety Disorder and Major Depressive Disorder

Joe B. Friedman, B.A., Elizabeth C. Wade, M.A., Ayelet M. Ruscio, Ph.D., University of Pennsylvania

- (PS9-B31) Cultural Differences in Social Anxiety and Implicit Theories of Social Anxiety Between Asian Americans and European Americans**
Taylor A. Stacy, M.A.¹, Da Eun Suh, M.A.², Yiyuan Xu, Ph.D.², 1. University of Hawai'i, 2. University of Hawai'i at Manoa
- (PS9-B32) Well-being Indicators, Anxiety, and Depression in the Midst of Societal Crisis: An Application of the Dual Factor Model of Mental Health**
Bridget R. Kennedy, Kyle O'Brien, Joseph Mathew, Sarah Sass, Ph.D., University of Texas at Tyler
- (PS9-B33) Exploring the Value Systems of Socially Anxious Adults: A New Approach for Capturing Positivity Deficits**
James P. Arnold, B.S., Kerry Kelso, M.A., Todd B. Kashdan, Ph.D., Elijah P. Kohn, B.S., George Mason University
- (PS9-B34) Evaluating the Role of Psychological (in)flexibility Processes in Explaining Relations Between Anxiety and History of an Anxiety Disorder Diagnosis**
Max Z. Roberts, M.A., Shannon B. Underwood, B.S., Sara V. White, B.A., Eric D. Tiff, M.A., John P. Forsyth, Ph.D., University at Albany, State University of New York
- (PS9-B35) Emotion Regulation and Social Inhibition Explain the Relationship Between Social Anxiety Symptom Severity and Social Connectedness**
Elyse F. Hutcheson, B.A., Rachel A. Bond, B.A., Jason C. Levine, Ph.D., Jon Elhai, Ph.D., University of Toledo
- (PS9-B36) Cultural Differences in Social Anxiety: The Role of Self-conscious Emotions**
Da Eun Suh, M.A.¹, Taylor A. Stacy, M.A.², Jennie Tran, B.A.¹, Yiyuan Xu, Ph.D.¹, 1. University of Hawai'i at Manoa, 2. University of Hawai'i
- (PS9-B37) Exploring Acculturation and Perceived Discrimination as Predictors of Social Interaction Anxiety in Asian Americans**
Da Eun Suh, M.A., Kaitlin N. Rozzell, M.A., Yiyuan Xu, Ph.D., University of Hawai'i at Manoa
- (PS9-B38) Insidious Socioemotional Correlates of an Ongoing Crisis: Modelling Parallel Changes Between Social Anxiety and Coronavirus Anxiety over Time**
Jolie Tsoi Kan Ho, M.A., Dillon Browne, Ph.D., David A. Moscovitch, Ph.D., University of Waterloo
- (PS9-B39) Distress Tolerance Moderates the Effects of Safety Behavior Use on the Efficacy of Exposure Therapy**
Samantha J. Meckes, M.A., M.S., Cynthia L. Lancaster, Ph.D., University of Nevada, Reno
- (PS9-B40) The Effects of Worry on Sustained Negative Emotion and Negative Emotional Contrast: Partial Support for the Contrast Avoidance Model of Worry**
Tracie I. Ebalu, B.S.¹, M.Kathleen Caulfield, M.A.¹, Cecilia Westbrook, M.D., Ph.D.², Lauren S. Hallion, Ph.D.¹, 1. University of Pittsburgh, 2. Western Psychiatric Institute and Clinic
- (PS9-B41) Stress Generation in Social Anxiety**
Jessica A. Birg, M.A.¹, Truc H. Le¹, Kimberly Davis¹, Todd B. Kashdan, Ph.D.², Fallon R. Goodman, Ph.D.¹, 1. University of South Florida, 2. George Mason University

- (PS9-B42) Do Attempts to Avoid Rejection Lead to More Rejection? An Experience-sampling Investigation of Momentary Rejection Experiences**
Gabriella Silva, B.S.¹, Michelle Hua, B.A.¹, Nicole Brown¹, Brian Feinstein, Ph.D.², Fallon R. Goodman, Ph.D.¹, 1. University of South Florida, 2. Rosalind Franklin University of Medicine and Science
- (PS9-B43) Core Fears and Infinite Repetitions: A Reinforcement Learning Model for Understanding the Motivational Variation Underlying Avoidance**
Elad Zlotnick, M.A., Jonathan D. Huppert, Ph.D., The Hebrew University of Jerusalem
- (PS9-B44) Coping with Social Judgment: The Moderating Role of Fear of Self-compassion on Reappraising Stress**
Cortney Burnham, B.A., Nancy L. Kocovski, Ph.D., Wilfrid Laurier University
- (PS9-B45) The Impact of Inducing Self-compassion on Safety Behavior Use During a Social Interaction on Zoom**
Kamila Szczygłowski, B.A., Nancy L. Kocovski, Ph.D., Wilfrid Laurier University
- (PS9-B46) Social Anxiety in Young Adults Moderates Attentional Modulation of Neurocognitive Responses to Ambiguous Emotional Faces**
Anne E. Werkheiser, B.A., Mary Fernandes, M.A., Erin B. Tone, Ph.D., Georgia State University
- (PS9-B47) Social Evaluation in Emerging Adults: Associations with Social Anxiety, Interpretation Bias, and Perceived Social Support**
Michelle Rozenman, Ph.D., Emily L. Jones, B.A., University of Denver
- (PS9-B48) Contribution of Therapists' Experience in Delivering a Transdiagnostic Group Treatment Protocol for Anxiety Disorders to the Development of a Digital Intervention Modality**
Pasquale Roberge, Ph.D.¹, Martin D. Provencher, Ph.D.², Camila Durand, M.S.¹, Peter J. Norton, Ph.D.³, 1. Université de Sherbrooke, 2. Université Laval, 3. The Cairnmillar Institute
- (PS9-B49) Mental Health in Dual-income, Heterosexual Partnerships During the COVID-19 Pandemic**
Carla De Simone Itrace, M.A., Joyce X. Wong, B.A., Nicole E. Caporino, Ph.D., American University
- (PS9-B50) Social Anxiety as a Predictor of Thwarted Belongingness and Perceived Burdensomeness: A Longitudinal Analysis**
Brad A. Brown, M.A., Gabriella Silva, B.S., Kimberly Davis, Fallon R. Goodman, Ph.D., University of South Florida

Poster Session 9

Adult Anxiety, Child/Adolescent- Anxiety

Key Words: Adolescents, Body Dysmorphic Disorder, Child, Parents, Depression, Emotion Regulation, Social Anxiety, Sleep, Treatment, Trichotillomania, Worry

Poster Session 9C

(PS9-C51) Personalized Networks of the Relationship Between Involuntary Thought and Reassurance in Obsessions and Worry

Daniela Moreno-Duron, B.A.¹, Jennie M. Kuckertz, Ph.D.², Amanda N. Holbrook, B.A.¹, Nader Amir, Ph.D.¹, Stephanie Misko, B.A.¹, 1. San Diego State University, 2. McLean Hospital/Harvard Medical School

(PS9-C52) Applying a Drift Diffusion Model to Test the Effect of Oxytocin on Attentional Bias in Body Dysmorphic Disorder

Yuchen Zhao, M.S., Gillian Grennan, B.S., Angela Fang, Ph.D., University of Washington, Seattle

(PS9-C54) Heart Rate Variability in Children and Adolescents with Comorbid Anxiety and Depressive Disorders

Jessica Stubbing, Ph.D., Kimberly T. Sain, Ph.D., Gretchen Diefenbach, Ph.D., David F. Tolin, ABPP, Ph.D., Anxiety Disorders Center, The Institute of Living

(PS9-C55) Social and Adaptive Functioning in Children with Anxiety Disorders: The Buffering Effects of Effortful Control

Karina Silva, B.A., Elizabeth M. Raines, M.A., Erika S. Trent, M.A., Haley E. Conroy Busch, M.A., Jessica Hernandez Ortiz, M.A., Andres G. Viana, Ph.D., University of Houston

(PS9-C56) Is Better Problem-solving a Protective Factor Against Anxiety in Stressful Social Interactions?

Erika S. Trent, M.A., Abbas A. Karim, Yara L. Charif, Elizabeth M. Raines, M.A., Haley E. Conroy Busch, M.A., Karina Silva, B.A., Jessica Hernandez Ortiz, M.A., Andres G. Viana, Ph.D., University of Houston

(PS9-C58) Evaluating Intensive Group Behavioral Treatment for Selective Mutism

Lauren E. Webb, M.A., Vanessa Y. Ng, M.A., M.S., Jamie Scharoff, M.A., Janice Lu, M.A., Arielle Snow, M.A., M.A., Sarah Richman, B.A., Kyle G. Ross, B.A., Jane Shnyder, M.S., Annie Fraiman, M.A., Julia Weisman, M.A., Cate Morales, M.A., Phyllis S. Ohr, Ph.D., Hofstra University

(PS9-C59) Impact of School Transition Stressors on Adolescents' Symptoms of Social Anxiety and Depression: Repetitive Negative Thinking as a Potential Mediator

Annette M. La Greca, Ph.D., Evan T. Burdette, M.S., University of Miami

(PS9-C60) Effects of a Multi-site Training on CBT for Youth Anxiety for Therapists in Pediatric Healthcare Settings on Their Beliefs About Exposure Therapy

Anna Seraikas, B.S.¹, Alyssa Farley, Ph.D.², Annie W. Dantowitz, LICSW², Hanan Salem, Ph.D.³, Carolina Busto, M.S.⁴, Haniya Syeda, M.P.H.⁵, Alex E. Keller, Ph.D.⁶, Laura J. Nelson Darling, M.A.², Alicia R. Fenley, M.A.¹, Jami M. Furr, Ph.D.⁴, Rachel Merson, Psy.D.², Kelsey Hudson, Ph.D.², Lisa Fortuna, M.P.H., M.D.⁷, Michelle Porche⁸, Christina Borba, M.P.H., Ph.D.⁹, Jonathan Comer, Ph.D.⁴, Donna B. Pincus, Ph.D.¹, 1. Boston University, 2. Boston University Center for Anxiety and Related Disorders, 3. University of California, Santa Barbara, 4. Florida International University, 5. Boston Medical Center, 6. Boston Child Study Center, 7. Zuckerberg San Francisco General Hospital/University of California San Francisco, 8. University of California San Francisco, 9. Boston Medical Center/Boston University School of Medicine

(PS9-C61) Are Parenting Behaviors Associated with Problematic Media Use in Youth with Social Anxiety Disorder?

Emily K. Juel, B.S.¹, Rebecca Etkin, Ph.D.¹, Grace Hommel, B.S.¹, Carlos E. Yeguez, M.S.², Victoria M. Cabrera, M.S.², Guadalupe C. Patriarca, B.A.², Yasmin Rey, Ph.D.², Jeremy W. Pettit, Ph.D.², Carla E. Marin, Ph.D.¹, Eli R. Lebowitz, Ph.D.¹, Wendy K. Silverman, ABPP, Ph.D.¹, 1. Yale Child Study Center, 2. Florida International University

(PS9-C62) Bringing Culturally and Contextually Responsive, Evidence-based Practices for Youth Anxiety into the Classroom: An Examination of Teacher Perceptions

Kristina Conroy, M.S., Elizabeth Cramer, Ph.D., Stacy Frazier, Ph.D., Jonathan Comer, Ph.D., Florida International University

(PS9-C63) The Mediating Role of Emotion Regulation Strategies on Rejection Sensitivity and Depression and Anxiety

India J. Matthews, Sara J. Conley, B.S., Elizabeth Goncy, Ph.D., Cleveland State University

(PS9-C64) An Examination of Insecure Attachment and Perceived Sleep Quality Among Adolescents

Linda M. Thompson, M.A., Amber Ledesma, B.A., Francesca Gentea, Colten Jones, Faraha Hasan, M.S., Heidemarie Blumenthal, Ph.D., University of North Texas

(PS9-C65) Comorbidities Among Youth with Trichotillomania

Rachel Canella, M.A.¹, MaryGray Stolz, M.A.¹, Hilary E. Kratz, Ph.D.¹, Emma Heaps, M.S.¹, Hana Zickgraf, Ph.D.², Martin E. Franklin, Ph.D.³, 1. La Salle University, 2. The University of Alabama, 3. Rogers Behavioral Health

(PS9-C66) Pre-pandemic Intolerance of Uncertainty Predicts Covid-related Worries in Anxious Adolescents

Margaret S. Benda, B.A.¹, Tracy A. Dennis-Tiway, Ph.D.², Amy K. Roy, Ph.D.¹, 1. Fordham University, 2. Hunter College, City University of New York

(PS9-C67) Relations Between Fathers' Parenting and Child Anxiety Risk: Implications for Family CBT Interventions

Nicole M. Baumgartner, B.A., Elizabeth J. Kiel, Ph.D., Miami University

(PS9-C68) Measuring Meaningful Progress During Cognitive Behavioral Therapy for Youth with Anxiety Disorders

Jacob M. Blank, B.A.¹, Margaret E. Crane, M.A.², Philip C. Kendall, Ph.D.², 1. McLean Hospital, 2. Temple University

(PS9-C69) Parent and Child Anxiety During the COVID-19 Pandemic

Danielle Richardson, M.A.¹, Kate Newman¹, Emily Barnes, B.A.¹, Sharon Vaughn, Ph.D.², Amie Grills, Ph.D.¹, 1. Boston University, 2. The University of Texas at Austin

(PS9-C70) Caregiver Moral Foundations and Youth Worry About Political Issues

Zoë Laky, B.A., Kara N. Kelley, B.A., Joyce X. Wong, B.A., Pooja Shankar, B.A., Nicole E. Caporino, Ph.D., American University

(PS9-C71) Are Some Ways of Coping with covid-19 Related Stress Better Than Others? coping Strategies, Covid-related Stress, and Internalizing Symptoms in a Clinical Sample of Youth (13-18 Years)

Bente Storm M. Haugland, Ph.D.¹, Mari Hysing, Ph.D.², Gro Janne Wergeland, M.D.³, 1. Department of Clinical Psychology, University of Bergen, 2. Department of Psychosocial Science, University of Bergen, 3. University of Bergen

(PS9-C72) Anxious Bullies: Parent and Youth Anxiety and Distress Predict Bullying Perpetration

Regina Musicaro, Ph.D.¹, Carlos E. Yeguez, M.S.², Yasmin Rey, Ph.D.², Wendy K. Silverman, ABPP, Ph.D.³, Jeremy W. Pettit, Ph.D.², 1. Yale University School of Medicine, 2. Florida International University, 3. Yale Child Study Center

(PS9-C73) Characterizing Bullying Involvement Among Anxious Youths: The Roles of Gender and Co-occurring Inattention Symptoms

Carlos E. Yeguez, M.S.¹, Guadalupe C. Patriarca, B.A.¹, Melissa Padron, B.S.², Regina Musicaro, Ph.D.³, Yasmin Rey, Ph.D.¹, Wendy K. Silverman, ABPP, Ph.D.⁴, Jeremy W. Pettit, Ph.D.¹, 1. Florida International University, 2. Child Anxiety and Phobia Program, 3. Yale University School of Medicine, 4. Yale Child Study Center

(PS9-C74) Just Like Me: Mothers Perceptions of Social Anxiety in Their Adolescent Offspring as a Function of Maternal Shyness Mindset and Maternal Social Anxiety

Cassandra Mick, M.S., David Valentiner, Ph.D., Nina S. Mounts, Ph.D., Northern Illinois University

(PS9-C75) A Needs Assessment of School-based Clinicians on Cognitive Behavioral Therapy for Anxious Students

Saadia Elahi, B.A.¹, Tali Raviv, Ph.D.¹, Rebecca Ford-Paz, Ph.D.¹, Sybil M. Baker, LCSW², 1. Northwestern University Feinberg School of Medicine, 2. Ann and Robert H. Lurie Children's Hospital of Chicago

Poster Session 9

Child/Adolescent- Anxiety

Key Words: Adolescents, Child, College Students, Parents, Depression, Emotion Regulation, Social Anxiety, Sleep, Treatment, Worry

Poster Session 9D

(PS9-D76) Predictors and Moderators of Outcome in Indicated School-based CBT for Youth with Anxiety

Gro Janne Wergeland, M.D.¹, Bente Storm M. Haugland, Ph.D.¹, Rolf Gjestad, Ph.D.¹, Åshild Tellefsen Håland, Ph.D.², 1. University of Bergen, 2. Høyskolen i Agder

(PS9-D77) Anxiety Trajectories During the COVID-19 Pandemic in Young Adults: Examining Pre-covid Neural Associations Using Fmri

Annie S. Jeong, B.A.¹, Simone P. Haller, Ph.D.¹, Anita Harrewijn, Ph.D.², Selin Zeytinoglu, Ph.D.³, Santiago Morales, Ph.D.⁴, Elise Cardinale, Ph.D.¹, Nicole E. Lorenzo, Ph.D.⁵, Joel Stoddard, M.D.⁶, Daniel S. Pine, M.D.¹, Nathan A. Fox, Ph.D.³, Melissa A. Brotman, Ph.D.¹, 1. National Institute of Mental Health, 2. Erasmus University Rotterdam, 3. University of Maryland, 4. University of Southern California, 5. American University, 6. University of Colorado Anschutz Medical Campus

(PS9-D78) The Patient-reported Outcomes Measurement Information System (PROMIS) Pediatric and Parent-proxy Short Forms for Anxiety: Psychometric Properties in the Kids FACE FEARS Sample

Gabrielle Freitag, B.A.¹, Hanan Salem, Ph.D.², Kristina Conroy, M.S.¹, Carolina Busto, M.S.¹, Molly Adrian, Ph.D.³, Christina Borba, M.P.H., Ph.D.⁴, Amelia Brandt, M.P.H., MSW⁵, Annie W. Dantowitz, LICSW⁶, Lisa Fortuna, M.P.H., M.D.⁷, Jami M. Furr, Ph.D.¹, Leslie Miller, M.D.⁸, Kathleen Myers, M.D.⁹, Rheanna Platt, M.P.H., M.D.⁸, Michelle Porche¹⁰, Sara Rivero-Conil, Psy.D.¹¹, Philip Shumway, B.A.¹², Andrea Spencer, M.D.¹³, Haniya Syeda, M.P.H.¹⁴, Dana McMakin, Ph.D.¹, Donna B. Pincus, Ph.D.¹⁵, Jonathan Comer, Ph.D.¹, Jennifer Sikov, Julia A. Lejeune, B.A.¹⁶, 1. Florida International University, 2. University of California, Santa Barbara, 3. University of Washington; Seattle Children's Hospital, 4. Boston Medical Center/Boston University School of Medicine, 5. Johns Hopkins University School of Medicine; Johns Hopkins Medical Institute, 6. Boston University Center for Anxiety and Related Disorders, 7. Zuckerberg San Francisco General Hospital/University of California, San Francisco, 8. Johns Hopkins University School of Medicine, 9. University of Washington School of Medicine; Seattle Children's Hospital, 10. University of California San Francisco, 11. Nicklaus Children's Hospital, 12. University of Tulsa, 13. Boston University School of Medicine, 14. Boston Medical Center, 15. Boston University, 16. University of Illinois at Chicago

(PS9-D79) A Test of Proximal Mechanisms Linking Parent and Child GAD Symptoms

Ella J. Amaral Lavoie, B.A., Elizabeth J. Kiel, Ph.D., Miami University

(PS9-D80) What Are the Choices for Hearing Their Voices?: A Scoping Review of Treatment Options for Selective Mutism

Jennifer S. Schild, M.S., Morgan S. Mitcheson, Juliana Holcomb, B.A., David A. Langer, ABPP, Ph.D., Suffolk University

(PS9-D81) Does Parental Accommodation Account for Associations Between Youth Anxiety and Sleep Hygiene?

Guadalupe C. Patriarca, B.A.¹, Carlos E. Yeguez, M.S.¹, Melissa Padron, B.S.², Yasmin Rey, Ph.D.¹, Jeremy W. Pettit, Ph.D.¹, 1. Florida International University, 2. Child Anxiety and Phobia Program

(PS9-D82) Anxiety-related Attention Bias Heterogeneity Across Adolescence

Abigail M. Findley, B.A.¹, Jennifer de Rutte, M.A.¹, Amy K. Roy, Ph.D.², Tracy A. Dennis-Tiwary, Ph.D.³, 1. Graduate Center, City University of New York, 2. Fordham University, 3. Hunter College, City University of New York

(PS9-D83) Sex Differences in the Relationship Between Adolescent Anxiety Sensitivity and Brain Circuits Related to Emotion Regulation

Leah D. Church, B.A., Melanie Matyi, M.A., Nadia Bounoua, M.A., Jeremy Rudoler, B.A., Kaleigh Wieand, B.S., Jeffrey M. Spielberg, B.A., M.A., Ph.D., University of Delaware

(PS9-D84) Predicting Anxiety in Adolescents Using Maternal Anxiety Symptoms and Error-related Brain Activity

Isabel Ichiyama¹, Amanda N. Holbrook, B.A.¹, Jennie M. Kuckertz, Ph.D.², Greg Hajcak, Ph.D.³, Nader Amir, Ph.D.¹, 1. San Diego State University, 2. McLean Hospital/Harvard Medical School, 3. Florida State University

(PS9-D85) Latent Profiles of Preschool Anxiety and Social-emotional and Behavioral Skills in Young Children in Head Start and Title I Classrooms: Implications for Screening and Assessment

Rinatte L. Gruen, M.S., Jhonelle Bailey, M.S., Jill Ehrenreich-May, Ph.D., Rebecca Bulotsky Shearer, Ph.D., University of Miami

(PS9-D86) Confirmatory Factor Analysis of the Parental Attitudes, Beliefs, and Understanding of Anxiety (PABUA)

Megan L. Boyd, B.A.¹, Nicole E. Caporino, Ph.D.¹, Joyce X. Wong, B.A.¹, Courtney Wolk, Ph.D.², 1. American University, 2. Perelman School of Medicine at the University of Pennsylvania

(PS9-D87) Caregiver Distress About Child Anxiety Mediates the Relationship Between Vertical Individualism and Child Anxiety Symptoms

Pooja Shankar, B.A., Zoë Laky, B.A., Nicole E. Caporino, Ph.D., American University

(PS9-D88) Preterm, Short-term, and Long-term: Lasting Effects of Premature Birth on Caregiver Ratings of Youth Anxiety

Hannah Brody, Sheila Vazir, Isabelle E. Siegel, Ph.D., Yasmin Abdelwahab, Brian C. Chu, Ph.D., Rutgers University

(PS9-D89) Lessons Learned Providing CBT for Child and Adolescent Anxiety via Telehealth: A Provider Survey of Barriers, Facilitators, and Quality of Care During the covid-19 Global Pandemic and Beyond

Anna Swan, Ph.D., Ann Parsons, MFT, Allison Libby, Psy.D., Ashley Maliken, Ph.D., Joan Jou, Ph.D., Lauren M. Haack, Ph.D., Gabriella Moreno, LCSW, Natalie Todd, Psy.D., Sabrina M. Darrow, Ph.D., University of California San Francisco

(PS9-D90) The Correlation Between Anxiety and Academic Self-concept in First Generation College Students

Ariana DeJesus Rodriguez, B.A., Elizabeth B. B. Raposa, Ph.D., Fordham University

(PS9-D91) Worried Thoughts and Depressive Symptoms Predict Working Memory Capacity

Paul S. Spano, B.S.¹, Thompson E. Davis, III, Ph.D.², 1. Louisiana State University, 2. The University of Alabama

(PS9-D92) Examining Worry Severity and Its Relationship to Parenting Behaviors Among a Sample of Adolescents

Benjamin C. Mullin, Ph.D.¹, Jacob B. Holzman, Ph.D.², Hannah Christensen, B.S.¹, 1. University of Colorado School of Medicine, 2. University of Colorado Anschutz Medical Campus

3:00 p.m. – 4:00 p.m.

Westside Ballroom, 5th Floor

Poster Session 10

Couples/Close Relationships

Key Words: Autism, LGBTQ+, Stress, Couples / Close Relationships, Violence/Sexual Assault

Poster Session 10A

(PS10-A1) Relationship Quality, COVID Stress, and Mental Health Among Sexual and Gender Minorities

Sabrina Bothwell, B.S.¹, Sarah Whitton, Ph.D.¹, Michael E. Newcomb, Ph.D.², 1. University of Cincinnati, 2. Northwestern University

(PS10-A2) The Role of Emotion Regulation and Partners' Stress Communication in Dyadic Coping

Alexandra K. Wojda-Burlij, M.A.¹, Mariana K. Falconier, Ph.D.², Andrew Conway, LCSW, MSW², Jinhee Kim, Ph.D.², 1. University of North Carolina at Chapel Hill, 2. University of Maryland- College Park

(PS10-A3) The Impact of Suicide Risk on Perceived Closeness Following Relationship Discussions Between Military Couples

Feea Leifker, Ph.D.¹, Karena Leo, Ph.D.², Colin Adamo, M.S.¹, Alexander O. Crenshaw, Ph.D.³, Jasara N. Hogan, Ph.D.⁴, Eric Garland, Ph.D.⁵, Craig J. Bryan, ABPP, Psy.D.⁶, William Marchand, M.D.⁷, Brian R. Baucom, Ph.D.⁵, 1. University of Utah, 2. Duke University, 3. Ryerson University, 4. Medical University of South Carolina, 5. The University of Utah, 6. The Ohio State University Wexner Medical Center, 7. Salt Lake City VA

(PS10-A4) Inclusive Adaptations of the Relationship Checkup to Meet the Needs of Sexual Minority Couples

Tatiana D. Gray, Ph.D.¹, Julia Jermyn, B.A., Deepashree Karve, M.A., M.S., Thea Francel, M.A., Olivia Vasiloff, M.A., M.S., Springfield College

(PS10-A5) Is Love Colorblind? Exploring the Effects of Race on Straight White Men's Geosocial App Preferences

Sean C. Aaron, Ph.D.¹, Aerial Halstead, B.A., M.S.², Scott R. Braithwaite, Ph.D.², 1. Collective Care Clinic Portland, Oregon, 2. Brigham Young University

(PS10-A6) Birds of a Feather Flock Together: Gender-concordance vs Gender-discordance in Sexual Minority Partners Predicts Disparate Romantic Relationship Outcomes and Attachment Insecurities

Emily A. Carrino, B.A., Donald H. Baucom, Ph.D., Alexandra K. Wojda-Burlj, M.A., Danielle M. Weber, M.A., University of North Carolina at Chapel Hill

(PS10-A7) Observation of Affective Communication During Dyadic Interaction: Comparing Human versus Computer Coding

Alyssa J. Miville, B.A., Richard E. Mattson, M.A., Ph.D., Brandon E. Gibb, Ph.D., Binghamton University

(PS10-A8) Childhood Gender Non-conformity and Adult Romantic Attachment: An Exploration into Cisgender Sexual Minority Couple Dynamics

Briana Lee Schubert, B.A., Nicholas Perry, Ph.D., Sarah G. Turk Kanan, B.A., University of Denver

(PS10-A9) Locating and Evaluating Spanish-language Measures of Intimate Partner Violence

Quinn E. Hendershot, B.A., Erin F. Alexander, M.S., Matthew D. Johnson, Ph.D., Binghamton University

(PS10-A10) How to Select a Measure of Intimate Partner Violence Based on a Systematic Review of Measures

Erin F. Alexander, M.S.¹, Bethany Backes, M.P.H., Ph.D., MSW², Matthew D. Johnson, Ph.D.¹, 1. Binghamton University, 2. University of Central Florida

(PS10-A11) Is There a Relationship Between Religiosity and Infidelity? A Meta-analysis

Meghan Maddock, M.S., Scott R. Braithwaite, Ph.D., Brigham Young University

(PS10-A12) Sexual and Gender Minorities' Perception of Benefits of Romantic Relationships During the COVID-19 Pandemic

Sabrina Bothwell, B.S.¹, Margaret Lawlace, M.A.¹, Sarah Whitton, Ph.D.¹, Michael E. Newcomb, Ph.D.², 1. University of Cincinnati, 2. Northwestern University

(PS10-A13) Motherwise in Nicaragua: The Implementation of Relationship Education Programming and Cultural Considerations

Sarah G. Turk Karan, B.A., Galena K. Rhoades, Ph.D., Briana Lee Schubert, B.A., Carra Gilson, M.P.H., University of Denver

(PS10-A14) The Association Between Relationship Conflict and Depression: A Meta-analytic Review

Chelsea N. Carson, M.A., Diane Moon, B.A., Ernest N. Jouriles, Ph.D., Natalie Tunnell, M.A., Chrystyna Kouros, Ph.D., Southern Methodist University

(PS10-A15) Relationship Conflict and Depressive Symptoms in Couples: The Moderating Role of the Broad Autism Phenotype

Chelsea N. Carson, M.A.¹, Naomi Ekas, Ph.D.², Chrystyna Kouros, Ph.D.¹, 1. Southern Methodist University, 2. Texas Christian University

(PS10-A16) The Effect of an Online, Guided Self-help Couple Intervention on the Well-being of Intimate Partners of People with PTSD: Couple HOPES

Alexis Collins, B.S.¹, Alexander O. Crenshaw, Ph.D.¹, Anne C. Wagner, Ph.D.², Kristen M. Whitfield, Ph.D.¹, Robert Valela,¹ Sonya Varma, M.A.³, Elizabeth A. Earle, Ph.D.³, Alyssa A. Di Bartolomeo, Ph.D.³, Cait Martin Newnham³, Jennifer Ip, M.A.¹, Lindsay Fulham, M.A.³, Ashley N. Siegel³, Angela Xiang, Ph.D.¹, Victoria L. Donkin, Ph.D.¹, Desiree Mensah, B.S.³, Julianne Bushe¹, Meredith Landy, Ph.D., Psy.D.¹, Christina Samonas, Ph.D.¹, Leslie Morland, Psy.D.⁴, Brian D. Doss, Ph.D.⁵, Skye Fitzpatrick, Ph.D.³, Candice Monson, Ph.D.¹, 1. Ryerson University, 2. Remedy + Remedy Institute, 3. York University, 4. VA San Diego Healthcare System/University of California, San Diego, 5. University of Miami

(PS10-A17) Pornography Viewing, PTSD Symptoms, and Romantic Relationship Quality in Military Couples

Charlie Huntington, M.A.¹, Galena K. Rhoades, Ph.D.¹, Elizabeth S. Allen, Ph.D.², Howard Markman, Ph.D.¹, Scott Stanley, Ph.D.¹, 1. University of Denver, 2. University of Colorado Denver

(PS10-A18) Assessing Convergent Validity of a Observational Vulnerable Feelings Task

Karima K. Shehadeh, B.S., M.S., Elizabeth S. Allen, Ph.D., University of Colorado Denver

(PS10-A19) The Role of Cognitive Flexibility and Daily Anger on Intimate Partner Violence During the COVID-19 Pandemic

Caitlin M. Kehoe, M.A.¹, Victoria E. Bennett, M.A.¹, Donald A. A. Godfrey, III, M.A.¹, Jaye L. Derrick, Ph.D.¹, Janella Chu, B.A.², Julia C. Babcock, Ph.D.¹, 1. University of Houston, 2. University of Houston – Clear Lake

(PS10-A20) I Know You Are but What am I: A Study of Borderline Identity Disturbance, Emotion Regulation, Conflict, and Satisfaction in Couples

Alexandra D. Long, M.A., Kelly V. Klein, B.S., Alice I. Cohen, Nathaniel R. Herr, Ph.D., American University

(PS10-A21) The Dyadic Impact of Psychopathy and Neuroticism: An Exploration of Intimate Partner Violence

HyeRim Ryu, M.S., George Bate, M.S., David S. Kosson, Ph.D., Genesis Martinez, B.A., Jacinda Lee, M.S., Katherine Keller, B.A., Steven A. Miller, Ph.D., Tamara Sher, Ph.D., Rosalind Franklin University of Medicine and Science

- (PS10-A22) **Relationship Skills Among Latine Couples Predict Relationship Satisfaction Longitudinally During the COVID-19 Pandemic Lockdown**
Hayley C. Fivcoast, Ph.D.¹, Callie Mazurek, M.A.², Quinn E. Hendershot, B.A.³, Rachel Kritzik, B.A.⁴, Hollen Reischer, M.S.⁵, Chrishane Cunningham, M.A.⁶, Kanai Gandhi, M.S.¹, Aaron Cohn, Ph.D.¹, Erika Lawrence, Ph.D.¹, 1. The Family Institute at Northwestern University, 2. Washington State University, 3. Binghamton University, 4. Georgetown University, 5. Northwestern University, 6. Fordham University
- (PS10-A23) **Associations Between Problem Recognition and Help-seeking Behavior in Mothers of Preschoolers**
Samuel T. Jackson, B.A., Allison Jaeger, Ph.D., Tamara Del Vecchio, Ph.D., St. John's University
- (PS10-A24) **Establishing Psychometric Properties and Norms of the Conflict Tactics Scale—parent-child Version in a Taiwanese Community Sample**
Yi-Chuen Chen, Ph.D.¹, Beverly L. Fortson, Ph.D.², I-Chen Lee, B.S.¹, Pei-Shan Li, B.S.¹, Po-Yi Chi, B.S.¹, 1. National Chung Cheng University, Taiwan, 2. Sexual Assault Prevention and Response Office, U.S. Department of Defense
- (PS10-A25) **The Moderating Role of Emotion and Cognitive Control in the Relationship Between Stress and Parenting Risk in a Socioeconomically Disadvantaged Population: Implications for Intervention**
Sarah Danzo, Ph.D.¹, Arin Connell, Ph.D.², 1. University of Washington, 2. Case Western Reserve University

Poster Session 10

Parenting/Families

Key Words: College Students, Depression, Ethics, Stress, Parents

Poster Session 10B

- (PS10-B26) **Not Bad, Just Sad and Mad: The Effect of PCIT on Depression Symptoms**
Amanda Turzi, B.A., Abigail Peskin, Ph.D., Jason Jent, Ph.D., University of Miami Miller School of Medicine
- (PS10-B27) **Self Compassion and Self Esteem Mediate the Relationship Between Parental Validation and Stress**
Huei Ming Lim, Yilin Li, Sarah Mann, Marcus Rodriguez, B.A., Ph.D., Danika J. Petit, Pitzer College
- (PS10-B28) **The Mediating Role of Parental Satisfaction in the Relationship Between Parental Psychopathic Traits and Parenting Behaviors**
Breanna Dede, M.A.¹, Courtney Paisley, Ph.D.², Jennifer Cox, Ph.D.¹, 1. The University of Alabama, 2. University of Colorado Anschutz Medical Campus

(PS10-B29) Family Outcomes in Parent-child Interaction Therapy: Concordance as a Proxy for Coparenting

Juan Carlos Gonzalez, M.A.¹, Dainelys Garcia, Ph.D.², Miya Barnett, Ph.D.¹, Hanan Salem, Ph.D.¹, Jason Jent, Ph.D.³, 1. University of California, Santa Barbara, 2. University of Miami, 3. University of Miami Miller School of Medicine

(PS10-B30) Factors Promoting Resilience Among College Students Exposed to Parental Substance Abuse

Makena Kaylor, B.A., Maureen A. Sullivan, Ph.D., Oklahoma State University

(PS10-B31) Intergenerational Transmission of Parent-child Aggression: A Social-ecological Model

Jenna Russo, B.S., Arazais D. Oliveros, Ph.D., Mississippi State University

(PS10-B33) Technology-enhanced Behavioral Parent Training: The Relationship Between Technology Use and Treatment Efficiency

Madison P. McCall, B.S.¹, Margaret T. Anton, Ph.D.², April Highlander, M.A.¹, Raelyn Loiselle, M.A.¹, Rex Forehand, Ph.D.³, Deborah J. Jones, Ph.D.¹, 1. University of North Carolina at Chapel Hill, 2. AbleTo, Inc., 3. University of Vermont

(PS10-B34) Using a Cultural Lens & Technological Advances Ushered in by COVID-19 to Shape Community-based Consultation of PCIT Training & Implementation

Erinn Victory, B.A.¹, Felipa T. Chavez, Ph.D.², Ashley T. Scudder, Ph.D.³, Cheryl B. McNeil, Ph.D.¹, 1. West Virginia University, 2. Florida Institute of Technology, 3. Iowa State University

(PS10-B35) High Quality Coparenting Protected Families During the Acute Phase of the COVID-19 Pandemic

Frannie Calkins, M.A., Eric M. Phillips, M.A., Emily R. Hamburger, M.A., Shaina A. Kumar, M.A., Lauren M. Laifer, M.A., Erin L. Ramsdell, M.A., Rebecca Brock, Ph.D., University of Nebraska-Lincoln

(PS10-B36) Latent Profiles of Dyadic Affect and Family Interactions Among Adolescent Girls and Their Mothers with a History of Depression

Jenny Guo, B.S.¹, Karissa A. DiMarzio, M.S.¹, Mei Yi Ng, Ph.D.¹, Justin Parent, Ph.D.², Rex Forehand, Ph.D.³, Bruce Compas, Ph.D.⁴, 1. Florida International University, 2. Warren Alpert Medical School of Brown University, 3. University of Vermont, 4. Vanderbilt University

(PS10-B37) Correlates of Parenting Stress During the covid-19 Pandemic and the Protective Role of Parent Psychotherapy Experience in Parents of Children with Developmental Disabilities

Mary I. Cargill, B.A.¹, Rachel G. McDonald, M.S.¹, Nardin Yacoub, M.S.¹, Sadaf Khawar, M.A.¹, Britney Jeyanayagam, B.S.¹, Emily Lynch¹, Gregory R. Hartle, Jr.¹, Amal H. Wadi¹, Chana Tilson, M.A.², Erin Kang, Ph.D.¹, 1. Montclair State University, 2. The Chicago School of Professional Psychology

(PS10-B38) Early Emotion Minimization by Caregivers Is Associated with Lower Signal-congruent Emotional Responding in Emerging Adulthood

Nicole D. Cardona, M.A.¹, Erin Ward-Ciesielski, Ph.D.², Elizabeth H. Eustis, Ph.D.¹, 1. Boston University, 2. Rhode Island CBT

- (PS10-B39) Associations Between Perceived Parental Expressed Emotion-criticism and Internalizing Symptoms Including Indirect Effects via Loneliness in Youth**
Zaharah Zaidi, B.A.¹, Micaela M. Maron, B.S.¹, Sarah K. Ryan, Ph.D.¹, Heather MacPherson, Ph.D.², Jennifer C. Wolff, Ph.D.³, Anastacia Kudinova, Ph.D.¹, 1. Bradley Hospital/Warren Alpert Medical School of Brown University, 2. William James College, 3. Warren Alpert Medical School of Brown University
- (PS10-B40) Brief Preventative Intervention for Parents of Youth with ASD During the COVID-19 Pandemic: Preliminary Findings**
Teresa Vazquez, Sandra L. Cepeda, M.S., Nicole Torek, M.S., Aileen Kangavary, B.A., Elizabeth R. Halliday, M.S., Jennifer S. Durocher, Ph.D., Jill Ehrenreich-May, Ph.D., University of Miami
- (PS10-B41) Adverse Childhood Experiences Are Associated with Caregivers' Validating and Invalidating Responses to Children's Emotions**
Madison R. Boschulte, Nicole D. Cardona, M.A., Elizabeth H. Eustis, Ph.D., Boston University
- (PS10-B42) Mixed-methods Assessment of Specific Practices, Benefits, and Obstacles to Bringing Mindfulness into Families' Lives**
Lillian Foote, B.A., Barry M. Wagner, Ph.D., Marcie C. Goeke-Morey, Ph.D., The Catholic University of America
- (PS10-B43) Does Parental Executive Functioning Predict Engagement with Behavioral Parent Training?**
Jacqueline Jacobs, M.A.¹, Jacob B. Holzman, Ph.D.², 1. Graduate School of Professional Psychology at the University of Denver, 2. University of Colorado Anschutz Medical Campus
- (PS10-B44) Examining Parenting Practices and Routines as Possible Mediators of Parenting Inflexibility and Child Behaviors**
Lauren S. Erp, B.S., Maddison Knott, B.S., Audrey Ambrosio, B.A., Sara S. Jordan, Ph.D., University of Southern Mississippi
- (PS10-B45) Emotional and Behavioral Problems in Grandparent-headed Households: Prevalence and Risk Factors**
Acacia R. Lopez, M.S., Danielle K. Nadorff, Ph.D., Mississippi State University
- (PS10-B46) Bidirectional Associations Between Maternal Demoralization and Children's Emotion Regulation Are Altered by Prenatal Exposure to Environmental Tobacco Smoke**
Mariah DeSerisy, Ph.D.¹, Jacob Cohen, B.S.², Julie Herbstman, Ph.D.¹, Jordan Dworkin, Ph.D.³, Amy Margolis, Ph.D.³, 1. Columbia University Medical Center, 2. Columbia University Irving Medical Center, 3. Columbia University/New York State Psychiatric Institute
- (PS10-B47) Parent-child Interaction Therapy (PCIT) as a Treatment for Families Impacted by the Opioid Crisis**
Erinn Victory, B.A., Robin C. Han, M.S., Lindsay R. Druskin, M.S., Sharon Phillips, M.A., Cheryl B. McNeil, Ph.D., West Virginia University
- (PS10-B48) The Socio-ecological Impact of COVID-19 on Child and Parent Emotional Well-being**
Caitlin Rancher, Ph.D., Daniel W. Smith, Ph.D., Medical University of South Carolina

(PS10-B49) Examining Ethnic Differences in Family Coping Styles During the COVID-19 Pandemic

Nehemie Dantica, M.S., Melissa Miranda, M.S., Karina Valetin, B.A., M.S., Lourdes Suarez-Morales, Ph.D., Nova Southeastern University

(PS10-B50) Parent Well-being in the Context of Adolescent Substance Use

Alexandra R. Eager, B.S., Sarah Stanger, D. Phil., Allegheny College

Poster Session 10**Parenting/Families, Personality Disorders, Positive Psychology, Sexual Functioning**

Key Words: Alcohol, Autism, Borderline Personality Disorder, Depression, Child, Emotion Regulation, Hope, Parents, Stress, Sleep

Poster Session 10C**(PS10-C51) Predictors of Parental Stress During COVID: Sleep, Eating, and ADHD**

Alex Chang, M.S., Sarah Hanske, B.A., Austin B. Burns, M.S., Annie A. Garner, Ph.D., Saint Louis University

(PS10-C52) Assessing the Transactional Relationship Between Parental Depression and Children's Cognition in Early Childhood

Kristyn Donohue, M.A., Irene Zhang, M.A., Simone Chad-Friedman, M.A., Brendan Rich, Ph.D., The Catholic University of America

(PS10-C53) Caregiver Experiences and the Impacts on Children's Engagement with Mental Health Treatments in a Global Pandemic

Jordan Cherry, B.A., Benlina Aier, M.A., LPC, Selen Amado, Ph.D., Megyn H. Jasman, B.A., Jean Rhodes, Ph.D., Alexandra Wertz, Ph.D., University of Massachusetts, Boston

(PS10-C54) Emotional Clarity on Parent-child Discrepancies of Self-Reported Parenting Style

Caitlin J. Tytler, B.S., Emma Church, B.A., Ilya Yaroslavsky, Ph.D., Cleveland State University

(PS10-C55) Parental Tolerance of Child Distress During Severe Temper Tantrums

Robert W. Garvey, M.S., Amy K. Roy, Ph.D., Fordham University

(PS10-C56) Feasibility and Acceptability of an Online Psychoeducational Parenting Intervention: The EBB and Flow Program

Maria C. DiFonte, M.A., Ellen C. Flannery-Schroeder, ABPP, Ph.D., University of Rhode Island

(PS10-C57) Feasibility and Acceptability of the BLINK Program for Children Suspected of a Diagnosis of Autism

Ashley (Dawn) Greathouse, Ph.D., Patricia Zemantic, Ph.D., Whitney StrongBak, Ph.D., Munroe-Meyer Institute

- (PS10-C58) Impact of Having a Neurodiverse Child on Parental Stress and Family Chaos During COVID-19**
Monica Grace, M.A., Emily Wieggers, B.S., Austin B. Burns, M.S., Annie A. Garner, Ph.D., Saint Louis University
- (PS10-C59) Maternal Postpartum Depression, Infant Temperament, and Expectancy of Future Child Behavior Problems and Parenting Competency in First-time Mothers of Infants**
Stacy S. Forcino, Ph.D.¹, Michelle Grimes, Ph.D.², Kassandra Harding, Ph.D.¹, 1. California State University, San Bernadino, 2. Southern Utah University
- (PS10-C60) Family Satisfaction as a Mediator of the Impact of Parental Heavy Alcohol Use on Female Adolescent Depressive Symptoms**
Hannah Appleseth, M.A.¹, Susette Moyers, Ph.D.², Julie Croff, Ph.D.¹, Erica Crockett, M.P.H.¹, Ashleigh Chiaf, M.P.H.¹, 1. Oklahoma State University, 2. National Center for Wellness and Recovery
- (PS10-C61) Assessment of Mental Health Problems in Young Adulthood: Should Parents Still Be Involved?**
Aline Debener, Ann-Katrin Job, Ph.D., University of Braunschweig
- (PS10-C63) Investigating the Association Between Family Environment Risk Factors and Borderline Personality Disorder**
Dorian Hatch, B.A., Victoria M. Trimm, B.A., Claudia A. Byer-Tyre, B.S., Jennifer S. Cheavens, Ph.D., Emil F. Coccaro, M.D., The Ohio State University
- (PS10-C64) Transdiagnostic Identity Disturbance and Emotion: Fear of Emotion, Emotion Regulation, and Mood**
Ramya S. Ramadurai, B.A., Macy Ward, Nathaniel R. Herr, Ph.D., American University
- (PS10-C65) Cortical Thickness Links to Borderline Personality Disorder Severity in a Diverse Community Sample**
Isabella Napoletano, B.A., Rickie L. Miglin, B.S., Nadia Bounoua, M.A., Naomi Sadeh, Ph.D., University of Delaware
- (PS10-C66) Explicit and Implicit Biases Toward Patients with Borderline Personality Disorder and Self-harm Behaviors in a Sample of Emergency Department Providers**
Elinor E. Waite, M.S., Katherine Dixon-Gordon, Ph.D., University of Massachusetts Amherst
- (PS10-C67) Borderline Personality Disorder Symptom Interaction with Poor Sleep Quality to Predict Higher Levels of Negative Emotion: A Daily Diary Study**
Kelly V. Klein, B.S.¹, Alexandra D. Long, M.A.¹, Haley Hunt, B.A.¹, Nathaniel R. Herr, Ph.D.¹, Alanna Covington, Ph.D.², Kathleen C. C. Gunther, Ph.D.¹, 1. American University, 2. Arlington Behavior Therapy Institute
- (PS10-C68) Circadian Rhythm Preferences Similarly Predict Sleep for Individuals with BPD, GAD, and Healthy Controls**
Melissa D. Latham, Ph.D., Lindsay Fulham, M.A., Skye Fitzpatrick, Ph.D., York University
- (PS10-C69) Differences in BPD Features Between Black Americans and White Americans**
Kassidie S. Harmon, B.S., Jennifer S. Cheavens, Ph.D., The Ohio State University

(PS10-C70) Initial Symptom Severity as a Moderator for BPD Compass Treatment

Success

Lauren Cravens, B.A., Shannon Sauer-Zavala, Ph.D., Matthew W. Southward, Ph.D., University of Kentucky

(PS10-C71) Change in Daily Interpersonal Emotion Regulation Strategies Used During Brief, Mechanism-informed Interventions for Borderline Personality Disorder

Julianne W. Tirpak, Ph.D.¹, Emilia Brush, B.A.², 1. McLean Hospital/Harvard Medical School, 2. McLean Hospital

(PS10-C72) Meaning and Purpose in Life as Predictors of Mental Health, Physical Health, and Health Anxiety

Jeffrey M. Pavlacic, M.A., Stefan E. Schulenberg, Ph.D., Sujith Ramachandran, Ph.D., John P. Bentley, Ph.D., Danielle Maack, Ph.D., John Young, Ph.D., The University of Mississippi

(PS10-C73) Hope, Gratitude, Psychological Distress and Well-being in Trauma-exposed Hispanic/Latino Students

Amy Senger, M.A., Matthew W. Gallagher, Ph.D., University of Houston

(PS10-C74) Addressing Children's Mental Ill-health with the PERMA Well-being Framework

Jasmine Turner¹, Rachel M. Roberts, Ph.D.¹, Michael Proeve, Ph.D.¹, Junwen Chen, Ph.D.², 1. The University of Adelaide, 2. Research School of Psychology, Australian National University

(PS10-C75) Hope and Perceived Discrimination: Predictors of Well-being and Mental Health Outcomes in a Diverse Sample

Elijah R. Murphy, M.A., Matthew W. Gallagher, Ph.D., University of Houston

Poster Session 10

Cognitive Science/Cognitive Processes, Positive Psychology

Key Words: Anxiety, Borderline Personality Disorder, Depression, Emotion Regulation, Motivational Interviewing, Stress

Poster Session 10D

(PS10-D76) Savoring for Being Well: The Interplay Among Adaptive Emotion Regulation and Psychological Wellbeing

María Folgado-Alufre, PsyM, Alba Jimenez Diaz, M.S., Marta Miragall, Ph.D., Rosa M. Baños, Ph.D., University of Valencia

- (PS10-D77) **Interpersonal Functioning and Civil Discourse: A Pilot Study on Improving Divisive Political Conversations with Motivational Interviewing**
Logan E. Craig, B.S., Laura E. Wallace, Ph.D., Kerry Kelso, M.A., Todd B. Kashdan, Ph.D., George Mason University
- (PS10-D78) **Clarifying the Nature of Attentional Bias to Emotional Stimuli Among Pessimists and Optimists**
Ellen Nolan, Jadyne Hill, B.A., Samantha Moshier, Ph.D., Emmanuel College
- (PS10-D79) **An Individualized Feedback Intervention About Perfectionism and Daily Stress, Coping, and Mood Processes: Evidence from a Waitlist Controlled Trial**
David Dunkley, Ph.D.¹, Alexandra Richard, B.S.², Ryan Tobin, M.S.¹, Anne-Marie Saucier, B.S.¹, Amanda Gossack, B.A.¹, David Zuroff, Ph.D.², Debbie Moskowitz, Ph.D.², Elizabeth Foley, Ph.D.³, Jennifer Russell, Ph.D.², 1. Lady Davis Institute - Jewish General Hospital and McGill University, 2. McGill University, 3. Jewish General Hospital
- (PS10-D80) **Cognitive Impulsivity and Self-criticism as Predictors of Affect Intensity and Affect Lability in Daily Life**
Ethan Q. Dennis, Jennifer C. Veilleux, Ph.D., University of Arkansas
- (PS10-D81) **Development and Psychometric Properties of the Audience's Affiliative Valence Scale (AAVS) in People with Fear of Public Speaking**
Jessica Navarro-Siurana, Marta Miragall, Ph.D., Rosa M. Baños, Ph.D., University of Valencia
- (PS10-D82) **Eye Tracking Evidence of Threat-related Attentional Bias in Anxiety- and Fear-related Disorders: A Systematic Review and Meta-analysis**
Kate Clauss, M.A.¹, Julia Y. Gorday, B.S.², Joseph R. Bardeen, Ph.D.², 1. Southeast Louisiana Veterans Health Care System, 2. Auburn University
- (PS10-D83) **A Cross-cultural Analysis of Dialectical Thinking, Cognitive Flexibility, and Adjustment**
Brianna J. Preiser, B.S., Lauren E. Bradley, B.A., Kyani K. Uchimura, B.A., Anthony Papa, Ph.D., University of Hawai'i at Manoa
- (PS10-D84) **You're Distressing Me Out: Shifts in Distress Intolerance Based on Social Context**
Ally M. Heiland, B.A., Jennifer C. Veilleux, Ph.D., University of Arkansas
- (PS10-D85) **Overly Negative Life Event Expectations Predict Depressive and Anxiety Symptoms During the COVID Pandemic**
Brooklynn Bailey, M.S., Robert J. Zhou, B.A., Samuel T. Murphy, M.A., Daniel R. Strunk, Ph.D., The Ohio State University
- (PS10-D86) **Examining a Neural Measure of Attentional Bias to Emotional Faces in Social Anxiety and Depression**
Nathan M. Hager, M.S.¹, Matt R. Judah, Ph.D.², Alicia L. Milam, M.S.¹, Hannah C. Hamrick, B.S.², Catherine Glenn, Ph.D.¹, 1. Old Dominion University, 2. University of Arkansas

- (PS10-D87) Negative Emotional Reactions to Ambiguous Stimuli Are Associated with Symptoms of Borderline Personality Disorder, but Not Depression, After Accounting for Trait Rumination**
Nada Aggadi¹, Abigail Kemalyan², J.D. (Kenneth) Allen, Ph.D.², Sheri L. Johnson, Ph.D.², Heather Schatten, Ph.D.³, 1. Oberlin College, 2. University of California, Berkeley, 3. Brown University & Butler Hospital
- (PS10-D88) The Effects of Neuroticism and Primed Perceptions on Perceived Stress of COVID-19**
Emma C. Winningham, B.A.¹, Lauren M. Billeh, B.S.², 1. The Catholic University of America/ St. Louis University, 2. Saint Louis University
- (PS10-D89) Examining Facial Emotion Recognition Deficits, Error Patterns, and Eye-gaze Patterns in Children with Callous-unemotional Traits Using Dynamic Stimuli**
Armandeep Singh, Rebecca Revilla, B.A., Bradley A. White, Ph.D., The University of Alabama
- (PS10-D90) Computational Modeling of the “mood Brightening Effect” in Depression and Anxiety**
Rivka Cohen, M.A., Ayelet M. Ruscio, Ph.D., University of Pennsylvania
- (PS10-D91) An Investigation of Emotional Responding to Sad Mood Induction as a Function of the Dispositional Tendency to Ruminare**
Alora A. Rando, M.S.¹, Sarah T. Wieman, M.S.¹, Kayla A. Lord, M.S.¹, Jessica S. Fields, B.A.¹, Kimberly A. Arditte Hall, Ph.D.², Gabrielle I. Liverant, Ph.D.¹, 1. Suffolk University, 2. Framingham State University

9:00 a.m. – 10:00 a.m.

Westside Ballroom, 5th Floor

Poster Session 11

ADHD- Adult, ADHD- Child

Key Words: ADHD, Anger, College Students, Eating, Sleep, Stress

Poster Session 11A

(PS11-A1) Influence of ADHD Risk, Organization, Time Management, and Planning (OTMP) Behaviors, and Sense of Belonging on Stress and Adaptation of First-year College Students

William H. Canu, Ph.D.¹, Maggie A. Witherspoon, B.S.¹, Jonah E. Blum, B.S.¹, Robert E. Ashworth¹, Luci Mullen¹, Kylie M. Correll¹, Ashley E. Williams, B.S.¹, Elizabeth A. Bodalski², Kate Flory, Ph.D.³, Cynthia M. Hartung, Ph.D.⁴, 1. Appalachian State University, 2. Medical University of South Carolina, 3. University of South Carolina, 4. University of Wyoming

(PS11-A2) College During COVID-19: The Pandemic's Effect on College Adjustment in First-year Students with and Without ADHD

Yvette Rother, B.S.¹, Ashley Rohacek, B.S.², Anne Stevens, Ph.D.³, Erik Willcutt, Ph.D.⁴, Kate Flory, Ph.D.¹, William H. Canu, Ph.D.⁵, Kevin Antshel, ABPP, Ph.D.², 1. University of South Carolina, 2. Syracuse University, 3. University of Wyoming, 4. University of Colorado Boulder, 5. Appalachian State University

(PS11-A3) Examining Eating Expectancies in the Relationship Between Symptoms of ADHD and Binge Eating

Stephanie M. Munio, M.A., Edie Goldbacher, Ph.D., La Salle University

(PS11-A4) ADHD Knowledge and Perceived Symptom Impact on Social Relationships in college Students with ADHD

Sara Franklin-Gillette¹, Bridget V. Dever, Ph.D.¹, Eliana Rosenthal¹, Arthur D. Anastopoulos, Ph.D.², Lisa L. Weyandt, Ph.D.³, George J. DuPaul, Ph.D.¹, 1. Lehigh University, 2. University of North Carolina, 3. University of Rhode Island

- (PS11-A5) Does Stimulant Medication Status Moderate the Relationship Between attention-deficit/hyperactivity Disorder (ADHD) Symptoms and Rumination?**
Annie Reiner, B.A.¹, Matthew Jarrett, Ph.D.¹, Aaron M. Luebke, Ph.D.², Michael Kofler, Ph.D.³, Stephen P. Becker, Ph.D.⁴, Leonard Burns, Ph.D.⁵, Annie A. Garner, Ph.D.⁶, 1. The University of Alabama, 2. Miami University, 3. Florida State University, 4. Cincinnati Children's Hospital and Medical Center, 5. Washington State University, 6. Saint Louis University
- (PS11-A6) Depression, Anxiety, and Stress as Predictors of Academic Procrastination in College Students with ADHD Symptomatology**
Helena F. Alacha, M.A.¹, Fayth Walbridge, M.A.², Elizabeth A. Bodalski³, Elizabeth K. Lefler, Ph.D.⁴, 1. The University of Louisville, 2. University of Southern Mississippi, 3. Medical University of South Carolina, 4. University of Northern Iowa
- (PS11-A7) Emotional Lability and Its Relation with Self-reported Learning and Study Skills in College Students with Underdeveloped Executive Functions**
Fayth Walbridge, M.A., Tiffany G. Harris, M.S., Mairin Claire M. Cotter, M.S., Zachary Wilde, B.S., Stephanie D. Smith, Ph.D., University of Southern Mississippi
- (PS11-A8) Resilience in the Aftermath of Losing a Loved One: Examining Predictors of PTSD and PGD Trajectories in a Community Sample**
Shuquan Chen, B.S., M.S., Ann-Christin Haag, Ph.D., George Bonanno, Ph.D., Columbia University
- (PS11-A9) Can Idiographic and Ecological Momentary Assessment Data Help Evaluate Treatment Outcome and Response?**
Jetonne E. Mumma, Antonio F. Pagan, M.A., Kaley A. Roberts, M.A., Gregory H. Mumma, Ph.D., Texas Tech University
- (PS11-A10) Parental Psychopathology Affects Behavior in Children with ADHD: The Mediating Role of Parental Cognitive Distortions and Parenting Behaviors**
Gabrielle L. Fabrikant-Abzug, B.A.¹, Lauren M. Friedman, Ph.D.¹, Linda J. Piffner, Ph.D.², 1. Arizona State University, 2. University of California San Francisco
- (PS11-A11) Response to Time out in Children Receiving Intensive Behavioral Intervention: Does Working Memory Play a Role?**
Morgan L. Jusko, M.A., M.S.¹, Jessica N. Smith, M.S.¹, Stefany Coxe, Ph.D.¹, Mileini Campez, M.S.¹, Timothy Hayes, Ph.D.¹, Kelcey J. Little, B.S., M.S.², Elizabeth M. Gnagy, B.S.¹, Erika Coles, Ph.D.¹, William E. Pelham, Jr., ABPP, Ph.D.¹, Joseph S. Raiker, Jr., Ph.D.¹, 1. Florida International University, 2. Emory University School of Medicine
- (PS11-A12) Clinical Characteristics and Sociodemographic Factors Predicting Engagement Barriers for Adolescent ADHD Treatment**
Margaret E. Johansson, B.S.¹, Lydia D. Greenwood, B.S.², Gissell Torres Antunez, B.A.¹, Kara Link, B.A.¹, Margaret H. Sibley, Ph.D.³, 1. University of Washington, Seattle, 2. Seattle Children's Research Institute, 3. University of Washington School of Medicine
- (PS11-A13) Emotional Factors and Social Skills in Children with ADHD: The Roles of Anger Dysregulation and Temperamental Positive Affect**
Erica D. Ferrara, M.S.¹, Amy K. Roy, Ph.D.², 1. Boston Children's Hospital, 2. Fordham University

- (PS11-A14) A Pilot Study of a Cognitive-behavioral Sleep Intervention Specifically for Adolescents with ADHD and Sleep Problems: A Qualitative and Quantitative Evaluation**
Lena Keuppens, M.S.¹, Finja Marten, M.S.¹, Dieter Baeyens, Ph.D.¹, Bianca Boyer, Ph.D.², Marina Danckaerts, M.D., Ph.D.¹, Saskia Van der Oord, Ph.D.¹, 1. KU Leuven, 2. Universiteit van Amsterdam
- (PS11-A15) Relationship Between Homework Problems, Surgency, and Irritability in Children with ADHD**
Helena F. Alacha, M.A., Anna Olczyk, M.A., Meaghan Flynn, B.A., Olivia A. Shaffer, B.A., Tiarra M. Abell, M.S., Paul J. Rosen, Ph.D., The University of Louisville
- (PS11-A16) Further Exploration of a Conceptually-informed Measure of Emotion Dysregulation in Youth with ADHD**
W. John Monopoli, Ph.D.¹, Stephanie SJ Morris, M.S.², Emma B. Piel¹, Erica Wells, Ph.D.², Diandra Leon, B.A.², Gregory A. Fabiano, Ph.D.², William E. Pelham, Jr., ABPP, Ph.D.², 1. Susquehanna University, 2. Florida International University
- (PS11-A17) Examining the Association Between Daily Stimulant Medication Use and Sleep in Adolescents with ADHD**
Kelsey K. Wiggs, B.S., B.A.¹, James Peugh, Ph.D.¹, Joshua Langberg, Ph.D.², Rosanna Breaux, Ph.D.³, Stephen P. Becker, Ph.D.¹, 1. Cincinnati Children's Hospital and Medical Center, 2. Virginia Commonwealth University, 3. Virginia Tech
- (PS11-A18) The Impact of COVID-19 and Related Measures on the Sleep of Adolescents with and Without ADHD**
Finja Marten, M.S.¹, Lena Keuppens, M.S.¹, Dieter Baeyens, Ph.D.¹, Bianca Boyer, Ph.D.², Marina Danckaerts, M.D., Ph.D.¹, Saskia Van der Oord, Ph.D.¹, 1. KU Leuven, 2. Universiteit van Amsterdam
- (PS11-A19) Examining the Moderating Effect of Age on ADHD Symptoms and Socioemotional and Behavioral Outcomes in Preschoolers**
Emily M. Glatt, B.S., Darcey M. Allan, Ph.D., Ohio University
- (PS11-A20) ADHD and Resilience**
Elizabeth SM Chan, M.A., M.S.¹, Nicole Groves, M.S.², Carolyn Marsh, B.A.³, Katie Black, B.A.³, Emma Jaisle, B.S.³, Michael Kofler, Ph.D.³, 1. Kennedy Krieger Institute, 2. Nationwide Children's Hospital, 3. Florida State University
- (PS11-A21) Childhood ADHD and Subsequent Trauma Exposure in Young Adulthood: The Role of Deviant Peer Association**
Logan M. Tufty, M.S.¹, Ariela J. Kaiser, M.A.¹, Nicole Zolli, B.A., M.A.¹, Nicholas S. Ialongo, Ph.D.², Michael C. Meinzner, Ph.D.¹, 1. University of Illinois at Chicago, 2. Johns Hopkins University School of Public Health
- (PS11-A22) Understanding Cause and Effect and the Social Functioning of Youth with ADHD**
Hannah Brockstein, B.S.¹, Steven W. Evans, Ph.D.¹, Kate Flory, Ph.D.², Elizabeth P. Lorch, Ph.D.³, Julie S. Owens, Ph.D.¹, 1. Ohio University, 2. University of South Carolina, 3. University of Kentucky

(PS11-A23) Relationship Between Hyperactivity Symptoms and Parenting Stress in Toddlers Clinically Referred for Pcit-toddler

Gabrielle M. McDonald¹, Sharon Phillips, M.A.¹, Lindsay R. Druskin, M.S.¹, Christopher K. Owen, M.S.¹, Robin C. Han, M.S.¹, Jane R. Kohlhoff, B.A., Ph.D., Psy.D.², Cheryl B. McNeil, Ph.D.¹, 1. West Virginia University, 2. University of New South Wales

(PS11-A24) Examining Factors That Moderate the Relationship Between Male Students' ADHD Behaviors and Teacher Stress

Madeline R. DeShazer, B.S., Julie S. Owens, Ph.D., Lina Himawan, M.A., Ohio University

(PS11-A25) Does Central Executive Training (CET) And/or Inhibitory Control Training (ICT) Improve Emotion Regulation for Children with ADHD?

Nicole Groves, M.S.¹, Elizabeth SM Chan, M.A., M.S.², Carolyn Marsh, B.A.³, Fatou Gaye, M.S.³, Emma Jaisle, B.S.³, Michael Kofler, Ph.D.³, 1. Nationwide Children's Hospital, 2. Kennedy Krieger Institute, 3. Florida State University

Poster Session 11

ADHD- Child, Child/Adolescent-Externalizing

Key Words: ADHD, Adolescents, Child, College Students, Emotion Regulation, Parent, Stress

Poster Session 11B

(PS11-B26) Frontal Lobe Activation in 9-year-old Children Predicts ADHD Symptoms in Adolescence

Mykenzi L. Allison, B.S., Alleyne P. Broomell, Ph.D., Western Carolina University

(PS11-B27) Alcohol Use Motivations of College Students with Attention Deficit/hyperactivity Disorder (ADHD): A Qualitative Analysis

Nicole Zolli, B.A., M.A.¹, Julia A. Lejeune, B.A.¹, Michael C. Meinzer, Ph.D.¹, Lauren E. Oddo, M.S.², John M. Vasko, M.S.³, Andrea M. Chronis-Tuscano, Ph.D.², 1. University of Illinois at Chicago, 2. University of Maryland- College Park, 3. University of Wyoming

(PS11-B28) Central Executive and Inhibitory Control Training Effects for ADHD-related Organizational Impairments

Elizabeth SM Chan, M.A., M.S.¹, Fatou Gaye, M.S.², Alissa Cole, B.S.², Leah J. Singh, Ph.D.², Michael Kofler, Ph.D.², 1. Kennedy Krieger Institute, 2. Florida State University

(PS11-B29) Impact of Social Competence on Academic Functioning: Exploration of Underlying Mechanisms Among Adolescents with and Without ADHD Across Middle and High School

Amanda H. Steinberg, B.S.¹, Melissa R. Dvorsky, Ph.D.², Cathrin D. Green, M.S.³, Joshua Langberg, Ph.D.³, Stephen P. Becker, Ph.D.⁴, 1. Children's National Hospital, 2. Children's National Health System, 3. Virginia Commonwealth University, 4. Cincinnati Children's Hospital and Medical Center

(PS11-B30) Parent Cognitive Capacities as a Moderator for Treatment Success

Josefina M. Toso Salman, M.A., Janice Lu, M.A., Arielle Snow, M.A., M.A., Caromel Shilpa Anthony Raj, M.A., Sarah Richman, B.A., Sara N. Fernandes, M.A., Kyle G. Ross, B.A., Hofstra University

(PS11-B31) The Effects of ADHD Symptom Severity and Emotional Dysregulation on Internalizing and Externalizing Comorbidities in Children with and Without ADHD

Olivia A. Shaffer, B.A., Paul J. Rosen, Ph.D., Tiarra M. Abell, M.S., Helena F. Alacha, M.A., Meaghan Flynn, B.A., Anna Olczyk, M.A., The University of Louisville

(PS11-B32) Baseline Observed Parenting Moderates Child Disruptive Behavior Outcomes Following Two Parenting Interventions for ADHD

Jaime R. Garcia, B.S.¹, Rebecca Ashkenazy, B.A.², Danielle R. Novick, M.S.¹, Andrea M. Chronis-Tuscano, Ph.D.¹, Katherine Coley, B.S.³, Kelly O'Brien, Ph.D.⁴, Christina Danko, Ph.D.¹, 1. University of Maryland- College Park, 2. University of Maryland, 3. Children's National Health System, 4. Alvord, Baker & Associates, LLC

(PS11-B33) Investigating the Differential Effects of Specific Adaptive and Disruptive Child Behaviors on Parenting Behaviors

Levi M. Toback, M.S., Sierra Hightower, B.S., Brian T. Wymbs, Ph.D., Ohio University

(PS11-B34) ADHD Symptom Severity and Depression as an Indication of Peer Victimization

Tiarra M. Abell, M.S., Paul J. Rosen, Ph.D., Helena F. Alacha, M.A., Meaghan Flynn, B.A., Anna Olczyk, M.A., Olivia A. Shaffer, B.A., The University of Louisville

(PS11-B35) Systematic Review of the Quality of Multiple Baseline Studies of Parent Training for Children with ADHD

Carolina Ramirez, B.A.¹, Nicole K. Schatz, Ph.D.¹, Gregory A. Fabiano, Ph.D.¹, Ariel Aloe, Ph.D.², 1. Florida International University, 2. The University of Iowa

(PS11-B36) Social Skill Deficit Profiles in Children with ADHD and Comorbid Disorders

Caroline E. Miller, B.A.¹, Amori Y. Mikami, Ph.D.¹, Linda J. Pfiffner, Ph.D.², Stephen Hinshaw, Ph.D.³, Michael Kofler, Ph.D.⁴, Sébastien Normand, Ph.D.⁵, 1. The University of British Columbia, 2. University of California San Francisco, 3. University of California at Berkeley, 4. Florida State University, 5. Université du Québec en Outaouais

(PS11-B37) The Effects of Parent Involvement as a Predictor to Treatment Outcomes at Camp Baker: An Adapted Summer Treatment Program

Yohana Beraki, M.A.¹, Marina Wilson, B.S.², Emma L. Peterson, Ph.D.¹, Stanley Berman, Ph.D.¹, Sarah Tannenbaum, Psy.D.³, 1. William James College, 2. Camp Baker, 3. Judge Baker Children's Center

(PS11-B38) A Randomized Control Trial of a Virtually Delivered Group Parent Training for Parents of Children with ADHD During the COVID-19 Pandemic

Diandra Leon, B.A., Jennifer Piscitello, Ph.D., Jessica Brito, Rachel Warman, M.S., Erica Wells, Ph.D., Amy Altszuler, Ph.D., Marcela C. Ramos, M.S., Emily Robertson, Ph.D., William E. Pelham, Jr., ABPP, Ph.D., Florida International University

(PS11-B39) Evaluating Implementation Outcomes of the Unstuck and on Target!

Online Training

Eddy Panklang, N/A, B.S.¹, Laura Campos, B.A.², Monica Werner, M.A.³, Katie Alexander⁴, Bruno Anthony, Ph.D.¹, Lynn Cannon, M.A.⁵, Meredith Gunn, Ph.D., MSW⁶, Alyssa D. Verbalis, Ph.D.², Jessica Holmes, M.S., Ph.D.¹, Chelsea Armour, M.A.², Jessica V. Smith, B.S.², Tennyson Dahlman, B.S.¹, Lauren Kenworthy, Ph.D.², Laura G. Anthony, Ph.D.¹, Jacob Whiteford, M.S.⁶, 1. University of Colorado Anschutz Medical Campus, 2. Children's National Health System, 3. Center for Assessment and Treatment, 4. The Occupational Therapy Institute, 5. Maddux School, 6. University of Maryland, Baltimore

(PS11-B40) Does Concurrent Stimulant Medication Have an Adverse Impact on the Effectiveness of Intensive Behavioral Treatment for Children with ADHD?

Marcela C. Ramos, M.S., Amy Altszuler, Ph.D., Elizabeth M. Gnagy, B.S., Brittany M. Merrill, Ph.D., Fiona L. Macphee, Ph.D., Joseph S. Raiker, Jr., Ph.D., Andrew Greiner, B.S., Erika Coles, Ph.D., William E. Pelham, Jr., ABPP, Ph.D., Florida International University

(PS11-B41) The Impact of COVID-19 on ADHD Symptoms

Elyse Ku, B.S.¹, Danny Wu, Ph.D.², Sima Finy, Ph.D.³, Natalie Kanga, B.S.¹, Mary H. Burleson, Ph.D.¹, Nicole A. Roberts, Ph.D.¹, 1. Arizona State University, 2. University of Cincinnati College of Medicine, 3. University of Cincinnati

(PS11-B42) Dialectical Behavior Therapy for Externalizing Problems Among Adolescents: A Meta-analysis

Rafaella J. Jakubovic, M.A., Deborah Drabick, Ph.D., Temple University

(PS11-B43) Exploring Adolescent DBT Patients' Commitment to Treatment and Their Perceptions of Caregivers' Commitment to Treatment

Ariela H. Rabizadeh, Psy.D.¹, Rachael Robinson, B.A.¹, Saad Iqbal, B.S.¹, Robert M. Montgomery, M.A.¹, Liora R. Rabizadeh, B.A.², Lynn M. McFarr, Ph.D.¹, 1. CBT/DBT California, 2., University of California, Los Angeles

(PS11-B44) Emotion Regulation as a Theory-based Mechanism in Evidence-based Interventions: Behavioral Parent Training as an Example

Yexinyu Yang, M.A.¹, Laura G. McKee, Ph.D., Ph.D.², April Highlander, M.A.¹, Madison P. McCall, B.S.¹, Deborah J. Jones, Ph.D.¹, 1. University of North Carolina at Chapel Hill, 2. Georgia State University

(PS11-B45) Examining Clinical Diagnostic Differences Between Adolescent Males and Females Diagnosed with Conduct Disorder on a Psychiatric Inpatient Unit

Sophia Sodano, B.S.¹, Briana A. Paulo, Ph.D.², Katherine M. Tezanos, M.S.³, Jennifer C. Wolff, Ph.D.³, 1. Emma Pendleton Bradley Hospital/Warren Alpert Medical School of Brown University, 2. Northeastern University, 3. Warren Alpert Medical School of Brown University University

(PS11-B46) Ecological Momentary Assessment of Mood and Cognitions: Irritability Is Associated with Unfairness in Clinical versus Non-clinical Samples

Urmi Pandya, B.S., Reut Naim, Ph.D., Ramaris E. German, Ph.D., Shannon Shaughnessy, PhD, Jennifer Meigs, Ph.D., Melissa A. Brotman, Ph.D., National Institute of Mental Health

(PS11-B47) The Protective Role of Quality Parent-adolescent Relationships Between Adolescent Self-regulation and Sexual Deviancy

Sara J. Conley, B.S., India J. Matthews, Elizabeth Goncy, Ph.D., Cleveland State University

(PS11-B48) The Association Between Adolescents' Sports Participation and Substance Use: Parental Support as a Moderator

Ishan Vengurlekar, Timothy A. Cavell, Ph.D., University of Arkansas

(PS11-B49) Callous-unemotional Traits of Children: Predictor of Outcomes and Moderation by Technology-enhanced Behavioral Parent Training

Karissa A. DiMarzio, M.S.¹, Yexinyu Yang, M.A.², Kat L. Wright³, Alexandra D. Sullivan, B.S.⁴, Justin Parent, Ph.D.⁵, Rex Forehand, Ph.D.⁴, Deborah J. Jones, Ph.D.², 1. Florida International University, 2. University of North Carolina at Chapel Hill, 3. University of Kentucky, 4. University of Vermont, 5. Warren Alpert Medical School of Brown University

(PS11-B50) Assessing the Disparities in Access to and Engagement with Tele-health and in Person Services by Families During the COVID-19 Era

Michelle Vardanian, Nicole Pinheiro Mehta, Sophia Mysak, New York University

Poster Session 11

Anger, Autism Spectrum and Developmental Disorders, Child/Adolescent – School-Related Issues, Comorbidity, Neuroscience

Key Words: Adolescents, Anger, Anxiety, Autism, Borderline Personality Disorder, Child, Parent

Poster Session 11C

(PS11-C51) Examining Treatment Engagement for Children with Disruptive Behavior Multidimensionally: Does past Engagement Predict Future Engagement?

Lillian J. Blanchard, B.S., Olivia Ayers, Lauren Epperson, Jeffrey D. Burke, Ph.D., University of Connecticut

(PS11-C52) A Longitudinal Evaluation of Stressful Life Events and Substance Use in At-risk Adolescents: The Moderating Role of Impulsivity

Eva Kuzyk, B.S.¹, Taylor Burke, Ph.D.², Richard T. Liu, Ph.D.², Lauren E. Silva, B.S.¹, 1. Massachusetts General Hospital, 2. Massachusetts General Hospital/Harvard Medical School

(PS11-C53) Taking Charge of Transitions: Preventing Behavior Problems in Prekindergartners Through Engaging Routines

Averill F. Obee, B.A.¹, Katie C. Hart, Ph.D.¹, Andre Maharaj, Ph.D.², Paulo A. Graziano, Ph.D.¹, 1. Florida International University, 2. University of Massachusetts, Boston

(PS11-C54) Teacher-student Relationship Quality and the Internalizing Symptoms of Bullied Children: Telling a Teacher About Victimization as a Potential Mediator

Julia L. Kiefer, B.A., Timothy A. Cavell, Ph.D., University of Arkansas

- (PS11-C55) Investigating the Relation Between Teacher-student Relationship Quality and Internalizing Symptoms: Peer Victimization as a Mediator**
Ishan Vengurlekar, Jake C. Steggerda, M.A., Timothy A. Cavell, Ph.D., University of Arkansas
- (PS11-C56) Anxiety and Reading Achievement in Diverse Sample of Young Struggling Readers Receiving Intervention**
Emily Barnes, B.A.¹, Kate Newman¹, Danielle Richardson, M.A.¹, Sharon Vaughn, Ph.D.², Amie Grills, Ph.D.¹, 1. Boston University, 2. The University of Texas at Austin
- (PS11-C57) Stable and Changing Child and Classroom Factors Predicting Friendship Stability**
Elise L. Everly, M.S.¹, Julie S. Owens, Ph.D.¹, Steven W. Evans, Ph.D.¹, Amori Y. Mikami, Ph.D.², 1. Ohio University, 2. The University of British Columbia
- (PS11-C58) Empathic Responding in School Aged Children: The Role of Family Socialization**
Layla M. Elmi, M.S., Joshua D. Clapp, Ph.D., University of Wyoming
- (PS11-C59) Feasibility and Clinician Knowledge and Self-efficacy in Using an Adapted Mental Health Teacher Consultation Model in a Large Urban School District**
Shannon Testa, B.A.¹, John Armstrong, Ph.D.¹, Akeesha Washington, M.S.¹, Michal Weiss, B.S.¹, Julie Worley, Ph.D.¹, Gwendolyn Lawson, Ph.D.², Elise Cappella, Ph.D.³, Sophia Hwang, Ph.D.⁴, Carrie Comeau, MSW⁵, Amber Lee Venti, M.A., LPC⁵, Courtney Wolk, Ph.D.¹, 1. Perelman School of Medicine at the University of Pennsylvania, 2. The Children's Hospital of Philadelphia, 3. New York University, 4. University of California, Berkeley, 5. Community Behavioral Health, Department of Behavioral Health and Intellectual disabilities Services
- (PS11-C60) Effective Classroom Management Strategies: Exploring the Correspondence Between Teacher Self-report and Observation**
Hannah Grace Rew, B.S., Julie S. Owens, Ph.D., Steven W. Evans, Ph.D., Ohio University
- (PS11-C61) You're Different! – Peer Victimization in Youth with Chronic Conditions: A Systematic Review of Demographic and Contextual Factors**
Mairin Claire M. Cotter, M.S., Maddison Knott, B.S., Freddie Pastrana, Ph.D., University of Southern Mississippi
- (PS11-C62) Reciprocal Relations Between Symptoms of Depression and Anxiety: Who's on First?**
Robert J. Zhou, B.A., Brooklynn Bailey, M.S., Daniel R. Strunk, Ph.D., The Ohio State University
- (PS11-C63) Borderline Personality Disorder and Posttraumatic Stress Disorder: Patterns of Emotional Reactivity and Regulation**
Clara DeFontes, B.A., Sarah Huffman, B.A., Katherine Dixon-Gordon, Ph.D., University of Massachusetts Amherst

(PS11-C64) Brain-predicted Aging Associates with Socioeconomic Status and Behavior in Childhood and Adolescence

Jacob Cohen, B.S.¹, Bruce Ramphal, B.S.², Mariah DeSerisy, Ph.D.³, Yihong Zhao, Ph.D.⁴, David Pagliaccio, Ph.D.⁵, Stan Colcombe, Ph.D.⁶, Michael Milham, M.D., Ph.D.⁷, Amy Margolis, Ph.D.⁸, 1. Columbia University Irving Medical Center, 2. Harvard Medical School, 3. Columbia University Medical Center, 4. New York University, 5. New York State Psychiatric Institute/Columbia University Medical Center, 6. Nathan Kline Institute, 7. Child Mind Health Institute, 8. Columbia University/New York State Psychiatric Institute

(PS11-C65) The Impact of Reward Sensitivity and COVID-19 in the Longitudinal Prediction of Depressive Symptoms

Nathan A. Kline, B.S., Nader Amir, Ph.D., San Diego State University

(PS11-C66) Does Elapsed Time Since Trauma Exposure Moderate the Association Between Negative Post Trauma Cognitions and Anger?

Rimsha Majeed, M.S., Audrey B. Garrett, B.A., Mya E. Bowen, M.S., Bre'Anna L. Free, M.S., J Gayle Beck, Ph.D., The University of Memphis

(PS11-C67) The Effect of Dialectical Behavior Therapy on Dysregulated Anger in Borderline Personality Disorder: A Meta-analysis

Nicole K. Ciesinski, M.A., Kristen Sorgi-Wilson, M.A., Joey C. Cheung, M.A., Lynette C. Krick, B.A., McKenzie Himelein-Wachowiak, B.A., Michael S. McCloskey, Ph.D., Temple University

(PS11-C68) Offspring Irritability: Associations with Parental Psychopathology and Personality

Leah Sorcher, M.S.¹, Rebekah Mennies, M.A.², Mackenzie Robeson¹, John Seeley, Ph.D.³, Daniel Klein, Ph.D.⁴, Lea R. Dougherty, Ph.D.¹, Thomas M. Olino, Ph.D.², 1. University of Maryland- College Park, 2. Temple University, 3. University of Oregon, 4. Stony Brook University

(PS11-C69) Anger Cognitions Scale-prison Version Revised

Michael Wydo, Psy.D.¹, Jacqueline Torres², Shannon E. Gasparro, B.A.², Ashleigh Plummer², Katharine D. Romero, M.A.², Annette Schieffelin, B.A.², Gianna Bolusi, B.A.², Raymond DiGiuseppe, ABPP, Ph.D.², 1. Albert Ellis Institute, 2. St. John's University

(PS11-C70) Identifying Subtypes of Dysfunctional Anger: A Latent Profile Analysis of the Anger Disorders Scale (ADS)

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

(PS11-C71) Code of Honor: What Cognitions Predict Anger in Prison Inmates?

Michael Wydo, Psy.D.¹, Raymond DiGiuseppe, ABPP, Ph.D.², Annette Schieffelin, B.A.², Jacqueline Torres², Ashleigh Plummer², Gianna Bolusi, B.A.², Katharine D. Romero, M.A.², Julia Bonanno², Shannon E. Gasparro, B.A.², 1. Albert Ellis Institute, 2. St. John's University

(PS11-C72) Resilience and Emotion Regulation as Predictors of Internalizing Problems in Autistic Youth

Ashley Sexton, B.S.¹, Kathryn B. Guajardo, Ph.D.¹, Brendan Rich, Ph.D.¹, Mary K. Alvord, Ph.D.², 1. The Catholic University of America, 2. Alvord, Baker & Associates, LLC

(PS11-C73) Virtual Reality Intervention Improves Autistic Participants' eye Contact During Police Interaction

Meredith Cola, B.A.¹, Alison Russell, B.A.², Ashley Zitter, M.A.³, Azia Knox, B.A.⁴, Aili Hauptmann, B.S.⁴, Michaela Leuzzi, B.A.⁴, Juan A. Pacheco, B.S.⁵, Rita Solórzano, M.A.⁶, Sinan Turnacioglu, M.D.⁶, Vijay Ravindran⁶, Judith Miller, Ph.D.⁴, Joseph McCleery, Ph.D.⁵, Julia Parish-Morris, Ph.D.², 1. La Salle University, 2. Children's Hospital of Philadelphia, 3. Drexel University, 4. Children's Hospital of Philadelphia, 5. Saint Joseph's University, 6. Floreo Inc.

(PS11-C74) Improvements in Depression and Perceived Control in Autistic Youth in Response to a Single-session Growth-mindset Intervention

Alan H. Gerber, M.A., Morgan L. McNair, M.A., Victoria Novoa Uriarte, M.D., Jessica L. Schleider, Ph.D., Caroline E. Freden, B.A., Matthew D. Lerner, Ph.D., Stony Brook University

(PS11-C75) The Impact of Child Problem Behavior on Caregiver Depressive Cognitions Among Caregivers of Children with Autism Spectrum Disorder

Elizabeth C. Cansler, B.S., Katey Hayes, B.S., M.S., Jasmeka K. Foster, B.S., M.S., University of South Alabama

Poster Session 11

Autism Spectrum and Developmental Disorders

Key Words: Adolescents, Anxiety, Autism, Depression, Child, Parent

Poster Session 11D

(PS11-D76) Impact of COVID-19 on the Physical Activity of Children with Developmental Delay and Typical Development

Stephanie Puerta, B.A.¹, Neece Cameron, Ph.D.¹, Laura Lee McIntyre, Ph.D.², 1. Loma Linda VA Medical Center, 2. Prevention Science Institute

(PS11-D77) Examining the Role of Pubertal Development on Emotion Dysregulation in Autistic Adolescents

Caitlin M. Conner, Ph.D.¹, Jenny M. Phan, Ph.D.², Susan W. White, ABPP, Ph.D.³, Carla Mazefsky, Ph.D.¹, 1. University of Pittsburgh School of Medicine, 2. University of Wisconsin - Madison, 3. The University of Alabama

(PS11-D78) The Impact of the COVID-19 Pandemic on Access and Utilization of Transition Planning Services and Self-determination in Autistic High School Students

Rebecca C. Handsman, B.A.¹, Alexis Khuu, B.S.¹, Alyssa D. Verbalis, Ph.D.¹, Lauren Kenworthy, Ph.D.¹, Cara Pugliese, Ph.D.², 1. Children's National Health System, 2. Children's National Hospital

(PS11-D79) Neural Correlates of Attention During Frustration Induction Correspond to Emotion Dysregulation in Autism Spectrum Disorder

Caitlin M. Hudac, Ph.D.¹, Nathan Riek, B.S.², Busra T. Susam, M.S.², Philip Gable, Ph.D.³, Ricardo A. Wilhelm, Ph.D.⁴, Caitlin M. Conner, Ph.D.⁵, Carla Mazefsky, Ph.D.⁵, Susan W. White, ABPP, Ph.D.¹, Nicole R. Friedman, B.S.¹, 1. The University of Alabama, 2. University of Pittsburgh, 3. University of Delaware, 4. Laureate Institute for Brain Research, 5. University of Pittsburgh School of Medicine

(PS11-D80) Autism Symptom Severity, over Race, SES, and Rurality, Serves as Best Predictor of Early Diagnosis

Josh Golt, B.S., Alexis M. Brewie, M.A., Susan W. White, ABPP, Ph.D., Laura Stoppelbein, Ph.D., The University of Alabama

(PS11-D81) Specific Autism Symptoms Differentially Predict Self- and Parent-reported Social Anxiety in Youth with and Without ASD

Britney Jeyanayagam, B.S.¹, Rachel G. McDonald, M.S.¹, Mary I. Cargill, B.A.¹, Emily Lynch¹, Sadaf Khawar, M.A.¹, Matthew D. Lerner, Ph.D.², Erin Kang, Ph.D.¹, 1. Montclair State University, 2. Stony Brook University

(PS11-D82) Creating User-friendly Teacher Tools to Track Executive Function in the Classroom

Alexis Khuu, B.S.¹, Rebecca C. Handsman, B.A.¹, Andrea Lopez, B.S., B.A.², Lauren Kenworthy, Ph.D.¹, Alyssa D. Verbalis, Ph.D.¹, Cara Pugliese, Ph.D.², 1. Children's National Health System, 2. Children's National Hospital

(PS11-D83) Profiles of School Refusal Behaviors Among Neurodivergent Youth

Jessica E. Granieri, M.A.¹, Hannah E. Morton, Ph.D.², Derek Order¹, Raymond G. Romanczyk, Ph.D.¹, Jennifer Gillis Mattson, Ph.D.¹, 1. Binghamton University, 2. Oregon Health and Science University

(PS11-D84) Feasibility, Accessibility, and Acceptability of Online Behavioral Parent Training for Parents of Young Children with Developmental Delay

Laura S. Caldera Aguayo, B.A.¹, Neilson Chan, Ph.D.¹, Laura Lee McIntyre, Ph.D.², Neece Cameron, Ph.D.³, 1. Loma Linda University, 2. Prevention Science Institute, 3. Loma Linda VA Medical Center

(PS11-D85) Predictors of Parental Attendance in an Online Executive Functioning Coaching Program for Parents of Children Diagnosed with ASD

Krista N. Drapalik, B.A., Emma Wilkinson, M.A., Kristin V. Christodulu, Ph.D., Melissa L. Rinaldi, Ph.D., University at Albany, State University of New York

(PS11-D86) Factors Influencing Age of Diagnosis with Autism Spectrum Disorder: Implications for Equity in the Diagnostic Process

Mia C. Grosso, B.A.¹, Jennifer Gillis Mattson, Ph.D.¹, Hannah E. Morton, Ph.D.², Raymond G. Romanczyk, Ph.D.¹, Angela G. Candrilli, B.A.³, 1. Binghamton University, 2. Oregon Health and Science University, 3. Fairleigh Dickinson University

(PS11-D87) Exploration of Impact COVID-19 Had on Quality of Life (including Health Behaviors, Inclusion, and Distress) of Individuals with Intellectual Disabilities: Technology to the Rescue?

Anthony J. Goreczny, Ph.D., Katherine Johnston, M.A., Gregory Keener, B.S., Sarah Palmer, M.A., Jennifer K. Kramer, M.A., Chatham University

- (PS11-D88) Modalities of Engaging with Special Interests and Impressions of Adaptive Function: A Qualitative Analysis of Youths with Autism Spectrum Disorder**
Tal Collins, B.S.¹, Riley Foy, B.S.¹, Kirsten E. Bonish, B.S.¹, Taylor Ramsey, B.S.¹, Cynthia E. Brown, Ph.D.¹, Courtney J. Bernardin, Ph.D.², Kerri Nowell, Ph.D.³, 1. Pacific University, 2. University of Missouri, 3. Thompson Center for Autism and Neurodevelopmental Disorders
- (PS11-D89) The Relation Between Child Factors and Advocacy Behavior in Parents of Children with Autism Spectrum Disorder**
Maria Izabel I. Lockwood, M.S.¹, Nataliya Turchmanovych, B.S.¹, Weilynn C. Chang, B.S.¹, Gregory S. Chasson, Ph.D.¹, Karen G. Eskow, Ph.D.², 1. Illinois Institute of Technology, 2. Towson University
- (PS11-D90) Caregiver Perceptions of Their Children's Special Interests: A Qualitative Study of Autistic Youths**
Riley Foy, B.S.¹, Tal Collins, B.S.¹, Kirsten E. Bonish, B.S.¹, Taylor Ramsey, B.S.¹, Cynthia E. Brown, Ph.D.¹, Courtney J. Bernardin, Ph.D.², Kerri Nowell, Ph.D.³, 1. Pacific University, 2. University of Missouri, 3. Thompson Center for Autism and Neurodevelopmental Disorders
- (PS11-D91) Engaging Stakeholders to Improve a Virtual Reality Cognitive-behavioral Police Safety Intervention for Autistic People of Color Living in Urban Areas**
Juan A. Pacheco, B.S.¹, Alison Russell, B.A.², Sinan Turnacioglu, M.D.³, Vijay Ravindran³, Judith Miller, Ph.D.², Julia Parish-Morris, Ph.D.², Joseph McCleery, Ph.D.¹, 1. Saint Joseph's University, 2. Children's Hospital of Philadelphia, 3. Floreo Inc.
- (PS11-D92) Relations Between Gender, Gastrointestinal Symptoms, and Poor Sleep Quality in Autistic Youths**
Taylor Ramsey, B.S.¹, Kirsten E. Bonish, B.S.¹, Tal Collins, B.S.¹, Riley Foy, B.S.¹, Cynthia E. Brown, Ph.D.¹, Charles M. Bordin, Ph.D.², 1. Pacific University, 2. University of Missouri
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Annie P. Inge, Ph.D., Serene Habayeb, Ph.D., Renee Williams, M.S., Erica Eisenman, Ph.D., Amanda Hastings, Psy.D., Sharon Singh, Ph.D., Maria Lauer, Ph.D., Vanessa Fuentes, Ph.D., Melissa Long, M.D., Xavier Marshall, Leandra Godoy, Ph.D., Children's National Medical Center
- (PS11-D94) Child Externalizing Behaviors & Parenting Stress in Children with Developmental Disabilities During the covid-19 Pandemic: The Moderating Effects of Parental Psychological Flexibility and Depression**
Nardin Yacoub, M.S.¹, Sadaf Khawar, M.A.¹, McDonald Rachel, M.A.¹, Mary I. Cargill, B.A.¹, Wei Lydia, B.A.¹, Emily Lynch¹, Nicole Macapagal, B.S.¹, Anthony Boldrini¹, Erin Kang, Ph.D.¹, Chana Tilson, M.A.², 1. Montclair State University, 2. The Chicago School of Professional Psychology
- (PS11-D95) The Impact of Behavioral Interventions on Multiple Domains of Functioning in Children with Autism Spectrum Disorder**
Nataliya Turchmanovych, B.S.¹, Weilynn C. Chang, B.S.¹, Maria Izabel I. Lockwood, M.S.¹, Emily J. Ginger, M.S.¹, Gregory S. Chasson, Ph.D.¹, Karen G. Eskow, Ph.D.², 1. Illinois Institute of Technology, 2. Towson University

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