

# Riding the Wave of Change

November 1-4, 2017

## 2017 TPA Convention Programs and Schedule



### Continuing Education Credit and Information:

*Workshops are sponsored by the Tennessee Psychological Association. The Tennessee Psychological Association is approved by the American Psychological Association to sponsor continuing education for Psychologists. The Tennessee Psychological Association maintains responsibility for this program and its content.*

*All Continuing Education (CE) credits are Type I unless otherwise noted. As a state psychological association, TPA offers Type II and Type III CE hours in accordance with the Tennessee State Board of Examiners in Psychology rules and regulations related to continuing education. For an up-to-date list of the rules and regulations governing CE requirements for Psychologists, Senior Psychological Examiners and Licensed Psychological Examiners, please refer to the following website: <https://tn.gov/health/article/psych-coedu>.*

***\*Please note that for each presentation CE credit will be granted only to attendees who are present for the entire presentation.\****

### Handout Information:

**Please remember that, in an effort to go green, program “handouts” will be provided in a digital, rather than a printed version.** Presenters have been asked to provide these materials in advance so that they may be posted on the TPA website via Dropbox approximately one week before the Convention. After you register you will be allowed to access these and to print or download them.

## Accommodation Information

A block of rooms has been reserved at the Nashville Airport Marriott for the 2017 TPA Convention at the negotiated rate of \$149 per night (plus state and local taxes) through October 6, 2017. Reservations should be made on an individual basis by contacting the hotel at (800) 770-0555, (615) 889-9300, or [www.marriott.com](http://www.marriott.com) and asking for the Tennessee Psychological Association or TPA rate.

The hotel is located at 600 Marriott Drive, Nashville, TN 37219. It offers free parking, a restaurant, indoor/outdoor pool, health club, whirlpool, sauna, and more. Check-in time is 4:00 PM and check-out time is 12:00 PM. **The reserved room block rate is available through October 6, 2017 at 5:00 p.m. CDT.** After this date, reservations will be made by the hotel based on room and rate availability. Currently there is a shortage of hotel rooms in Nashville. In order to get a room, attendees will need to register very early.

## Changes in the Ethics and Law Programming for This Year

*Please read before selecting your programs!!*

The Tennessee Board of Examiners (BoE) in Psychology's Rules and Regulations for Continuing Education requires all licensees to obtain a *minimum* of three hours of continuing education in the areas of the APA Ethical Code, Tennessee laws, and BoE Rules and Regulations for the practice of psychology during each two year licensing cycle. In recent years the TPA convention has provided two 3-hour programs each of which met the full 3-hour requirement. Last year both individuals who headlined those courses announced their retirement from their positions in TPA after many years of dedicated service. At the same time Dr. Linda Knauss, a former chair of the APA Ethics Committee was recommended to the Convention Program Committee as a presenter on Ethics. After much debate we decided to turn the loss of our previous presenters into an opportunity. Therefore, Dr. Knauss will present two 3-hour programs on different Ethics topics. We hope this expanded Ethics programming will further articulate the relationship of the APA Ethics Code to our individual practices.

In addition, two separate 1.5-hour courses will be offered to complete the Law portion of the CE requirement. These will be presented by Dr. David Mathis, a current member of the Tennessee BoE, and by Dr. Pam Auble, a former member of the Tennessee BoE and the current liaison between TPA and the BoE. Either of these excellent courses will meet the Law portion of the ethics and law requirement.

What do you need to do?

- If your license will renew in 2018 AND you did NOT complete the requirements last year or earlier this year, you may complete them at the convention by attending BOTH one ethics course and one law course.
- If your license will renew in 2018 and you completed the requirement last year, you may elect to attend any of these courses for their vitally relevant content.
- If your license will renew in 2019, you may attend both an ethics course and a law course this year to meet your 2019 license renewal requirement or you may wait for another opportunity this year or next year to complete the requirement.

The convention program committee is excited about the opportunity for outstanding, extended programming in ethical and legal content while also exceeding the minimum requirements of the BoE.

## Daily Schedules

### Wednesday, November 1, 2017

**7:30AM Registration Opens**

**8:30AM-5:30PM Pre-Convention Workshop**

**[101] Working with Infidelity: Healing the Hurt and Building the Bond**

*(Participants must attend entire program to receive CE credit.)*

*Introductory, 7 CE credits (Type I)*

**Presenters:** William Bumberry, Ph.D. and Vagdevi Meunier, Psy.D.

**Affiliations:** Licensed Psychologist in Private Practice in St. Louis MO, Senior Trainer for National Marriage Seminars, FL, and Master Trainer for The Gottman Institute, WA

**Description:** Dr. John Gottman is a world renowned marital researcher who has provided over 40 years of comprehensive, substantive research on what makes relationships last and thrive. In 2005, Dr. Gottman wrote the book, *The Science of Trust* and elevated his research and therapy model to singular distinction in bringing a research-based approach to understanding how trust and commitment develop in an intimate relationship and how betrayals can be repaired using the Atone-Attune-Attach model. Dr. Sue Johnson, is also world renowned for her clinical research and couples therapy method using Adult Attachment Theory. Dr. Johnson's perspectives on betrayal and recovery are based primarily on healing attachment injuries and re-establishing a secure emotional bond. This day-long presentation on affair recovery will trace the development of trust and fidelity, how and why betrayals can happen, and the steps involved in recovering from betrayal and renewing the primary relationship. In addition to the major scientific models of relationship health, this presentation will survey the clinical perspectives of Shirley Glass, Caryl Rusbult, Stan Tatkin, and Janis Abrams-Spring to enrich our skill set in working with couples impacted by betrayal.

**Learning Objectives:**

- A. Participants will be able to list 3 main components of building trust and loyalty in an intimate relationship.
- B. Participants will describe the Gottman and EFT perspectives on why affairs happen in close relationships.
- C. Participants will learn how to apply the three-stage Gottman approach to affair recovery: Atone, Attune, Attach.
- D. Participants will understand and apply at least 3 basic concepts in repairing attachment injuries related to infidelity and the repair process developed by Dr. Sue Johnson.

**Presenter Information:** William Bumberry, Ph.D., is a licensed Clinical Psychologist. He is a Senior Certified Gottman Therapist, Consultant and Master Trainer. Dr. Bumberry has presented Gottman trainings throughout the U.S. and abroad. He is passionate about helping clinicians incorporate the Gottman Method into their life's work. His presentations are highlighted by a blend of humor, creativity and accessibility. In addition to his expertise in Gottman Couples Therapy, Dr. Bumberry is certified in Emotionally Focused Therapy. For many years he worked closely with Dr. Carl Whitaker.

**10:15AM-10:30AM Break**

**12:30PM-2:00PM Lunch (On Your Own)**

**3:30PM-3:45PM Break**

**5:30 PM Registration Closes**

**6:00PM-10:00PM TPA Board Meeting**

**Thursday, November 2, 2017**

**7:30AM Registration Opens**

**8:30AM-10:00AM Plenary Session**

*(Participants must attend entire program to receive CE credit.)*

**[111] The Future of Psychology: Legal and Regulatory Challenges Affecting the Profession**

*1.5 CE credits, Introductory (Type I)*

**Presenter:** Morgan T. Sammons, Ph.D., ABPP

**Affiliation:** Executive Officer, National Register of Health Service Psychologists

**Course Description:** This presentation will address recent case law and regulatory changes that affect the professional practice of psychology. State and federal laws, state regulatory changes, and recent Supreme Court decisions affecting mental health practice and policy will be covered. Other issues affecting the practice of psychology, including demand for mental health services and compensation for services will be addressed.

**Learning Objectives:**

- A. Participants will describe regulatory and reimbursement trends in psychology.
- B. Participants will list issues of supply, demand, and compensation that affect the provision of psychological services.
- C. Participants will discuss the implications for psychological practice of recent Supreme Court decisions.
- D. Participants will apply knowledge of state laws and regulatory changes to the practice of psychology.

**Presenter Information:** Morgan T. Sammons, Ph.D., APPB, is the Executive Officer of the National Register of Health Service Psychologists. He has a long history of leadership and advocacy in the profession, which includes many years' experience working with the National Register, having served as Chair of the Board of Directors from 2004 to 2008. He served as System-wide Dean of the California School of Professional Psychology at Alliant International University and is a retired Captain of the US Navy, having served as the Navy's Clinical Psychology Specialty Leader, Special Assistant to the Navy Surgeon General for Mental Health and Traumatic Brain Injury, and in a number of positions both in the U.S. and abroad. Dr. Sammons is a diplomate of the American Board of Professional Psychology (Clinical). He is the author of 2 edited volumes, and contributes frequently to the professional literature. He lectures extensively on professional issues in psychology.

**10:00AM-10:30AM Break**

**10:30AM-12:00PM CE Workshops**

*(Participants must attend entire program to receive CE credit.)*

**[121] The Third Wave of Cognitive Behavioral Therapies: Science and Practice**

1.5 CE credits, Introductory (Type I)

**Presenters:** Sonia Matwin, Ph.D. & David Vago, Ph.D.

**Affiliation:** Vanderbilt University Medical Center

**Course Description:** This presentation provides a comprehensive overview of third wave cognitive behavioral therapies. Specifically the presentation defines third wave therapies and contextualizes both the science and practice of these innovative empirically-based interventions. There will be an overview of the basic and clinical science of mindfulness, including a review of the most recent and up to date neuroscience of mindfulness. Additionally, the presentation will provide a detailed discussion of mindfulness-based approaches to psychotherapy, comparing and contrasting these interventions to more traditional cognitive approaches. Research and practice will be reviewed to demonstrate the effectiveness of mindfulness-based interventions across a wide array of clinical practices and presentations.

**Learning Objectives:**

- A. Understand and compare the conceptual differences between traditional CBT and third-wave behavioral therapies that incorporate the use of mindfulness skills
- B. Understand and explain important clinical considerations when using mindfulness-based interventions
- C. Understand and describe the basic and clinical science of mindfulness in contemporary contexts
- D. Utilize mindfulness-based meditation practices for developing systems of self-awareness, self-regulation, and self-transcendence - critical skills in everyday life, as a therapist and for oneself

**Presenter Information** Dr. Sonia Matwin is an assistant professor of psychiatry at Vanderbilt University and an outpatient psychologist and health service provider at Vanderbilt University Medical Center's Psychiatric Hospital. Dr. Matwin's clinical expertise is in the teaching and practice of short-term evidence-based psychotherapies to treat a broad range of outpatient psychiatric presentations in adults. She also employs mindfulness-based interventions to promote wellness and to support targeted treatment of medical and psychological illness.

**[122] Addiction or Engagement? Diagnostic Criteria and Treatment Models for Internet Gaming Disorder**

*1.5 CE credits, Introductory (Type I)*

**Presenter:** Mario Lehenbauer-Baum, Ph.D.

**Affiliations:** Private practice in Franklin, Tennessee, and postdoctoral research fellow at Sigmund Freud University in Vienna, Austria

**Course Description:** The DSM-5 introduced Internet gaming disorder (IGD) as a condition needing more research. The presentation will cover the history of "internet addiction", proposed criteria for IGD (including tolerance, preoccupation, or continued excessive use despite psychosocial problems), and research-based questionnaires to assess IGD. The presentation will also cover the most recent outcomes of studies examining comorbidities (depression and anxiety disorders) and differences between addicted and engaged players (e.g., criteria like euphoria and cognitive salience seem to be of limited use when it comes to a classification of IGD similar to addiction).

**Learning Objectives:**

- A. Participants will explain the differences between addicted and engaged users of computer games.

- B. Participants will list proposed DSM-5 classification criteria for Internet Gaming Disorder.
- C. Participants will utilize evidence-based questionnaires and surveys to assess Internet Gaming Disorder.
- D. Participants will describe main steps of proposed cognitive-behavioral models for internet addiction and Internet Gaming Disorder.

**Presenter Information:** Dr. Mario Lehenbauer-Baum is a Tennessee-based psychologist with a private practice in Franklin, Tennessee, and a researcher working at the Sigmund Freud University in Vienna, Austria. He earned his Ph.D. in Clinical Psychology in Vienna, Austria (the birth place of psychotherapy), and moved to Tennessee four years ago. He is the author of several peer-reviewed papers and book-chapters about internet gaming disorder, internet addiction and anxiety disorders; in his private practice, he focuses on the treatment of internet gaming disorder, internet addiction, anxiety disorders and phobias for adolescents and adults.

### [123] Q-Interactive

*1.5 CE credits, Introductory (Type I)*

**Presenter:** Peter C. Entwistle, Ph.D.

**Affiliation:** Training Consultant, Pearson

**Course Description:** This presentation will review features of the Q-interactive program, a computerized tool for administration and scoring of psychological, speech and educational tests that uses an iPad device, instead of the traditional paper and pencil approach.

#### **Learning Objectives:**

- A. Attendees will administer a tablet based interactive assessment, and learn how to score the findings using this approach.
- B. Attendees will be able to control the stimuli shown to examinees on a separate iPad device.
- C. Attendees will describe the different digital assessments available to psychologists using this tool.
- D. Attendees will discuss how Q-interactive can quickly create unique, client-centric batteries at both the instrument and subtest levels, and improve administration accuracy and speed, while providing real time scoring and flexibility in a few steps.

**Presenter Information:** Dr. Entwistle is a consultant with Pearson, and former professor and program director of a school psychology program at UMass and a pediatric neuropsychologist at Braintree Hospital.

### **12:00PM-2:00PM Lunch - On Your Own**

**OR**

**12:30-1:30 PM Interest Groups** designed to provide a time of networking and general discussion of current trends in specific areas of interest to psychological practitioners. A list of Interest Groups and their meeting locations may be obtained onsite.

*1 CE credit (Type III)*

## 2:00PM-5:30PM CE Workshops

*(Participants must attend entire program to receive CE credit.)*

### 3:30PM-4:00PM Break

#### [131] Psychopharmacology Update for Clinicians

*3 CE credits, Intermediate (Type I)*

**Presenter:** Morgan T. Sammons, Ph.D., ABPP

**Affiliation:** Executive Officer, National Register of Health Service Psychologists

**Course Description:** This program will provide a clinically pertinent update on psychopharmacological agents in common use. Evidence supporting their use, data regarding efficacy on unimodal and combined interventions, and drug specific interventions for common mental disorders will be presented.

Prerequisite: A general clinical exposure to psychotropic drugs would be useful.

#### **Learning Objectives:**

- A. Attendees will describe details of commonly used pharmacological agents in the treatment of mental disorders, including drug class, mechanism of action, and other characteristics.
- B. Attendees will analyze and apply knowledge of prescribing information such as dose ranges, indications, contraindications and other parameters surrounding clinical use of these agents.
- C. Attendees will describe information that is pertinent regarding combination treatment of drugs that are used for behavioral and psychological interventions.
- D. Attendees will identify legislative and regulatory initiatives surrounding the incorporation of psychotropic agents into psychological practice.

**Presenter Information:** Morgan T. Sammons, Ph.D., APPB, is the Executive Officer of the National Register of Health Service Psychologists. He has a long history of leadership and advocacy in the profession, which includes many years' experience working with the National Register, having served as Chair of the Board of Directors from 2004 to 2008. He served as System-wide Dean of the California School of Professional Psychology at Alliant International University and is a retired Captain of the US Navy, having served as the Navy's Clinical Psychology Specialty Leader, Special Assistant to the Navy Surgeon General for Mental Health and Traumatic Brain Injury, and in a number of positions both in the U.S. and abroad. Dr. Sammons is a diplomate of the American Board of Professional Psychology (Clinical). He is the author of 2 edited volumes, and contributes frequently to the professional literature. He lectures extensively on professional issues in psychology.

#### [132] Affirmative Psychological Practice with Transgender Clients

*3 CE credits, Introductory (Type I)*

**Presenter:** F. Nicholas Denton, Ph.D.

**Affiliation:** VA Tennessee Valley Healthcare System

**Course Description:** This workshop will provide an introduction to transgender concerns relevant to psychological practice, including discussion of the World Professional Association for Transgender Health (WPATH) Standard of Care (Coleman et al., 2012), the international standards for health professionals in providing care to transgender individuals. The focus of this workshop will be on

providing culturally competent care to transgender adults. Participants will be instructed on the minority stress model (Hendricks & Testa, 2012) as well as positive identity development factors (Riggle & Mohr, 2015; Riggle, Rostosky, McCants, & Pascale-Hague, 2011) that can inform the participants' conceptualization of transgender clients and inform psychotherapy and psychological assessment. Secondly, participants will be introduced to evidence-based models of psychotherapy, particularly cognitive behavioral models (Austin, Craig, & Alessi, 2017), and learn ways to apply empirical research on identity development to provide culturally affirming psychotherapy. Finally, participants of this workshop will discuss standards and criteria for cross-sex hormone therapy and sex reassignment surgeries that their transgender clients may pursue as well as the participants' role in their clients' gender transition through psychological assessments of readiness for medical interventions and body modification procedures (Budge, 2015; Coleman et al. 2012; Keo-Meier & Fitzgerald, 2017).



*This program is designed to meet Tennessee Board of Examiners in Psychology continuing education requirements for licensure renewal in the area of **Cultural Diversity**. Other programs may also meet these criteria, but TPA is designating this one. For further information, please refer to the Rules and Regulations of the TN Board of Examiners in Psychology.*

**Learning Objectives:**

- A. Identify health disparities affecting the well-being of transgender and gender nonconforming clients.
- B. Define *minority stress* and apply the minority stress framework to the experiences of their transgender and gender nonconforming clients.
- C. Utilize affirmative evidence-based interventions to support the positive identity development of transgender and gender nonconforming clients.
- D. Conduct culturally sensitive assessments with transgender and gender nonconforming clients.

**Presenter Information:** Dr. Denton is a psychologist in practice at VA Tennessee Valley Healthcare System where he serves as a clinician with the Behavioral Health Interdisciplinary Program and as the LGBT Special Emphasis Program Manager. He completed his Ph.D. in Counseling Psychology from the University of Kentucky. Dr. Denton completed a predoctoral internship at the Southeast Louisiana Veterans Health Care System in New Orleans, LA. He also completed a postdoctoral fellowship with an emphasis in Interprofessional LGBT Health Care at the Michael E. DeBakey VA Medical Center in Houston, TX.

**[133] Practice Check-Up: Out of the Office - Planning for Quick Pivots, Interruptions and Closure in Clinical Practice**

*3 CE credits, Introductory (Type I)*

**Presenter:** Denise D. Davis, Ph.D

**Affiliation:** Vanderbilt University; private practice

**Course Description:** Unexpected events can catch a busy psychologist unprepared for a quick pivot in their practice, leaving them vulnerable to ethical, legal, emotional and financial risks. Drafting a plan for emergencies or possible disruptions to one's ability to practice can yield significant benefits in terms of peace of mind and a smoother transition should the plan need to be implemented. Eventually, every practitioner will need a plan for shifting away from their practice, no matter where it is located, as part of a normal career development. This presentation will provide the rationale for creating a professional



will or "in case of emergency" plan, supply sample templates and checklists for the participant's use, and assist in starting these tasks. We will review the relevant APA ethical standards and guidelines, applicable Tennessee Rules and Regulations, and touch on relevant aspects of the HIPAA law. In addition, we will review other pertinent considerations related to ongoing practice, including adjustments to informed consent materials, continuing or opting out as a Medicare provider, transitioning to electronic records, and options for retirement bridge activities that may or may not require keeping one's license active.

**Learning Objectives:**

- A. Specify the ethical, legal, clinical, emotional and practical rationale for advance plans for practice interruption or closure.
- B. Distinguish abandonment from ethically, legally and clinically appropriate termination and record storage procedures.
- C. Assemble documents and checklists for practice transition or closure that are relevant to early, mid or late career stages, including a professional will and guidelines for a professional executor.
- D. Summarize related practical issues of informed consent, electronic records, Medicare opt-out, and licensure status post-retirement.

**Presenter Information:** Dr. Davis currently serves as Director of Professional Affairs for TPA. She has served as a practicing member of the TN Board of Examiners in Psychology, and was a consultant to the Board for twelve years. She has published and made numerous presentations on the topic of psychotherapy termination. Dr. Davis is an Associate Professor of the Practice of Psychology at Vanderbilt University where she is Associate Co-Director of Clinical Training, and has a private psychotherapy practice in Nashville. She is a Fellow of the American Psychological Association and the Association for Cognitive and Behavioral Therapies, and a Founding Fellow, Diplomate and Certified Trainer/Consultant of the Academy of Cognitive Therapy.

**[134] Geriatric Psychology: The Wave of the Future for Private Practitioners**

*3.0 CE credits, Intermediate (Type I)*

**Presenter:** Kortner Nygard, Ph.D.

**Affiliation:** President, Aging U Education and Consulting

**Course Description:** This program will present trends in psychological care for elders, differences between approaches and dynamics in community vs. institutional settings, and cultural issues of which to be aware in working with elders, in contrast to middle-aged or younger clients. Family dynamics, reimbursement, ethical issues, as well as suggested approaches for common problems will be discussed. Diversity issues with older people will also be discussed.

*This program is designed to meet Tennessee Board of Examiners in Psychology continuing education requirements for licensure renewal in the area of **Cultural Diversity**. Other programs may also meet these criteria, but TPA is designating this one. For further information, please refer to the Rules and Regulations of the TN Board of Examiners in Psychology.*

Prerequisite: Experience with elders, CBT, basic operant conditioning, and basic knowledge of psychotropics and healthcare are helpful.

**Learning Objectives:**



- A. Be able to describe the effects of ageism on the emotional well-being and care for elders.
- B. Be able to describe trends in proportion of elders in the US population.
- C. Implement effective interventions with family members and care staff to optimize support and continued growth with elders.
- D. Describe 4 tested behavioral interventions that can replace the need and use of psychotropic medications.

**Presenter Information:** Dr. Nygard earned his Ph.D. in Clinical Psychology 1974 from the University of Iowa. He has been working as a psychologist for over 50 years, including the last 21 years full time in 33 nursing homes and assisted living facilities. He is currently retiring as the Regional Vice President of GeroPsych psychology services, a division of Key Rehabilitation in Murfreesboro. He served on the Advisory Board of the Southeast Advocacy Center for Elder Rights for 4 years, and he served on the Board of Directors, to both the Tennessee Edenizing Foundation (of which he is the founder) and to Summit View Senior Housing, Chattanooga. He was co-founder and vice president of Nelson Associates in Iowa, presenting 45 different programs to nurses, psychologists and administrators for a total of 5,400 hours presentation time over a period of 6 years.

**5:30PM Registration Closes**

**7:00PM-9:00PM CE Workshop**

*(Participants must attend entire program to receive CE credit.)*

**[151] Increasing Access to Treatments That Work**

*2.0 CE credits, Introductory (Type I)*

**Presenter:** Steven D. Hollon, Ph.D.

**Affiliation:** Vanderbilt University

**Course Description:** Psychosocial interventions exist that are at least as efficacious as medications and longer lasting in the treatment of the nonpsychotic disorders. Nonetheless such empirically supported treatments (ESTs) are still not widely available (or even known) to the general public. The proportion of patients treated with medications has virtually doubled over the last two decades while patients treated with psychosocial interventions have dropped nearly by half. The United Kingdom has invested over 700 million pounds to train therapists to provide those psychosocial interventions designated by government funded clinical practice guidelines to be empirically supported. No government agency in the United States currently generates clinical practice guidelines and the task in the past has been left to proprietary interests or professional guilds. The American Psychological Association is currently undertaking the task to fill that void by generating clinical practice guidelines based on systematic reviews as filtered through multidisciplinary treatment guideline panels charged with evaluating both efficacy and safety of the available interventions. The intent is to provide clinical practice guidelines that the public can use to identify treatments that work (and that continue working after treatment is over). Students entering the field can also use the practice guidelines to guide their professional training.

**Learning Objectives:**

- A. Participants will explain how psychotherapy works longer than medications.
- B. Participants will analyze how clinical practice guidelines are constructed.

- C. Participants will describe interventions that work best for depression.
- D. Participants will rate what interventions are most effective for PTSD.

**Presenter Information:** Steven D. Hollon, Ph.D. is the Gertrude Conaway Vanderbilt Professor of Psychology. His research focuses on the nature and treatment of depression with an emphasis on the enduring effects of psychosocial treatments. A past president of ABCT and SSCP, he chaired of the committee advising the APA on developing clinical practice guidelines.

## Friday, November 3, 2017

**7:30AM Registration Open**

**10:00AM-10:30AM Break**

**10:00AM-10:30AM Undergraduate Student Poster Session**

Undergraduate students from colleges and universities across the state will be on hand to present research results in poster format. You are invited to encourage the students in this professional development opportunity, by taking a few minutes to read some of the posters and interact with them during your program break.

**8:30AM-12:00PM CE Workshops**

*(Participants must attend entire program to receive CE credit.)*

**[211] Digital Dilemmas: Ethical Issues in the Electronic Age**

*3 CE credits, Intermediate (Type I)*

**Presenter:** Linda K. Knauss, Ph.D., ABPP

**Affiliation:** Widener University, Chester, PA

**Course Description:** New ethical issues are emerging in this rapidly changing environment of electronic communication and telehealth. However, specific standards do not exist to address these dilemmas. Knowing how to respond to these challenges requires a unique approach to ethical decision making grounded in the overarching ethical principles. This workshop will focus on the ways in which electronic communication, telehealth, and social media promote or prevent client welfare. Case examples will be presented and participants are encouraged to share their own ethical dilemmas.



*This program is designed to fulfill the Ethics portion of the CE licensure renewal requirements in the areas of law and ethics. Additional CE credit in the area of TN Law will be necessary to meet the requirement in full.*

Prerequisite: Participants should have knowledge of the Ethics Code as well as clinical experience.

**Learning Objectives:**

- A. Apply the overarching ethical principles to issues involving electronic communication.
- B. Identify issues in electronic communication that promote or prevent client welfare.
- C. Discuss the pros and cons of using social media in psychological practice.

- D. Improve ethical decision making skills about electronic communications.

**Presenter Information:** Linda K. Knauss, Ph.D., ABPP is a Professor at Widener University's Institute for Graduate Clinical Psychology. She has served as the Chair of the American Psychological Association's Ethics Committee and the Pennsylvania Psychological Association's Ethics Committee. Dr. Knauss has taught courses in ethics at Widener University, Immaculata College, and the Philadelphia College of Osteopathic Medicine. She has authored several book chapters and journal articles on ethics, and has taught many continuing education workshops on a variety of ethical issues.

### [212] Research Forum

*3 CE credits, Introductory (Type II)*

**Presenters:** Graduate students representing Tennessee Universities and Colleges

**Affiliation:** Tennessee Universities and Colleges

**Course Description:** This program will present original research by students from graduate programs across the state. Each student will present his/her work for 12 minutes, with 3 minutes for questions. Programs will be pre-selected by a team of psychologists, with the top twelve programs to be included. Names of presenters and their topics will be available at the registration desk at the convention.

### 8:30AM-10:00AM CE Workshops

*(Participants must attend entire program to receive CE credit.)*

### [213] Health Coaching in a Primary Care Setting

*1.5 CE credits, Introductory (Type I)*

**Presenters:** Chelsea Rothschild, Ph.D. & Lucille Carriere, Ph.D.

**Affiliation:** VA Tennessee Valley Healthcare System

**Course Description:** Health Coaching in the VA system is a dynamic, wellness based intervention designed to utilize Motivational Enhancement and Goal Setting to assist Veterans to make behavioral changes that include physical and mental health outcomes. This presentation is intended to give a brief overview of the theoretical underpinnings of health coaching and will primarily focus on the treatment targets and use of the model to promote overall wellness and improve quality of life in Veterans. Role play will also be utilized for demonstrative purposes.

#### **Learning Objectives:**

- A. Summarize Health Coaching models and clarify conceptual underpinnings of this approach.
- B. Describe Health Coaching assessment and intervention techniques after observing a demonstration.
- C. Apply Health Coaching techniques to managing behavioral health conditions.
- D. Demonstrate Health Coaching techniques in dyads.

**Presenter Information:** Dr. Rothschild has been working as a clinical psychologist in VA primary care-mental health integration service since 2012. She helped establish an integrated clinic within primary care at the Murfreesboro VA and is currently working at the Nashville VA. Dr. Rothschild has been involved in multiple research and clinical projects within both primary care and health psychology and has several publications evaluating these topics.

## [214] MMPI-ARF: An Update

*1.5 CE credits, Intermediate (Type I)*

**Presenter:** Peter C. Entwistle, Ph.D.

**Affiliation:** Training Consultant, Pearson

**Course Description:** The new MMPI-ARF test is a measure of adolescent psychopathology. Dr. Robert Archer and Dr. Yossi Ben-Porath revised the inventory in 2016. This presentation will describe the development of this revision, and compare salient differences between this edition and its predecessor, the MMPI-A. An overview of the Validity scales and the Higher Order and Revised Clinical Scales will be provided, and an interpretation of test findings will be discussed.

**Prerequisites:** Familiarity with test statistics, intro to group psychological testing, knowledge of concepts of validity, reliability, standard error, correlation, etc. and knowledge of abnormal psychology

### **Learning Objectives:**

- A. Attendees will compare the differences between the original MMPI-A and its revision, the MMPI-ARF, and list the factors contributing to the changes.
- B. Attendees will identify how the test Validity Scales have changed, and will be introduced to the Higher Order scales and revised Clinical Scales.
- C. Attendees will review approaches to interpretation and list resources available to clinicians to assist them in understanding the test results.
- D. Specific problems scales will be described and Critical Items will be highlighted so listeners will be able to explain the different levels of the test structure.

**Presenter Information** Dr. Entwistle has worked as a Consultant for Pearson since July 2008, and prior to that for The Psychological Corporation from 2002-2008. Previously, he spent 10 years as Program Chair and full-time faculty in the Department of Counseling and School Psychology at the University of Massachusetts-Boston. Other clinical positions included Pediatric Neuropsychologist at Braintree Hospital, Chief of Child Psychology at Pembroke Hospital, system-wide School Psychologist in the Scituate Public Schools. He has taught at Northeastern University in Boston in the Graduate Program of Counseling Psychology, Special Education and Rehabilitation.

## **10:30AM-12:00PM CE Workshops**

*(Participants must attend entire program to receive CE credit.)*

## **[223] Rationale for Integrated Psycho-Oncology in Cancer-Care: Implementation of Psycho-Oncology Program at Vanderbilt Ingram Cancer Center**

*1.5 CE credits, Intermediate (Type I)*

**Presenters:** Ashley Paulomi Campbell, Ph.D., Rose Vick, MSN, PMHNP-BC, & Alison Schaffer, LCSW

**Affiliation:** Vanderbilt University School of Medicine, Vanderbilt Ingram Cancer Center, Department of Psychiatry

**Course Description:** In 2016, an estimated 1,685,210 new cases of cancer were anticipated in the United States. The number of cancer survivors is also increasing, and is currently reported to be 15.5 million people. Cancer has profound and widespread impact on the patient, family and community.

Specialized services can address and globally impact the effects of cancer and improve outcomes. However, in 2008 the Institute of Medicine (IOM) issued a comprehensive report that indicated cancer providers fail to adequately address the psychosocial needs of their cancer patients. The field of psycho-oncology attempts to bridge this gap by addressing the unique needs of people impacted by cancer through evidenced based research and service delivery. Despite the growing literature focused on interventions used to target issues such as depression and anxiety in cancer patients, few resources outline the processes necessary to build a psycho-oncology program within a medical setting. Therefore, the objective of this presentation is to highlight the key components that guided the development of the Psycho-Oncology program at Vanderbilt-Ingram Cancer Center.

Prerequisite: Basic knowledge of the field of psycho-oncology, including the psychosocial needs of cancer patients and integrative program development within a medical/hospital setting

**Learning Objectives:**

- A. Describe the field of psycho-oncology.
- B. List the three foundational components necessary to build a successful psycho-oncology program in a medical setting.
- C. Identify and overcome barriers such as staff and physician buy-in.
- D. Utilize a multidisciplinary team to address the needs of people impacted by cancer (i.e., distress screening tool).

**Presenter Information:** Dr. Paulomi Campbell is Assistant Professor of Clinical Psychiatry and Behavioral Sciences at Vanderbilt University School of Medicine. She is a licensed clinical health psychologist and completed her internship at Atlanta VAMC and fellowship at Emory University/Grady Medical Center. With a background in counseling and community psychology with a focus in health psychology, she is trained in several empirically-based therapy techniques and has additional research experience and training in meditation and mindfulness psychology. She specializes in psycho-oncology, chronic pain management, pre-surgical behavioral medicine evaluations, sleep medicine, and coping with chronic medical conditions. As part of the Vanderbilt faculty, Dr. Campbell is part of the Psycho-Oncology department at Vanderbilt Ingram Cancer Center and provides psychological assessments to adults and consults on a multi-disciplinary team regarding the mental health needs of cancer patients.

**[224] Prolonged Workplace Absence as an Anxiety Disorder: Improving Work-Related Outcomes**

*1.5 CE credits, Introductory (Type I)*

**Presenter:** Les Kertay, Ph.D.

**Affiliation:** R3 Continuum (full-time), private practice (part-time), University of Tennessee at Chattanooga (adjunct)

**Course Description:** Absence from work because of illness or injury is costly for the employer, and detrimental to the employee from both financial and health perspectives. Although most employees return to work spontaneously, a significant minority remain out of work for a prolonged period. The longer the absence, the less likely the employee is ever to return to work in any capacity, whether the initial reason of work absence is physical or psychological. The presenter will discuss the concept of extended workplace absence as a function of anxiety, and will review the evidence base for anxiety treatment as it applies in this specific context.

**Learning Objectives:**

- A. Describe how inappropriate patient advocacy can lead to iatrogenic harm when it leads to unnecessarily prolonged workplace absence.
- B. Outline the theoretical basis for the idea that prolonged workplace absence functions like an anxiety disorder.
- C. List effective treatment approaches to facilitate stay-at-work and return-to-work, rooted in evidence-based treatment for anxiety.
- D. Describe “yellow flag” indicators of barriers to return-to-work, and some ways to help patients resolve them.

**Presenter Information:** Les Kertay, Ph.D. is Chief Medical Officer with R3 Continuum, and is the owner and president of Dr. Les Kertay & Associates, LLC, a practice devoted to individual and corporate consulting to improve health, well-being, and work performance. He is a licensed clinical psychologist, is board certified in clinical psychology by the American Board of Professional Psychology, and is a fellow of the International Academy of Independent Medical Evaluators. His expertise includes health and productivity management, mind-body health, disability medicine, chronic pain, and health behaviors. In addition to other publications he is a contributor to three books on the psychosocial aspects of complex disability claims, is lead editor for the *AMA Guides to Navigating Disability Benefit Systems*, and is a frequent presenter to national and international audiences.

## 12:00PM-2:00PM **TPA Business Meeting and Luncheon**

*1 CE credit, (Type III)*

### **2:00PM-3:30PM CE Workshop**

*(Participants must attend entire program to receive CE credit.)*

#### **[231] Issues and Updates on Tennessee Laws and Rules that Govern the Practice of Psychology**

*1.5 CE credits, Advanced (Type I)*

**Presenter:** David C. Mathis, Ed.D.

**Affiliation:** Private Practice

**Course Description:** This presentation will examine the basis for placing an ethical code into TN law as well as possible challenges to our professional code. The types of ethical violations and actions to promote awareness of ethical pitfalls will be reviewed. TN is unique in offering the TN Colleague Assistance Foundation as a resource for educating, rehabilitating and monitoring impaired professionals. Often an ounce of prevention is not only relevant but achievable. Standards of record keeping will be reviewed. There will also be a discussion of Standards for record keeping, release of records, common violations of the licensing statutes and rules, and consequences for such violations.



*This program is designed to fulfill the TN State Law portion of the CE licensure renewal requirements in the areas of law and ethics. Additional CE credit in the area of Ethics will be necessary to meet the requirement in full.*

Prerequisite: Some familiarity with licensure and psychology as a profession

**Learning Objectives:**

- A. Describe the basis for use of the APA Code of Ethics in regulating psychology in Tennessee, as well as recent challenges to its use.
- B. Identify the types of ethical violations and resulting adverse reactions which have come before the TN Board of Examiners.
- C. Review preventive measures to promote ethical practice and how to obtain help if needed.
- D. Describe updates to current Rules as they relate to licensure, continuing education, and record keeping.

**Presenter Information:** As a Psychologist in private practice who also serves on the Board of Examiners in Psychology, Dr. Mathis appreciates the rewards and risks of private practice. He believes that in our digital world of online posts, likes and links, the need for deeper human connection is as important as ever. We best serve the public when we foster and support each other in our psychology community and our shared values.

**3:30PM-4:00PM Break**

**2:00PM-5:30PM CE Workshops**

*(Participants must attend entire program to receive CE credit.)*

**[232] Working With Diverse Clients During Uncertain Times**

*3 CE credits, Introductory (Type I)*

**Presenter:** Stacey L. Williams, Ph.D.

**Affiliation:** Department of Psychology, East Tennessee State University

**Course Description:** This presentation will address the reality of increasing stigma and inequalities among diverse groups (racial/ethnic, sexual, and gender minorities, among others) at this point in time in the United States. In uncovering the psychological underpinnings of stigma and inequalities, the presentation will identify how stigma and inequalities impact psychologists' work with clients. Workshop participants will actively learn and integrate the language of privilege, implicit bias, and intersectionality into their theoretical perspectives and practices in order to best assist diverse clients in navigating increasingly uncertain times.

*This program is designed to meet Tennessee Board of Examiners in Psychology continuing education requirements for licensure renewal in the area of **Cultural Diversity**. Other programs may also meet these criteria, but TPA is designating this one. For further information, please refer to the Rules and Regulations of the TN Board of Examiners in Psychology.*

**Learning Objectives:**

- A. List the stigma and inequalities experienced by diverse clients.
- B. Uncover and list the root causes of stigma and inequalities and how they impact work with diverse groups.
- C. Describe how to integrate concepts of implicit bias, privilege and intersectionality into one's theoretical perspective and clinical practice.
- D. Determine ways to assist diverse clients in navigating increasingly uncertain times.



**Presenter Information:** Dr. Stacey L. Williams is an Associate Professor in the Department of Psychology at East Tennessee State University. Dr. Williams received a Ph.D. in Social Psychology from Kent State University in 2004. She has been a faculty member at East Tennessee State University since 2006. She is instructor of “Diversity in Psychological Science” and “Social Psychology of Stigma” courses. Dr. Williams serves as chair of the Institutional Review Board at ETSU as well as the Director of Experimental Training.

### [233] Understanding and Treating Suicide Risk

*3 CE credits, Introductory (Type I)*

**Presenter:** M. David Rudd, Ph.D.

**Affiliation:** President, University of Memphis

**Course Description:** This program will review an empirically supported cognitive-behavioral approach to the management and treatment of suicidal behavior. In addition to a comprehensive theoretical foundation that drives not only risk assessment but treatment targets, a phased approach to treatment will be shared including a range of clinical management strategies.

**Learning Objectives:**

- A. Describe a comprehensive theoretical foundation to risk assessment identification and treatment response.
- B. Apply a phased approach to treating suicidal behavior.
- C. List a range of clinical management strategies demonstrated effective in clinical trials.

**Presenter Information:** Dr. Rudd is President of the University of Memphis, a position he has held since May of 2014. As a Distinguished University Professor of Psychology, he also conducts funded research, along with his affiliation with the National Center for Veterans Studies at the University of Utah, as co-founder and scientific director. Before transitioning to his current position, he served as Provost for over a year in Memphis. Prior to moving to Memphis, he was Dean of the College of Social and Behavioral Science at the University of Utah.

### [234] Navigating Disability Benefit Systems: What to Do When Your Patients Hand You a Work-Related Form

*3 CE credits, Introductory (Type I)*

**Presenter:** Les Kertay, Ph.D.

**Affiliations:** R3 Continuum (full-time), private practice (part-time), University of Tennessee at Chattanooga (adjunct)

**Course Description:** Psychologists in practice are often asked to fill out paperwork related to disability compensation claims; medical leaves of absence, or worker’s compensation, and/or may be asked to provide records to a claims payer. Psychologists may also be involved in medicolegal assessments in a disability or workers’ compensation context, or in a fitness-for-duty evaluation. Unfortunately, psychology training rarely prepares psychologists to fully understand the health implications of workplace absence, manage the necessary paperwork, apply occupational demands to clinical decision-making, or navigate the various benefit systems in which patients may find themselves. This workshop will address these gaps, and help psychologists more effectively assist patients with disability benefits issues, working in an evidence-based framework. The format of the workshop follows the outline of *AMA Guides to Navigating Disability Benefit Systems*, from applying broad principles to completing specific paperwork.



*This program is designed to meet Tennessee Board of Examiners in Psychology continuing education requirements for licensure renewal in the area of **Cultural Diversity**. Other programs may also meet these criteria, but TPA is designating this one. For further information, please refer to the Rules and Regulations of the TN Board of Examiners in Psychology.*

**Learning Objectives:**

- A. Describe how to appropriately apply patient advocacy in the context of patients dealing with disability benefits.
- B. Outline a generic process for determining psychological impairment, functional capacity, and work-related causation.
- C. List key similarities and differences between criteria for medical leave, private disability, public disability, and workers' compensation.
- D. Describe the ways in which addressing disability and barriers to work enhances patient outcomes and improves cultural awareness related to disability.

**Presenter Information:** Les Kertay, Ph.D. is Chief Medical Officer with R3 Continuum, and is the owner and president of Dr. Les Kertay & Associates, LLC, a practice devoted to individual and corporate consulting to improve health, well-being, and work performance. He is a licensed clinical psychologist, is board certified in clinical psychology by the American Board of Professional Psychology, and is a fellow of the International Academy of Independent Medical Evaluators. His expertise includes health & productivity management, mind-body health, disability medicine, chronic pain, and health behaviors. In addition to other publications he is a contributor to three books on the psychosocial aspects of complex disability claims, is lead editor for the *AMA Guides to Navigating Disability Benefit Systems*, and is a frequent presenter to national and international audiences.

**4:00PM-5:30PM CE Workshop**

*(Participants must attend entire program to receive CE credit.)*

**[241] Let's Talk about It! Navigating Microaggressions, Countertransference and Other Challenges in Psychotherapy**

*1.5 CE credits, Intermediate (Type I)*

**Presenters:** Erica S. White, Ph.D., Angela White-Rahmon, Ph.D., Jennifer Kasey, Psy. D., HSP and Joan Popkin, Ph.D., HSP

**Affiliation:** U.S. Department of Veterans Affairs, Tennessee Valley Health System

**Course Description:** Psychotherapists rarely have the opportunity to discuss the personal impact of microaggressions and countertransference that they experience in their psychotherapeutic relationships with their clients. With recent national and international incidents, citizens of the world have experienced a monumental shift in sociopolitical expression. This phenomenon has been polarizing and all-consuming in ways we continue to discover in both our personal and professional lives. Given the magnitude of the change in cultural climate, mental health professionals have experienced an increase in sociopolitical concerns occupying the therapeutic dyad. At times these "encounters" subtly show up in the form of microaggressions, whereas they manifest as blatant hostility on other occasions. How should a therapist respond in such situations? What is an appropriate way to address countertransference reactions while holding the integrity of the therapeutic space? Presenters will use

large and small group format to discuss challenges and opportunities for growth in psychotherapeutic relationships. *Please note that discussion about microaggressions might be distressing to those in the audience.*



*This program is designed to meet, in part, Tennessee Board of Examiners in Psychology continuing education requirements for licensure renewal in the area of **Cultural Diversity**. Other programs may also meet these criteria, but TPA is designating this one. For further information, please refer to the Rules and Regulations of the TN Board of Examiners in Psychology.*

Prerequisite: Participants should have a basic knowledge of microaggressions and providing culturally competent psychotherapy.

**Learning Objectives:**

- A. Describe ways to balance personal consumption of socio-politically relevant information while working with patients who may want to discuss such information within the context of their psychotherapy.
- B. Identify examples of micro- and other aggressions that become personal within a psychotherapeutic context.
- C. List culturally competent ways to manage micro- and other aggressions that occur within in the psychotherapeutic context.
- D. Apply strategies to practice self-care related to managing micro- and other aggressions within the psychotherapeutic context.

**Presenter Information:** Dr. White is a licensed clinical psychologist currently working on an interdisciplinary mental health team in the VAMC in Murfreesboro. Dr. White has an extensive background in psychotherapy and consultation in a variety of settings including independent and public schools, corporations, federal and community agencies. Dr. White has a strong interest in issues of cultural diversity in the therapeutic context, classroom and the world at large. Most recently she conducted a research study that aimed to better understand the experience of African-American girls in all girls' independent schools.

**5:30PM Registration Closes**

**5:45PM-10:00PM TPA Convention Party**

We'll continue our new tradition of having our party hosted by a DJ this year. Byron Brooks (ETSU) will be returning as the host of the party. We'll have dancing and new games, in addition to the good company of colleagues and friends, ramped up appetizers, cash bar and a silent auction to benefit Tennessee Psychological Foundation (TPF).

**Tennessee Psychological Foundation (TPF)**



*TPF could use your talent. You could serve on the TPF board or help with the silent auction.*

*TPF could use your treasure. You could come to the Friday night party and bid on items or give cash.*

*Why might you donate time or money to TPF?*

*1. Currently, TPF supports student research and awards totaling over \$400.00 to graduate and undergraduate students who present posters and oral presentations at each year's convention.*

*2. Aspirationally, TPF hopes to be in a position to bring additional funding to Tennessee to support mental health research/ initiatives for the benefit of our citizens.*

*TPF is a 501(c)3 organization. Donations are tax deductible to the full extent allowed by state, local, and federal law.*

*Inquiries and contributions can be sent to TPF, P.O. Box 218301, Nashville, TN 37221. Or, you may email [roballew@gmail.com](mailto:roballew@gmail.com). Inquiries about the Silent Auction, held at TPA convention, can be addressed to [nicky-ozbek@utc.edu](mailto:nicky-ozbek@utc.edu).*

*Current 2017-2018 board members include: Nicky Ozbek, President; Mark Phillips, Treasurer; Robin Oatis-Ballew, Secretary.*

## **Saturday, November 4, 2017**

**7:30AM-5:30PM Registration Open**

**10:00AM-10:30AM Break**

**8:30AM-12:00PM CE Workshops**

*(Participants must attend entire program to receive CE credit.)*

### **[311] A Solutions Focused Approach to the Addiction Epidemic: Assessing the Problem**

*3 CE credits, Introductory (Type I)*

**Presenters:** Brian M. Wind, Ph.D., Reid Finlayson, M.D., Gary Carr, M.D., Sam MacMaster, Ph.D. and Murphy Thomas, Ph.D.

**Affiliation:** Tennessee Colleague Assistance Foundation (TCAF)

**Course Description:** By many counts, addiction has reached epidemic proportions in the United States. Multiple substance use disorders and process addictions have become commonplace diagnoses in our culture. More than ever, it is critical to develop clear diagnostic formulations related to addiction, in addition to exploring etiological considerations, if long term success in recovery is to be attained. A key factor in this process is the additional layer of co-occurring mental health disorders, which often play a role in the perpetuation of the disease cycle, and in the high rates of relapse. Clear and precise methodologies for assessing and diagnosing addiction and co-occurring mental health disorders is of the utmost importance in the development of effective treatment plans.

**Learning Objectives:**

- A. Describe the severity and impact of addiction in our culture.
- B. Discuss and analyze the prevalence of mental health disorders that co-occur with addiction.
- C. Identify and describe appropriate techniques for assessment and diagnosis of addiction and co-occurring mental health disorders.
- D. Apply useful treatment planning skills attendant to accurate diagnostic formulations.

**Presenter Information:** Dr. Brian Wind is the Executive Director of TCAF, Tennessee's professional wellness program for psychologists and other behavioral healthcare providers. In its ninth year of a contract to provide wellness and intervention services for the Tennessee Health Related Boards, TCAF has been a leader in professional development in the field of psychology on local, regional, and national levels. Dr. Wind also serves as Chief of Clinical Operations for a progressive company specializing in the treatment of addiction and co-occurring mental health disorders.

**[312] Psychoanalytic Psychotherapy with Gay Men: A Presentation in Two Parts. Part I: Developmental and Cultural Considerations**

*3 CE credits, Introductory (Type I)*

**Presenter:** Gary Grossman, Ph.D.

**Affiliations:** Associate Clinical Professor of Psychiatry, University of California, San Francisco; Training and Supervising Analyst, San Francisco Center for Psychoanalysis; Private Practice, San Francisco  
*Co-sponsored by the Appalachian Psychoanalytic Society*

**Course Description:** This presentation focuses on the experiences of boys who grow up to identify as gay. Drawing on the broad body of research on LGBT stigma, minority stress, societal and family rejections, and experiences with adult gay men and adolescents in psychotherapy and psychoanalysis, the psychological consequences of empathic failures, rejections, and microaggressions during early childhood, especially the Oedipal stage, will be addressed. Links between these early disruptions and internalized homophobia in adolescence and adulthood will be highlighted. The unique challenges faced by gay adolescents in a society that does not fully recognize them will also be discussed. Video clips from television and film will be used to illustrate common experiences of gay youth, adolescents, and adults including experiences of shame, self-hatred, self-realization, coming out and romance. Clinical examples will be used to demonstrate the relevance of these developmental theories to a psychoanalytic model. *This presentation uses confidential clinical vignettes that may include references to: familial rejection; bullying; risky sex; substance abuse; self-hatred; anti-gay attitudes.*

*This program is designed to meet Tennessee Board of Examiners in Psychology continuing education requirements for licensure renewal in the area of **Cultural Diversity**. Other programs may also meet these criteria, but TPA is designating this one. For further information, please refer to the Rules and*



*Regulations of the TN Board of Examiners in Psychology.*

**Learning Objectives:**

- A. Discuss the developmental impact of cultural bias on boys who grow up to identify as gay.
- B. Describe common early childhood experiences of gay men and the potential for empathic failures and rejections during this period of development and their impact on adult self-esteem and relationships.
- C. List the unique experiences and challenges of gay adolescence.
- D. Apply psychoanalytic theory to an understanding of internalized homophobia.

**Presenter Information:** Dr. Gary Grossman is a psychologist and psychoanalyst with over 35 years' experience working with gay men. He is an Associate Clinical Professor of Psychiatry, UCSF and Training/Supervising Analyst at the San Francisco Center for Psychoanalysis, where he also chairs the Psychoanalytic Education Division. Dr. Grossman was the Chair of the Committee on LGBT Issues (now known as the Committee on Gender and Sexuality) of the American Psychoanalytic Association from 2000-2005, and served on that committee through 2016. He is on the Editorial Board of the *Journal of Gay & Lesbian Mental Health* and a Co-Editor of the Sex & Gender Section of *Psychoanalytic Terms & Concepts* (Auchincloss & Samberg, Eds.), published in 2012 by the American Psychoanalytic Association and Yale University Press. His paper, "Queering Psychoanalysis" was published in the 2002 Volume of *The Annual of Psychoanalysis*. He is in private practice of psychoanalysis, psychotherapy and consultation in San Francisco.

**[313] Ethical Myths and Mysteries**

*3 CE credits, Intermediate (Type I)*

**Presenter:** Linda K. Knauss, Ph.D., ABPP

**Affiliation:** Widener University Chester, PA

**Course Description:** Have you ever wondered where conventional wisdom comes from? Do we always have to give clients three names when making a referral, or always warn identified third parties when a client threatens them, and is it really a good idea to get a suicidal client to sign a "suicide contract?" Where are these things written? Where did they come from? This workshop will look at some common risk management and ethical beliefs and examine the rationale behind them. Do these ideas originate in professional standards, principle-based ethics, or are they myths? Clinical vignettes will be presented and participants are encouraged to share their own ethical dilemmas.

*This program is designed to fulfill the Ethics portion of the CE licensure renewal requirements in the areas of law and ethics. Additional CE credit in the area of TN Law will be necessary to meet the requirement in full.*



**Prerequisite:** Participants should have knowledge of the Ethics Code as well as clinical experience.

**Learning Objectives:**

- A. Identify common beliefs that are not based on overarching ethical principles.
- B. Describe the methodology to be used to identify false or unhelpful ethical or risk management principles.
- C. Discuss how to avoid ethical mistakes.
- D. Improve ethical decision making skills.

**Presenter Information** Linda K. Knauss, Ph.D., ABPP is a Professor at Widener University's Institute for Graduate Clinical Psychology. She has served as the Chair of the American Psychological Association's Ethics Committee and the Pennsylvania Psychological Association's Ethics Committee. Dr. Knauss has taught courses in ethics at Widener University, Immaculata College, and the Philadelphia College of Osteopathic Medicine. She has authored several book chapters and journal articles on ethics, and has taught many continuing education workshops on a variety of ethical issues.

**8:30AM-10:00AM CE Workshop**

*(Participants must attend entire program to receive CE credit.)*

**[314] Using the Parent as a Therapeutic Agent: Parent Child Interaction Therapy for Children with Autism**

**Spectrum Disorder**

*1.5 CE credits, Introductory (Type I)*

**Presenter:** John Paul Abner, Ph.D.

**Affiliation:** Milligan College; East Tennessee Center of Excellence for Children in State Custody.

**Course Description:** Parent Child Interaction Therapy (PCIT) is a powerful evidence based technique that is highly effective in reducing disruptive behaviors in children with oppositional defiant disorder and children who have been maltreated. Recently, there has been a growing body of research applying PCIT to children with autism spectrum disorders. Following a brief introduction to PCIT, this presentation will review the current state of research with PCIT and children on the autism spectrum. The presentation will conclude with tips for tailoring the PCIT protocol to children on the autism spectrum.

*This program is designed to meet, in part, Tennessee Board of Examiners in Psychology continuing education requirements for licensure renewal in the area of **Cultural Diversity**. Other programs may also meet these criteria, but TPA is designating this one. For further information, please refer to the Rules and Regulations of the TN Board of Examiners in Psychology.*



**Learning Objectives:**

- A. Participants will identify the two basic premises of Parent Child Interaction Therapy (PCIT).
- B. Participants will list core features of PCIT.
- C. Participants will describe how PCIT fits into the current best practices guidelines for treatment of autism.
- D. Participants will assess the current state of research literature regarding the efficacy of applying PCIT to children on the autism spectrum.

**Presenter Information:** John-Paul Abner graduated from the University of Florida with a Ph.D. in Clinical Psychology (Child and Adolescent emphasis) in 1996. A professor in psychology at Milligan College, he is one of 20 people in the world who has been designated as a Parent Child Interaction Therapy (PCIT) Master Trainer by PCIT International. He is the Director of PCIT Training for the North-East Tennessee Center of Excellence for Children in State Custody where he helps coordinate a statewide PCIT dissemination effort. Dr. Abner has helped conduct some of the initial research applying PCIT to children on the autism spectrum.

**10:30AM-12:0PM CE Workshop**

*(Participants must attend entire program to receive CE credit.)*

**[324] Evidence-Based Play Analysis in Play Therapy**

*1.5 CE credits, Introductory, (Type I)*

**Presenter:** Jason Steadman, Psy.D.

**Affiliation:** East Tennessee State University

**Course Description:** A pilot-study was conducted to examine the feasibility and efficacy of a manualized play therapy for anxious children called Fantasy-Exposure Life-Narrative Therapy (FELT). FELT demonstrates a means through which clinicians and researchers can standardize an approach to analytic play therapy and better understand how children use play in clinical settings and how therapists can intervene when maladaptive themes arise. The study also discusses several research techniques which can be used to evaluate practice in clinical settings where large scale, controlled trials may not be feasible. These design features are discussed and results from FELT are used to demonstrate how they may apply in clinical settings. In this study, ten clinic-referred, child participants between the ages of 4 and 11 completed the full FELT program. Therapy lasted for 12 sessions, and outcome assessment was conducted pre- and post-treatment and at 6 week follow-up. Significant, reliable, clinically meaningful differences were found on several outcome measures, and qualitative feedback supported quantitative findings.

**Learning Objectives:**

- A. Participants will identify play themes that differentiate anxious from healthy, non-anxious children.
- B. Participants will describe four characteristics of an effective therapist.
- C. Participants will consider a multitheoretical perspective on the etiology of childhood anxiety and implement this model in individualized case conceptualization.
- D. Participants will implement directive interventions to maximize features of healthy play and minimize unhealthy play.

**Presenter Information:** Dr. Steadman is currently an Assistant Professor of Psychology at East Tennessee State University in Johnson City, TN. His primary clinical and research interests are best expressed as an effort to better understand how to take things people do in their everyday lives and maximize their therapeutic potential. Specifically, Dr. Steadman focuses his work on play-based approaches to therapy, including traditional “toy-based” play and modern, digital (videogame-based) play. His work seeks to identify and maximize the therapeutic features of play and teach youth and adults to use such play regularly both inside and outside the therapy office.

**12:00PM-2:00PM Lunch (On Your Own)**

**OR**

**12:30-1:30 PM Interest Groups** designed to provide a time of networking and general discussion of current trends in specific areas of interest to psychological practitioners. A list of Interest Groups and their meeting locations may be obtained onsite.

*1 CE credit (Type III)*



## 2:00PM-3:30PM CE Workshop

*(Participants must attend entire program to receive CE credit.)*

### [333] Issues and Updates on Tennessee Laws and Rules that Govern the Practice of Psychology

1.5 CE credits, Intermediate (Type I)

**Presenter:** Pamela Auble, Ph.D., ABPP

**Affiliation:** Private Practice, Nashville, TN

**Course Description:** In this presentation, relevant rules and statutes for psychologists in Tennessee will be addressed, along with updates on recent changes and ongoing issues. With the advent of the digital age new issues in the regulation of psychology have emerged. This includes the development of rules for telepsychology, the regulation of psychologists who cross state lines in providing psychological services, and online continuing education. Continuing education rules for the practice of psychology in the Rules and Regulations of the Board of Examiners will be reviewed. Tennessee regulations for licensure, and the similarities and differences between these Rules and the APA Model Licensing Act will be compared. There will also be a discussion of Standards for record keeping, release of records, common violations of the licensing statutes and rules, and consequences for such violations.



*This program is designed to fulfill the Law portion of the CE licensure renewal requirements in the areas of law and ethics. Additional CE credit in the area of Ethics will be necessary to meet the requirement in full.*

Prerequisite: Some familiarity with licensure and psychology as a profession.

#### **Learning Objectives:**

- A. Negotiate regulatory information regarding psychology in the digital age (e.g., telepsychology, online continuing education, practice across state lines).
- B. Examine the current rules for licensure and compare them to the APA Model Licensing Act.
- C. Apply current Rules as they relate to continuing education, record keeping, and release of records.
- D. Identify the types of ethical violations and resulting adverse reactions which have come before the TN Board of Examiners.

**Presenter Information:** Dr. Pamela Auble is a clinical neuropsychologist with a forensic practice in civil and criminal cases in Tennessee. She has an abiding interest in legal issues, and how those impact psychologists. She was honored to serve as a practicing psychologist representative on the Board of Examiners from 2009 to 2015. Dr. Auble is currently the liaison for the Tennessee Psychological Association to the Board of Examiners.

## 2:00PM-5:30PM CE Workshops

*(Participants must attend entire program to receive CE credit.)*

### [331] A Solutions Focused Approach to the Addiction Epidemic: Treatments That Work

3 CE credits, Introductory (Type I)

**Presenters:** Brian M. Wind, Ph.D., Reid Finlayson, M.D., Gary Carr, M.D., Sam MacMaster, Ph.D. and Murphy Thomas, Ph.D.

**Affiliation:** Tennessee Colleague Assistance Foundation (TCAF)

**Course Description:** Given the addiction epidemic in our culture, and the high rates of relapse, it is more critical than ever to provide meaningful treatment approaches designed to sustain long term success in recovery. A treatment approach that is integrated and multimodal will optimize the chances for sustained abstinence, long term success in recovery, and improved quality of life. One factor related to treatment that appears to be of great importance is the continuing care phase. Sustained connectivity and accountability status post discharge from the treatment program appear to provide better outcomes ultimately. One way in which this can be done effectively is by way of a digital platform for delivery of these continuing care services.

**Learning Objectives:**

- A. Compare and match the best treatment approaches for addiction and co-occurring mental health disorders.
- B. Describe the concept of integrated and multimodal treatment in detail.
- C. Analyze data regarding research on the success rates of treatment approaches that work.
- D. Describe a new and innovative approach to a critical phase of treatment – the continuing care phase.

**Presenter Information:** Dr. Brian Wind is the Executive Director of TCAF, Tennessee's professional wellness program for psychologists and other behavioral healthcare providers. In its ninth year of a contract to provide wellness and intervention services for the Tennessee Health Related Boards, TCAF has been a leader in professional development in the field of psychology on local, regional, and national levels. Dr. Wind also serves as Chief of Clinical Operations for a progressive company specializing in the treatment of addiction and co-occurring mental health disorders.

**[332] Psychoanalytic Psychotherapy with Gay Men: A Presentation in Two Parts. Part II: Clinical Considerations**

*3 CE credits, Introductory (Type I)*

**Presenter:** Gary Grossman, Ph.D.

**Affiliations:** Associate Clinical Professor of Psychiatry, University of California San Francisco; Training & Supervising Analyst, San Francisco Center for Psychoanalysis; Private Practice, San Francisco

*Co-sponsored by the Appalachian Psychoanalytic Society*

**Course Description:** Adolescent and adult gay men who seek psychotherapy have a unique opportunity to address the psychological impact of growing up in a culture that privileges heterosexuality. Drawing on a psychoanalytic model of development, this presentation reviews the psychological sequelae of childhood rejections, empathic failures, microaggressions and violence in the histories of gay men in therapy. Clinical examples will focus especially on the impact of homophobia, and its internalization, on adolescent and adult self-esteem and romantic relationships. Clips from television and film will be viewed to enhance our immersion into the experiences of gay youth and adults. After attending this presentation, clinicians will be better able to recognize and address the unique transferences and countertransferences that emerge in psychotherapy with gay men. *This presentation uses confidential clinical vignettes that may include references to: familial rejection; bullying; risky sex; substance abuse; self-hatred; anti-gay attitudes.*



*This program is designed to meet Tennessee Board of Examiners in Psychology continuing education requirements for licensure renewal in the area of **Cultural Diversity**. Other programs may also meet these criteria, but TPA is designating this one. For further information, please refer to the Rules and Regulations of the TN Board of Examiners in Psychology.*

**Learning Objectives:**

- A. To apply psychoanalytic concepts to an understanding of the presenting complaints of gay psychotherapy patients
- B. To recognize the emergence of internalized homophobia in psychotherapy with gay men
- C. To describe common transferences in psychoanalytic psychotherapy with gay men
- D. To describe common countertransferences, and their potential to hinder or promote the therapeutic process, in treatment with gay men

**Presenter Information:** Dr. Gary Grossman is a psychologist and psychoanalyst with over 35 years' experience working with gay men. He is an Associate Clinical Professor of Psychiatry, UCSF and Training/Supervising Analyst at the San Francisco Center for Psychoanalysis, where he also chairs the Psychoanalytic Education Division. Dr. Grossman was the Chair of the Committee on LGBT Issues (now known as the Committee on Gender and Sexuality) of the American Psychoanalytic Association from 2000-2005, and served on that committee through 2016. He is on the Editorial Board of the *Journal of Gay & Lesbian Mental Health* and a Co-Editor of the Sex & Gender Section of *Psychoanalytic Terms & Concepts* (Auchincloss & Samberg, Eds.), published in 2012 by the American Psychoanalytic Association and Yale University Press. His paper, "Queering Psychoanalysis" was published in the 2002 Volume of *The Annual of Psychoanalysis*. He is in private practice of psychoanalysis, psychotherapy and consultation in San Francisco.

**[334] Teenage Dating in the Wake of the Internet Tsunami: The Nature of Intimate Relationships During Adolescence**

*3 CE credits, Introductory (Type I)*

**Presenter:** James G. Wellborn, Ph.D.

**Affiliation:** Private practice, Brentwood, TN

**Course Description:** The pervasiveness of mobile electronic devices and wireless internet connectivity have flooded teens with information, stimulation and the opportunity to be both constantly, intimately connected and physically separated. This presentation will review the prevailing models of adolescent (primarily opposite gender) dating relationships and the nature of teenage romantic relationships. The ways in which dating and intimacy during adolescence has been affected by mobile electronic devices, social media and wireless internet connectivity will be discussed. Attention will also be given to differences by gender, race and same gender relationships. Finally, the practical application of this information to clinical work with teens will be discussed.

**Learning Objectives:**

- A. Participants will define and list features of theoretical models of adolescent intimate, romantic relationships.
- B. Participants will describe the effects of social media and the internet on adolescent concepts of dating and intimacy.

- C. Participants will compare the differences in adolescent intimate relationships associated with race, gender and sexual preference.
- D. Participants will be able to apply this understanding of adolescent intimate romantic relationships to clinical work with adolescents.

**Presenter Information** Dr. James G. Wellborn is a clinical psychologist with a private practice in Brentwood, TN focusing on adolescents and families. A published author of scholarly works on motivation, coping in childhood and adolescence and academic engagement, he has been a consultant to school districts in developing system-wide programs to address motivation and academic engagement for at-risk youth in both New York and Tennessee. He is the author of the book *Raising Teens in the 21<sup>st</sup> Century: A Practical Guide to Effective Parenting*.

**5:30PM Convention Concludes**