

NCSPP 2023 Mid-Winter Conference

Event Schedule

Mon, Jan 16, 2023

8:00 AM

NCSPP Day of Service / Martin Luther King Jr. Holiday

🕒 8:00 AM - 8:00 PM, Jan 16

📍 Hotel Lobby

In-Person

Honoring Dr. Martin Luther King Jr.'s life and work on the MLK holiday was originally established as the NCSPP Day of Service in 2011 under the leadership of Dr. Torrey Wilson, then Chair of the Ethnic and Racial Diversity Committee. The tradition continues through this committee which is currently chaired by Dr. Jude Bergkamp.

Information will be sent from the committee to those in-person conference attendees who registered to participate in this event.

🗣️ Speaker



Jude Bergkamp

PsyD Program Chair
Antioch University Seattle

Tue, Jan 17, 2023

9:00 AM

Accreditation Support Meeting

🕒 9:00 AM - 11:00 AM, Jan 17

📍 Chaco Ballroom

In-Person

Intended as an interactive session, this meeting is offered for delegates and faculty to bring questions about program accreditation for discussion and consultation. A formal self-study workshop sponsored by APA is not available at this time.

🗣️ Speakers



Jude Bergkamp

PsyD Program Chair
Antioch University Seattle



Ryan Sharma, Psy.D.

Director of Clinical Training
California Lutheran University



Gilbert Newman, Ph.D.

Vice President for Academic Affairs
The Wright Institute



Leihua Edstrom

Professor of Psychology
George Fox University

1:00 PM

DCTs Session (2.0 CEU)

🕒 1:00 PM - 3:00 PM, Jan 17

📍 Tesuque

In-Person **Virtual**

This session focuses on the role of and issues pertaining to DCTs of programs.

👤 Presenter



Randall Wyatt, Ph.D.

Director Clinical Training
CSPP / Alliant International University

1 Subsessions

● **DCT Session Check out**

🕒 1:00 PM - 3:00 PM, Jan 17

Deans' and Chairs' Meeting

🕒 1:00 PM - 3:00 PM, Jan 17

📍 Zuni South

In-Person **Virtual**

👤 Speakers



Gilbert Newman, Ph.D.

Vice President for Academic Affairs
The Wright Institute



Leihua Edstrom

Professor of Psychology
George Fox University

5:00 PM

Reception

🕒 5:00 PM - 6:00 PM, Jan 17

📍 Tesuque Ballroom

In-Person

The welcome reception for the NCSPP 2023 Mid-Winter Conference!

Wed, Jan 18, 2023

7:00 AM

Breakfast

🕒 7:00 AM - 8:00 AM, Jan 18

📍 Chaco Ballroom

In-Person

Registration Open

🕒 7:00 AM - 5:00 PM, Jan 18

📍 Breezeway

8:15 AM

Opening Session / Presidential Address

🕒 8:15 AM - 8:55 AM, Jan 18

📍 Tesuque Ballroom

In-Person

Virtual

NCSPP President Leihua Edstrom opens the NCSPP 2023 Mid-Winter Conference and addresses delegates and faculty of the NCSPP programs.

🗣️ **Speaker**



Leihua Edstrom

Professor of Psychology
George Fox University

9:00 AM

Indigenous Psychology for Radical Restoration: Indigenous People, Environment, Health, & Human Rights (1.25 CEU)

🕒 9:00 AM - 10:15 AM, Jan 18

📍 Tesuque Ballroom

In-Person

Students

Virtual

In this talk, Dr. Morse discusses three specific areas: First is the history of Indigenous concerns with the UN, which led to the development of the UN Permanent Forum on Indigenous Issues (UNPFII), and the UN Declaration of the Rights of Indigenous People (UNDRIP), will be covered. Second is a discussion outlining the extensive influence of colonialism and the dominant European culture on the field of psychology which led to the subsequent mistreatment of Indigenous people with respect to Eugenics, Intergenerational Trauma, Education, Health, Ethics, and the Environment. Third is a proposal to use Indigenous Psychology principles, theories, and practices as a framework to improve the quality of all people's lives, a framework to guide changes which can help heal trauma, improve education and health, influence ethics, and recover the health of the environment.

1.2 This program content focuses on ethical standards that impact psychological practice, education and research.

1.3 This program content focuses on topic related to Indigenous Psychology and supported by contemporary scholarship grounded in established research procedures. Specific focus on Indigenous research.

Intermediate Level Course / Useful for psychologists with limited experience in this field

Blume, A. W. (2020). *A New Psychology Based on Community, Equality, and Care of the Earth: An Indigenous American Perspective*. Santa Barbara, CA: Praeger.

Blume, A.W.; Morse, G.S.; Love, C. (2020). Human Rights and Psychology from Indigenous Perspectives. In Rubin, N. S. & Flores R.L. (eds.) *The Cambridge Handbook of Psychology and Human Rights*. Cambridge: United Kingdom: Cambridge University Press.

Khetpal V.; Roosevelt J Jr.; Adashi EY. (2021) A Federal Indian Health Insurance Plan: Fulfilling a solemn obligation to American Indians and Alaska Natives in the United States. *Prev Med* 16;25:101669. doi: 10.1016/j.pmedr.2021.101669. PMID: 34976706; PMCID: PMC8688870.

Trout, L.; Kramer, C.; & Fischer, L. (2018). Realizing the American Indian and Alaska Native Right to Health. *Health and Human Rights Journal* 20(2):19-30. PMID: 30568399; PMCID: PMC6293359.

Learning Objectives

Participants will be able to:

1. Understand the relationship between the United Nations and Indigenous Peoples.
2. Understand how Colonialism and the dominant European culture laid the groundwork for the field of psychology to engage in an endemic mistreatment of Indigenous People in the United States.
3. Outline a potential framework and guidance for positive changes which can emerge from the Indigenous Psychology theoretical base.

Speaker



Gayle Morse, Ph.D.

Professor
Russell Sage College

10:30 AM

Relationship Challenges in A Time of Loss: Addressing How World Tensions Impact Our Programs (1.25 CEU)

🕒 10:30 AM - 11:45 AM, Jan 18

📍 Zuni North

In-Person

Virtual

The world, our country, and our programs have all been through a period of unusual stress and change. The COVID-19 pandemic has led to a variety of losses. Beyond deaths, our routines and sense of safety have been drastically altered, and many of us have experienced “nondeath” or “ambiguous” losses (Harris, 2020). Many have missed social gatherings, traditions, and

celebrations, or have lost jobs, income, health, and contact with others. Extreme changes have occurred in the ways many of us do our jobs. The inability to acknowledge and process these losses with others has added stress on top of stress. Communication with others has been limited and at times, strained, as we traded in-person affordances and casual conversations for “business only” conversations over video conference technology. At the same time, American culture has become more divided. We have joined “teams,” taken sides, and do not truly listen to those on the other “team.” Tolerance, patience, good will, gratitude, hope, trust, and compassion for self and others have declined, and forgiveness is difficult to achieve. Moreover, the growing diversity of American culture may be associated with different communication styles and a lack of trust among some groups, further impeding connection. Political differences in the United States have divided friends and families, at times even causing complete cut-offs from others. Opportunities to listen deeply and respectfully, so necessary for connection (Kim et al., 2019), have been hard to find. All these contextual factors impact our programs and the students, faculty, staff, and administrators in them. Specifically, extreme loss and change have depleted the resources of many, hindering our means of relating to one another in ways that contribute to positive work and learning environments.

In this workshop, we present a social-ecological frame (Bronfenbrenner, 1981; Lerner, 2005) to describe challenges to relationships in doctoral psychology programs that were exacerbated by the factors noted above. Challenging events in the exosystem (larger social system), macrosystem (cultural context), and chronosystem (point in time) impact all of us. We also focus on the centrality of positive productive relationships in psychology education, training, and practice (e.g., Mangione & Nadkarni, 2010; Safran & Muran, 2000). We cite our prior research and writing about mentorship (Mangione et al, 2018), older women in the workforce (Mangione et al, 2020), and the relationship competency in emphasizing how relationships are central in almost everything we do. For example, in a recent study (Mangione et al, 2020) we found that older women who remain in the workforce often cited relationships as reasons to remain at work. Further, in a study of 591 social work faculty members, Chonody, et al. (2022) found that job satisfaction was closely related to work relationships concluding “relationship building is at the heart of job satisfaction, and investments in the climate may facilitate retention” (Abstract section). We further set the stage by describing how the multiple nondeath losses mentioned above have impacted our relationships and our working and learning environment.

After this introduction, we comment upon what has been happening in our work environments, with an increase in challenging interactions and relationships, the “great resignation” of Baby Boom generation faculty, the onboarding of new faculty replacing retirees, students who have been virtual, and new students coming into a changed world. Participants will discuss in small groups what they have observed in their programs.

Despite the negativity that sometimes seems ubiquitous, many researchers, clinicians, and writers have offered a more positive and hopeful view of humanity, one that opens up for growth and flourishing. In fact, our growing diversity of identity and perspective may offer unique opportunities for enhancing connection. We will present ideas from the clinical, organizational, and popular literature that address listening, acceptance, a sense of forgiveness, and repairing relationship ruptures, with a consideration of how these might be applied in our programs.

Finally, attendees will consider and practice ways to address relationship tensions in their places of work through small group discussions, case examples, generating ideas for enhancing goodwill, and practicing difficult conversations. A special focus on how more positive relationships in our programs and departments can enhance student education and training and faculty job satisfaction will be a central part of the experiential component. We hope participants will bring these conversations and skills back to their home programs to begin a process of repair.

1.3 - Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.

Intermediate Level Course / Useful for psychologists with limited experience in this field

Bronfenbrenner, U. (1981). *The ecology of human development: Experiments by nature and design*. Harvard University Press.

Chonody, J., Kondrat, D., Godinez, K., & Kotzian, A. (2022) Job Satisfaction amongst Social Work Faculty: The Role of Relationships, *Journal of Social Work Education*, DOI:

Harris, D. (2020) *Non-Death loss and grief: Context and clinical implications*. Routledge.

Kim, A.S., & del Prado, A. (2019). *It's time to talk (and listen): How to have constructive conversations about race, class, sexuality, ability, & gender in a polarized world*. New Harbinger.

Lerner, R.M. (2005). Urie Bronfenbrenner: Career contributions of the consummate developmental scientist. In U. Bronfenbrenner, *Making human beings human: Bioecological perspectives on human development*. Sage.

Mangione, L., Borden, K.A., & Fuss, E. (2020). Shifting values and late course adjustments in the careers of older women. In L. Hollis-Sawyer, & E. Cole *Older Women Who Work: Resilience, Choice, and Change*. American Psychological Association.

Learning Objectives

Participants will be able to:

1. Participants will be able to describe the ways in which relationships are particularly important in creating a positive and productive environment for working and learning in our programs.
2. Participants will understand the contextual factors that have led to personal depletion and interpersonal tensions in ourselves and our programs.
3. Participants will be able to discuss the more hopeful and flourishing views of human interactions and possibilities.
4. Participants will be able to apply some strategies for working out differences in our programs, helping faculty and students become more collegial, collaborative, and relational.

🗣️ Speakers



Kathi Borden, Ph.D.

Professor of Clinical Psychology
Antioch University New England



Lorraine Mangione, Ph.D.

Professor / Director of Practica
Antioch University New England

Developing and Implementing an Assessment Based Response to the “ist” Attitudes and Behaviors of a Student (1.25 CEU)

🕒 10:30 AM - 11:45 AM, Jan 18

📍 Zuni South

In-Person

Virtual

Programs committed to radical restoration must develop clear assessments of student willingness and ability to treat members of all populations. The ability to do so rests on the use of assessment methods such as examining student data at input, throughput, and output. Within the Clinical Psychology program at KCU, we seek to graduate high-quality clinical psychologists capable of treating the most vulnerable members of our community (output). As gatekeepers of our field, we are tasked with ensuring recruitment and admissions processes (input) accurately assess applicants capable of growth, reflection, insight, and strong clinical practice. The curriculum, evaluation methods, opportunities for self-reflection, clinical training experiences, and any remediation plans (throughput) should be designed to invite such growth and insight (Gregus et al., 2020 & Paprocki, 2014). Clear assessment of student willingness and ability to treat members of all populations assists in establishing standards of competence and serves as a best practice in managing legal risk associated with competence problems (Gilfoyle, 2008).

This session utilizes case examples to examine methods of recruitment, admissions, teaching, evaluation, and remediation and encourages program directors, directors of clinical training, and professors to intentionally review these methods through the lens of their commitment to treating all persons.

1.3 - Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.

Intermediate Level Course / Useful for psychologists with limited experience in this field

Gregus, S. J., Stevens, K. T., Seivert, N. P., Tucker, R. P., Callahan, J. L. (2020). Student perceptions of multicultural training and program climate in clinical psychology doctoral program. *Training and Education in Professional Psychology*. 12(4), 293-307.

Gilfoyle, N. (2008). The legal exosystem: Risk Management in addressing student competence problems in professional psychology training. *Training and Education in Professional Psychology*. 2(4), 202-209.

Paprocki, C. M. (2014). When personal and professional values conflict: Trainee perspectives on tensions between religious beliefs and affirming treatment of LGBT clients. *Ethics and Behavior*. 24(4), 279-292.

Williams, M. T. (2020). Microaggressions: Clarification, evidence, and impact. *Perspectives on Psychological Science*. 15(1) 3-26.

Learning Objectives

Participants will be able to:

1. Participants will be able to create an operational definition for a student graduate from their home school that one will feel confident to refer a member of a vulnerable population.
2. Participants will be able to identify 1 change to enhance their recruitment and admissions process to admit students with a commitment to treating members of all populations.
3. Participants will be able to 3 ways to respond to a student whose attitudes and behaviors demonstrate racist, classist, sexist, etc. beliefs as part of our gatekeeping role.

🗨️ Speakers



Amy Sickel, Psy.D.

PsyD Director of Clinical Psychology Training
Kansas City University



Sarah Getch, Ph.D.

Program Director
Kansas City University

Marginalization of Native American/Alaska Natives in psychology: Culturally salient approaches for students and communities (1.25 CEU)

🕒 10:30 AM - 11:45 AM, Jan 18

📍 Acoma Ballroom

In-Person

Virtual

Psychological training and practice with Native American populations continues to be underrepresented and often forgotten in mainstream western institutions, thereby continuing to perpetuate marginalization and invisibility. Although there are over 600 American Indian/Alaska Native (AI/AN) communities across the U.S., very few graduate psychology programs are inclusive of AI/AN students, efficacious treatment paradigms, community history, or current community needs (O'Keefe, et al., 2021). Historical and intergenerational trauma have left devastating marks on AI/AN communities, often leading to challenges in many facets of engaging and fully participating in mainstream culture. Thus, educational experiences for students are less than adequate, as AI/AN students have often endorsed feelings of disconnectedness and isolation due to the restrictiveness of cultural practices by mainstream academia along with racist encounters, whether overt or covert, by faculty or students (Johnston-Goodstar & VeLure Roholt, 2017; Demmert et al., 2006). These experiences greatly impact the graduation rate of AI/AN students along the educational path, including in higher education. As an example, mainstream psychology graduate programs very rarely include programs that focus specifically on Indigenous psychology training or have labs that focus on moving promising practices toward evidenced based practices that would be flexible enough to embrace the diversity across Indian Country. In addition, the invisibility continues when the acknowledgement and inclusion of AI/AN psychologists rarely occurs when assessing representation of AI/AN workforce professionals (Lin et al., 2015). This is a call for dedication to the Native American communities and not just an occasional AI/AN patient (Gone, 2004).

The presenters will review elements of personal experiences of being Native American students in mainstream graduate programs and in their roles as early career psychologists. They will discuss the significance of culturally aligned mentorship for successful degree completion, as well as the importance of ongoing support mechanisms while transitioning into the field. Further, the presenters will address application of therapeutic approaches in Indian Country that are supported by experience and multicultural literature. Finally, the presenters will provide the audience with tangible, and culturally appropriate, approaches to gain an understanding of working with AI/AN communities to increase the success of service delivery through an understanding of history and current needs.

1.3 - Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.

Introductory Level Course / Useful for psychologists new to the field

Demmert, W. G., Grissmer, D., & Towner, J. (2006). A review and analysis of the research on Native American students. *Journal of American Indian Education*, 5-23.

Gone, J. P. (2004). Mental Health Services for Native Americans in the 21st Century United States. *Professional Psychology: Research and Practice*, 35(1), 10.

Johnston-Goodstar, K. & VeLure Roholt, R. (2017). "Our Kids Aren't Dropping Out; They're Being Pushed Out": Native American students and racial microaggressions in Schools. *Journal of Ethnic & Cultural Diversity in Social Work*, 26(1-2), 30-47
<https://doi.org/10.1080/15313204.2016.1263818q>

Lin, L., Stamm, K., & Christidis, P. (2015). Is psychology becoming more diverse?

American Psychological Association Monitor on Psychology, 46(7), 7

O'Keefe, V. M., Cwik, M. F., Haroz, E. E., & Barlow, A. (2021). Increasing culturally responsive care and mental health equity with indigenous community mental health workers. *Psychological services*, 18(1), 84-92. <https://doi.org/10.1037/ser0000358>

Learning Objectives

Participants will be able to:

1. List and refer AI/AN students to culturally appropriate mentorship programs and resources to reduce feelings of isolation and marginalization in psychology programs.
 2. Recognize ways to apply therapeutic approaches and access literature to support practice in Indian Country.
 3. Recognize effects of historical trauma and identify literature to work to better understand AI/AN communities
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👤 Speakers



Tina Lincourt, Ph.D.

Director, Circle of Life Program
Eight Northern Indian Pueblos Council



Royleen J. Ross

Cultural Psychologist / Deputy Director
Eight Northern Indian Pueblos

12:00 PM

Lunch

🕒 12:00 PM - 1:00 PM, Jan 18

📍 Chaco Ballroom

In-Person

12:15 PM

Student Delegates Address

🕒 12:15 PM - 12:30 PM, Jan 18

📍 Chaco Ballroom

In-Person

Student delegates address the attendees of the conference.

👤 Speaker



Veronique Thompson, Ph.D.

Director of Diversity, Equity, and Inclusion
The Wright Institute

🚩 Student Delegate



Gina Chavez
Student Delegate
Xavier University



Liberty Kinder
Student Delegate
Marshall University



Darya Magidi
Student Delegate
University of La Verne



Jessica McCarrick
Student Delegate
CSPP / Alliant International University



Erica Medina
Student Delegate
Michigan School of Psychology



Reilly Ruechel
Student Delegate
Wisconsin School of Professional Psychology



Caroline Wojtas
Student Delegate
La Salle University

1:15 PM

Training the Next Generation of Psychologists in Social Justice and Public Policy Advocacy (1.25 CEU)

🕒 1:15 PM - 2:30 PM, Jan 18

📍 Zuni North

In-Person

Virtual

This presentation will provide an overview of a social justice and public policy advocacy seminar series included as part of a professional psychology doctoral training program curriculum. This series was developed to increase awareness of social advocacy efforts and public policy issues impacting the clients we serve. Understanding the role that psychologists play in safeguarding the rights of those who benefit from psychological services is needed to focus attention on healthcare inequities and highlight the need for healthcare reform. Focusing on developing advocacy skills during graduate training will provide the framework to continue engaging in advocacy after they enter the workforce.

Lack of awareness and knowledge is often cited as to why psychologists do not engage in public policy and advocacy efforts (Pearrow & Fallon, 2019). Borrowing from public health, psychology trainees learned how public policy and advocacy efforts can influence practice, policy, and legislation through education, lobbying, and communication with elected officials and legislators. Developing a connection between direct service and legislation highlighted the importance of grassroots advocacy efforts.

1.3 - Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.

Intermediate Level Course / Useful for psychologists with limited experience in this field.

Burnes, T. R., & Christensen, N. P. (2020). Still wanting change, still working for justice: An introduction to the special issue on social justice training in health service psychology. *Training and Education in Professional Psychology*, 14(2), 87–91. <https://doi.org/10.1037/tep0000323>

Miles, J. R., & Fassinger, R. E. (2021). Creating a public psychology through a scientist-practitioner-advocate training model. *American Psychologist*, 76(8), 1232–1247. <https://doi.org/10.1037/amp0000855>

Pearrow, M. M., & Fallon, L. (2019). Integrating social justice and advocacy into training psychologists: A practical demonstration. *Psychological Services*. <https://doi.org/10.1037/ser0000384>

Learning Objectives

Participants will be able to:

1. Describe at least one strategy for increasing awareness of social advocacy efforts in a doctoral training program.
2. Identify at least one approach for increasing student knowledge of public policy that impacts mental health services.
3. List two to three strategies for promoting advocacy efforts in your students' work and/or research .

Speakers



Teresa Collins-Jones, Ph.D.

Associate Dean
The Chicago School, College of Professional Psychology



Lance Garrison

Dean, College of Professional Psychology
The Chicago School

Clinical Psychologists Who Are Blind/Visually Impaired: Still A Radical Idea In 2022 (1.25 CEU)

Medaille University's APA accredited (on contingency) PsyD program in Clinical Psychology has admitted its very first blind student. Ensuring the student has all the support they need to successfully navigate the program has been a learning experience for the faculty and the program. Although the field of clinical psychology is probably at its most inclusive time in history, there remain several challenges with making our curriculum and competencies accessible to individuals with disabilities, especially an individual who is visually impaired. With our presentation, we hope to share what we have learned in trying to set our student up from their entry point in the program through to the completion of their first semester of coursework. This includes the Cognitive Assessment course which has presented the most unique challenges for a student with visual impairment. It is our goal to ensure that the lessons we have learned can become road maps for other programs that are striving to be more inclusive for individuals with visual impairment and for individuals with different abilities as a whole. Our session will conclude with a facilitated discussion with our fellow educators and psychologists at NCSPP to generate more ideas to increase accessibility for individuals with different abilities as well as for our student as we move into the process of setting them up with their first assessment practicum.

1.2 - Program content focuses on ethical, legal, statutory, or regulatory policies, guidelines, and standards that impact psychological practice, education, or research.

Intermediate Level Course / Useful for psychologists with limited experience in this field

Andrews, E. E., & Lund, E. M. (2015). Disability in psychology training: Where are we? *Training and Education in Professional Psychology*, 9(3), 210–216.

Lund, E. M. (2022). We must do better: Trends in disability representation among pre-doctoral internship applicants. *Training and Education in Professional Psychology*, 16(3), 212.

Maher, A. J., Haegele, J. A., & Sparkes, A. C. (2022). Stop fearing blindness! Visually impaired people reflect on the ethics of sighted prospective teachers simulating visual impairment. *Disability & Society*. <https://doi.org/10.1080/09687599.2022.2116560>

Pitchforth, A. (2012). Modified Administration of the WAIS-IV for Visually Impaired Examiners: A Validity Study (Order No. 3541536). Available from ProQuest Dissertations & Theses Global. (1113393658). <https://www.proquest.com/dissertations-theses/modified-administration-wais-iv-visually-impaired/docview/1113393658/se-2>

Policy guidance on educating blind and visually impaired students. (2001). RE:View: Rehabilitation and Education for Blindness and Visual Impairment, 33(2), 77–93.

Learning Objectives

Participants will be able to:

1. Examine our own privilege as a field particularly in regards to ability status
2. Summarize a review of the existing literature on education for psychologists who are differently abled, specifically blind
3. Increase awareness of ableism, particularly in the field of assessments
4. Develop concrete steps that can be taken to improve accessibility across all different abilities

🗣️ Speakers



Tanisha Joshi, Ph.D.

Clinical Assistant Professor
Medaille University



Kaitlin Smith, Ph.D.

Clinical Assistant Professor
Medaille University

Religious Worldview Conflicts from Classroom to Clinic: Native American, Muslim, and Christian Perspectives (1.25 CEU)

🕒 1:15 PM - 2:30 PM, Jan 18

📍 Acoma Ballroom

In-Person

Virtual

Research on therapist value conflicts (sometimes referred to as worldview conflicts) with clients has explored the impacts of therapist value conflicts on resulting therapy effectiveness, finding inhibited effectiveness when the therapist is not appropriately self-aware or able to manage their own internal reactivity sufficiently. It is important that students be prepared to acknowledge and evaluate their own perspectives and biases regarding religion and spirituality as they prepare to engage clients who may see the world through a different lens. As a means of modeling respectful and effective approaches to values conflicts, faculty should be aware of the many ways in which religiously diverse students may experience secular and faith-based training programs, and how faculty can improve student experience in this area. The ways in which faculty approach these students may set the stage for how these students approach their religiously diverse clients as they enter the field. Presenters will provide examples of Native American, Muslim, and Christian student experiences, and utilize applied vignettes to introduce ways faculty can approach these situations with a mind toward radical restoration and effective education and training in light of these values conflicts.

As we seek to provide students with concrete, accessible strategies for working with diverse clients, specific strategies will be discussed for use when therapist value conflicts arise in the delivery of psychotherapy (e.g. using the ecological systems model to identify superordinate goals, attending to and differentiating one's own narrative of the value presented from the value itself, use of Bowenian differentiation as a tool, and listening to understand/withholding judgment; Duggal & Sriram, 2021). In addition, therapeutic uses of value bracketing (setting aside one's own values) versus value integration (responsibly incorporating one's own values into their work with awareness) will be discussed (McWhorter, 2019). Finally, concepts of cultural humility and empathy will be employed in discussion of when to address value conflicts in the therapeutic relationship (Hook, Davis, Owen, DeBlaere, 2017). These strategies will also be applied to the classroom, as the classroom is an incubator for therapist attitudes and behaviors.

1.2 - Program content focuses on ethical, legal, statutory or regulatory policies, guidelines, and standards that impact psychological practice, education, or research.

1.3 - Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.

Introductory Level Course / Useful for psychologists new to the field

Duggal, C., & Sriram, S. (2021). Locating the sacred within the therapeutic landscape: Influence of therapists' religious and spiritual beliefs on psychotherapeutic practice. *Spirituality in Clinical Practice*.

Hook, J. N., Davis, D., Owen, J., & DeBlaere, C. (2017). Cultural humility: Engaging diverse identities in therapy. American Psychological Association.

Manson, S. M., Goins, R. T., & Buchwald, D. S. (2006). The native investigator development program: Increasing the presence of American Indian and Alaska Native scientists in aging-

related research. *Journal of Applied Gerontology*, 25(1,Suppl1), 105S–130S. <https://0-doi-org.catalog.illu.edu/10.1177/0733464805282727>

McWhorter, M. R. (2019). Balancing value bracketing with the integration of moral values in psychotherapy: Evaluation of a clinical practice from the perspective of catholic moral theology. *The Linacre Quarterly*, 86(2-3), 207-224.

Thomason, T. C. (1999). Improving the recruitment and retention of Native American students in psychology. *Cultural Diversity and Ethnic Minority Psychology*, 5(4), 308–316. <https://0-doi-org.catalog.illu.edu/10.1037/1099-9809.5.4.308>

Yutrzenka, B. A., Todd-Bazemore, E., & Caraway, S. J. (1999). Four Winds: The evolution of culturally inclusive clinical psychology training for Native Americans. *International Review of Psychiatry*, 11(2–3), 129–135. <https://0-doi-org.catalog.illu.edu/10.1080/09540269974294>

Learning Objectives

Participants will be able to:

1. Summarize challenges Native American, Muslim, and Christian students may face in doctoral psychology training programs
2. Engage students effectively when exploring values conflicts, particularly those involving religious and spiritual diversity
3. Describe at least one strategy for effectively managing religious/spiritual values conflicts in therapy (e.g. value bracketing, value integration).

Speakers



Robert Pate

Director of Clinical Training, Professor of Psychology
California Baptist University



Veronica Regueiro, Psy.D.

Assistant Professor
California Baptist University



Tina Lincourt, Ph.D.

Director, Circle of Life Program
Eight Northern Indian Pueblos Council



Celeste Jones, Psy.D.

Psy.D. Program Director
George Fox University



Joseph De Luna, Psy.D., RPT

Program Director, Psy.D. and Ph.D. Programs
Rosemead School of Psychology, Biola University

2:45 PM

Ethnic and Racial Diversity Committee

🕒 2:45 PM - 3:45 PM, Jan 18

📍 Zuni North

In-Person

Virtual

This session will encompass a report from the Ethnic and Racial Diversity Committee.

Speaker



Jude Bergkamp

PsyD Program Chair
Antioch University Seattle

4:00 PM

Disability Committee

🕒 4:00 PM - 5:00 PM, Jan 18

📍 Zuni South

In-Person

Virtual

This session will encompass a report from the Disability Committee.

🗣️ Speaker



David Sitzer, Ph.D.

Department Chair
The Chicago School of Professional Psychology

Thu, Jan 19, 2023

7:00 AM

Breakfast

🕒 7:00 AM - 8:00 AM, Jan 19

📍 Chaco Ballroom

In-Person

8:00 AM

Student Delegates Address

🕒 8:00 AM - 8:20 AM, Jan 19

📍 Tesuque Ballroom

In-Person

Student delegates address the attendees of the conference.

🗣️ Speaker



Veronique Thompson, Ph.D.

Director of Diversity, Equity, and Inclusion
The Wright Institute

🚩 Student Delegate



Gina Chavez
Student Delegate
Xavier University



Liberty Kinder
Student Delegate
Marshall University



Darya Magidi
Student Delegate
University of La Verne



Jessica McCarrick
Student Delegate
CSPP / Alliant International University



Erica Medina
Student Delegate
Michigan School of Psychology



Reilly Ruechel
Student Delegate
Wisconsin School of Professional Psychology



Caroline Wojtas
Student Delegate
La Salle University

8:30 AM

Forgiving because we are human: Lessons from science and practice (1.25 CEU)

🕒 8:30 AM - 9:45 AM, Jan 19

📍 Tesuque Ballroom

In-Person

Students

Virtual

The science and application of forgiveness has a substantial research base for application to educational and clinical settings. This presentation will review the philosophical and scientific findings on forgiveness in light of the parallel need for justice. The ubiquitous nature of offense in social relationships will be reviewed, with application to moral injury. Traits that predict forgiveness include agreeableness, emotional stability or maturity, and spiritual values. Psychological predictors of forgiveness include emotional empathy, generous appraisals, and decreased rumination about offense. Varied types of forgiveness have been established, especially decisional and emotional forgiveness. Those that forgive regularly have better psychological, social and health outcomes. Forgiveness stage theories have substantiated the clinical utility of forgiveness, separate from forbearance, reconciliation, or revenge-seeking. Finally, forgiveness application to the workplace of a graduate school will be presented.

1.1 - Program content focuses on application of psychological assessment and/or intervention methods that have overall consistent and credible empirical support in the contemporary peer reviewed scientific literature beyond those publications and other types of communications devoted primarily to the promotion of the approach.

Intermediate Level Course / Useful for psychologists with limited experience in this field

Griffin, B. J., Cornish, M. A., Maguen, S., & Worthington, E. L., Jr. (2021). Forgiveness as a mechanism of repair following military-related moral injury. In J. M. Currier, K. D. Drescher, & J. Nieuwsma (Eds.), *Addressing moral injury in clinical practice* (pp. 71–86). American Psychological Association. <https://doi.org/10.1037/0000204-005>

Ripley, J. S., Worthington, E. L., Jr., Garthe, R. C., Davis, D. E., Hook, J. N., Reid, C. A., Van Tongeren, D. R., Voltmer, A., Nonterah, C. W., Cowden, R. G., Coetzer-Liversage, A., Cairo, A., Joint, S., & Akpalu, B. (2018). Trait forgiveness and dyadic adjustment predict post-natal depression. *Journal of Child and Family Studies, 27*, 2185-2192.

Worthington, E. L., Jr., & Wade, N. G. (Eds.). (2020). *Handbook of forgiveness, 2nd ed.* New York, NY: Routledge.

Worthington, E. L., Jr., Berry, J. W., Hook, J. N., Davis, D. E., Scherer, M., Griffin, B. J., Wade, N., Yarhouse, M., Ripley, J.S, Miller, A.J., Sharp, C., Canter, D., & Campana, K. L. (2015). Forgiveness-reconciliation and communication-conflict-resolution interventions versus retested controls in early married couples. *Journal of Counseling Psychology, 62*, 14-27.

Learning Objectives

Participants will be able to:

1. Summarize current literature in forgiveness
2. Recognize different types of forgiveness, and constructs that are related but are not forgiveness
3. Apply forgiveness to clinical and workplace setting

🗣️ Speaker



Jennifer Ripley, Ph.D.

Professor of Psychology
Regent University

Successes and Failures of Three Doctoral Programs (1.25 CEU)

🕒 10:00 AM - 11:15 AM, Jan 19

📍 Zuni North

In-Person

Virtual

How do we train doctoral psychology students to tolerate distress, ambiguity, and complexity? How do we teach them to think with complexity, allowing them to be therapeutically curious, open, and humble while staying mindful of their own strongly held ideas? Positive psychology has begun to explore the concept of intellectual humility, one's insight about the limits of their knowledge, openness to new ideas, and ability to receive contrary ideas without taking offense (Davis, et al., 2016). Intellectual humility is considered to be negatively correlated with a strong need to be right, or a strong personal investment into one's own convictions. The ability to maintain emotional regulation when one's strongly held ideas are at odds with the other is an essential skill of clinical psychologists, allowing effective psychologists to maintain curiosity, openness, and full engagement with clients who hold different perspectives (Kim, et al., 2019; Markey, et al., 2021). This ability to remain mindfully aware of one's own perspective while also empathically connecting and understanding the value of another's seemingly contradictory perspective is perhaps one of the most difficult and essential things to help doctoral psychology trainees develop (Placeres, et al., 2022). When psychological trainees are faced with incongruent belief systems, members of the dominant group tend to exercise their "privileged safety" by becoming defensive, minimizing others' experiences, and/or offering solutions to "fix the problem" without self-reflection (Bergkamp et al, 2022). Simultaneously, members of non-dominant/marginalized groups are often mentored to censor their anger and frustration in order to avoid being viewed as disruptive by the dominant group. Thus, training programs must recognize how safety is constructed and managed between polarized groups (Bergkamp, 2022).

This presentation seeks to explore methods used in three doctoral psychology training programs to navigate the intersection between the development of cultural humility and the ability to tolerate ambiguity and internal discomfort. Each presenter will highlight specific examples of successful strategies for nurturing intellectual and intrapersonal cultural humility development versus those that led to further ruptures and community divide. Presenters will define the delineation between perceived safety and privileged safety, and how these concepts impact the development of cultural humility in the face of ambiguity. Symposium participants will be given opportunities to strategize their program-specific challenges connected to facilitating intellectual and intrapersonal cultural humility and managing distress tolerance.

1.3 - Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.

Intermediate Level Course / Useful for psychologists with limited experience in the field

Bergkamp, J. (2022). Tugging at the root of oppression: Infusing social justice across doctoral level clinical psychology curriculum. *Journal for Social Action in Counseling & Psychology*, 14(1), 37–52.

Bergkamp, J., Martin, A., & Olson, L. (2022). Social Privilege: Flipping the Coin of Inequity. In Chin, J. L., Garcia, Y. E., & Blume, A. (Eds). *The Psychology of Inequity, Volume 1: Motivations and Beliefs*. Praeger Press, 2021. Courtesy ABC-CLIO.

Davis, D., Rice, K., McElroy, S., DeBlaere, C., Choe, E., Van Tongeren, D., & Hook J. (2016). Distinguishing intellectual humility and general humility. *The Journal of Positive Psychology*, 11(3), 215-224.

Kim, A., Del Prado, A., & Nadal, K. (2019). *It's Time to Talk (and Listen): How to Have Constructive Conversations about Race, Class, Sexuality, Ability & Gender in a Polarized World*. Oakland, CA: New Harbinger Publications, Inc.

Markey, K., Prosen, M., Martin, E., & Repo Jamal, H. (2021) Fostering an ethos of cultural humility development in nurturing inclusiveness and effective intercultural team working. *Journal of Nursing Management*, 29(8), 2724-2728.

Placeres, V., Davis, D., Williams, N., Shodiya-Zeumault, S. Aiello, M., Petition, G. & Mason, E. (2022). School counselors and multicultural counseling competencies: Are we as competent as

we think we are? *Professional School Counseling*, 26(1a), 1-12.

Learning Objectives

Participants will be able to:

1. Identify three factors impacting the development of cultural humility
2. Differentiate between perceived safety and privileged safety
3. Apply strategies for increasing ambiguity tolerance to facilitate cultural humility

Speakers



Celeste Jones, Psy.D.

Psy.D. Program Director
George Fox University



Alette Coble-Temple, Psy.D.

Professor
University of San Francisco



Jude Bergkamp

PsyD Program Chair
Antioch University Seattle

Promoting a faculty culture of inquiry and respect in a heterodox department (1.25 CEU)

🕒 10:00 AM - 11:15 AM, Jan 19

📍 Zuni South

In-Person

Virtual

As faculty in clinical psychology, our discipline rests on the ever-advancing science of psychology, which develops in an ethos of open inquiry. This presentation seeks to invite a discussion by NCSPP faculty and leaders about mechanisms to promote and maintain a culture of inclusion and respect among PsyD program faculty despite their differences in social and cultural identities as well as their intellectual beliefs.

We are interested in mechanisms to cultivate productive collaboration despite deeply held disagreements about human nature, the nature of change, the aims of psychological interventions, the value of different kinds of evidence, the direction of clinical training, the future of our discipline, etc. Of course, we also value true engagement of all members and want all to feel welcome and supported, especially when faculty members hold historically disenfranchised identities.

While the challenges above are age old, we find ourselves in a particularly difficult context today. In an increasingly polarized political climate, there is growing reluctance on the part of students to express themselves on potentially controversial issues. In fact Zhou, Stikma & Zhou (2022) found that 60% of college students feared discussing controversial issues such as politics, race, religion, and gender. College students have also stated that in their opinions, administrators have not done enough to ensure “safe space” against racism and other forms of offense and oppression (Strauss, 2015). Research has indicated that there is a conflation with safety and comfort (Arao & Clemens, 2013) in the classroom and we believe that our faculty discussions have also suffered from this conflation. Faculty have expressed disappointment in their ability to respectfully engage with each other regarding theoretical differences. These wounds complicate our ongoing efforts to de-colonize our curriculum. We hope to engage the NCSPP community in a conversation about our collective challenges and successes in managing these divergent viewpoints.

1.3 - Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.

Introductory Level Course / Useful for psychologists new to the field

Arao, B., & Clemens, K. (2013). From safe spaces to brave spaces. *The art of effective facilitation: Reflections from social justice educators*, 135, 150.

Strauss, V. (2015). An unusual way schools can create ‘safe spaces’ for learning. *The Washington Post*. Extracted 9.16.2022 <https://www.washingtonpost.com/news/answer-sheet/wp/2015/12/15/an-unusual-way-schools-can-create-safe-spaces-for-learning/>

Zhou, S., Stikma, M., & Zhou, S. C. (2022). Understanding the Campus Expression Climate: Fall 2021. Heterodox Academy. Extracted 9.14.2022 <https://heterodoxacademy.org/wp-content/uploads/2022/02/CES-Report-2022-FINAL.pdf>

Learning Objectives

Participants will be able to:

1. List the risks associated with competing orthodoxies in academic settings
2. Identify two or more methods to promote viewpoint diversity among faculty and students
3. Summarize the benefits of creating a climate of respect and inclusion in training health service psychologists.

🗣️ Speakers



Annemarie Slobig, Psy.D.

Department Chair
The Chicago School of Professional Psychology



Rachel Nitzarim, Ph.D.

Director of Clinical Training
The Chicago School of Professional Psychology



Shanavia Dansby, Psy.D.

Associate Department Chair
TCSP

Promoting Radical Restoration and Human Rights: Pathways to DEI in our Institutions, Communities and Profession (1.25 CEU)

🕒 10:00 AM - 11:15 AM, Jan 19

📍 Acoma Ballroom

In-Person

Virtual

Achieving our aims for social justice requires transforming the structures of society which impede the realization of our value of DEI for all. Embedded in these structures are institutional forms of discrimination that systematically diminish hope rather than engender human flourishing. With a vision of hope for the radical restoration of relationships, collaborative models promoting social change are needed in our academic institutions, our communities and in our professional associations as well.

Attendees to this symposium will learn the histories of the strategies of the panel members and their colleagues to promote organizational change in a university (Morales, E., 2021), in a multi-cultural community (Morgan-Consoli et al., 2018) and in a professional association. Our moderator will lead a discussion engaging the audience to reflect on their own organizations and communities with respect to promoting DEI and human rights for all (Rubin & Flores, 2020).

1.2 - Program content focuses on ethical, legal, statutory, or regulatory policies, guidelines, and standards that impact psychological practice, education, or research.

Advanced Level Course / Useful for psychologists with extensive experience in this field

Morgan-Consoli, M., Inman, A., Bullock, M. & Nolan, S. (2018). Framework for competencies for U.S. psychologists engaging internationally. *International Perspectives in Psychology: Research, Practice, Consultation*, 7(3), 174-188.

Morales, E. (2021). "Beasting" at the battleground: Black students responding to racial microaggressions in higher education. *Journal of Diversity in Higher Education*, 14(1), 72.

Rubin, N. & Flores, R. (2020). *The Cambridge Handbook of Psychology and Human Rights*. Cambridge University Press. <https://doi.org/10.1017/9781108348607.005>

Learning Objectives

Participants will be able to:

1. Describe how students and faculty members productively challenged anti-racist systems in an educational institution.
2. Plan effective research programs which exhibit cultural sensitivity and humility in Latinx communities and have a basic understanding of critical resilience.
3. Analyze how a professional association can seek to ameliorate a history of oppression by placing human rights at the center of the organization.

🗨️ Speakers



Nataka Moore, Psy.D.
Professor, Licensed Clinical Psychologist
Adler University



Melissa Morgan, Ph.D.
Professor and Associate Chair
Adler University



Arpana Inman, Ph.D.
Dean
GSAPP, Rutgers University

11:30 AM

Lunch

🕒 11:30 AM - 12:30 PM, Jan 19

📍 Downstairs / Chaco Ballroom

In-Person

12:45 PM

Relational Leadership in a Time of Polarization: A HOPEful Pathway Forward (1.25 CEU)

🕒 12:45 PM - 2:00 PM, Jan 19

📍 Zuni North

In-Person

Virtual

In a time of polarization, fractionation, and marginalization, health service psychology has a critical opportunity to provide leadership in effecting a radical restoration to individuals and communities. This workshop will provide a framework (the HOPE Model of Relational Leadership) for uniting relationships and communities. Specific attention is given to both domestic and international contexts. Presenters will utilize real-world narrative-based experiences to demonstrate the utility of the HOPE model, which converges cultural humility, emotional intelligence, and beliefs/values. Highlighted will be leadership strategies amidst fractionation in various contexts: race and ethnicity, SES, spirituality, professional standing, age, family systems, and various worldviews.

Participants will find useful principles and applications for the following settings and contexts: 1) Professional Leadership; 2) Community Leadership; and 3) Personal Contexts.

1.3 - Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.

Intermediate Level Course / Useful for psychologists with limited experience in this field

Bordas, J. (2012). *Sala, Soul, and Spirit: Leadership for a multicultural age. New approaches to leadership from Latino, Black, and American Indian communities*. Berrett-Koehler Publishers, Inc.

Bordas, J. (2013). *The power of Latino leadership: Culture, inclusion, and contribution*. Berrett-Koehler Publishers.

Ely, Robin J; Roberts, Laura Morgan. (2008). Shifting frames in team-diversity research: From difference to relationships. In A.P. Brief (Ed.), *Diversity at work* (pp. 175-201). Cambridge University Press.

Greaves, J. & Bradberry, T. (2009). *Emotional Intelligence 2.0*. TalentSmart.

Hook, J. N., Davis, D. E., Owen, J., & DeBlaere, C. (2017). *Cultural humility: Engaging diverse identities in therapy*. Washington, DC: American Psychological Association.

Hook, J. N., Davis, D. E., Owen, J., Worthington, E. L., & Utsey, S. O. (2013). Cultural humility: Measuring openness to culturally diverse clients. *Journal of Counseling Psychology, 60*, 353-366.

Northouse, P. (2019). *Leadership: Theory and practice*. Sage Publications, Inc.

Owen, J., Tao, K. W., Drinane, J. M., Hook, J., Davis, D. E., & Kune, N. F. (2016). Client perceptions of therapists' multicultural orientation: Cultural (missed) opportunities and cultural humility. *Professional Psychology: Research and Practice, 47*, 30-37.

Schlund, Michael W; Brewer, Adam T; Richman, David M; Magee, Sandy K; Dymond, Simon. (2015). Not so bad: avoidance and aversive discounting modulate threat appraisal in anterior cingulate and medial prefrontal cortex. *Frontiers in Behavioral Neuroscience, 142*. DOI:10.3389/fnbeh.2015.00142

Tervalon, M. & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical

distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved*, 9, 117-125.

Western, S., & Garcia, É.-J. (2018). *Global leadership perspective: Insights and analysis*. Sage Publications, Inc.

Learning Objectives

Participants will be able to:

1. Apply the HOPE Relational Leadership model to professional contexts to improve relationships with students, colleagues, and clients
2. Consider the HOPE Relational Leadership model in its application to community contexts, both domestic and international.
3. Assess the utility of incorporating HOPE Relational Leadership model into one's personal life

Speakers



David Cimborra, Ph.D.

Executive Dean
George Fox University



Norlan Hernández, Ph.D.

Director, Jesse Miranda Center for Hispanic Leadership; Founder and President, Faithful Teachings, Inc.
Vanguard University

Relationship in Student Remediation: Restoring Hope and Fostering Growth (1.25 CEU)

🕒 12:45 PM - 2:00 PM, Jan 19

📍 Zuni South

In-Person

Virtual

To support doctoral students developing the profession-wide competencies, our doctoral training program recognizes the importance of four fundamental dimensions of academic performance, also referred to as core domains: Critical Thinking, Ethics, Professionalism and Interpersonal Functioning. In this workshop we will examine how two of these core domains, Professionalism and Interpersonal Functioning, guide and support our remediation processes for Trainees Identified with Problems of Professional Competence (TIPPC; Vacha-Haase et al., 2019). Our distinct identity as a PsyD training program for counseling psychologists means that counseling psychology values like growth toward full potential and communitarian training (Scheel, et al. 2018) are reflected in our remediation practices. One overarching goal of the training program and the remediation process is to create resilient interpersonal relationships with our students that can serve as bridges to learning how to navigate challenges or crises students experience during their graduate school years. Utilizing a communitarian training perspective (Johnson, et al. 2014) with competency remediation may help to repair relational ruptures and facilitate a clear path to good standing.

To that end, we use remediation as a platform to restore the student to good standing as well as to facilitate rebuilding relationships and/or strengthen a trainee's professional skills. For most remediation plans we ask our students to reflect on what happened, the factors involved, what they do differently. This is meant to be a restorative process where the student demonstrates accountability in the context of the value and strengths they bring to the program as recognized and articulated by the faculty.

1.3 - Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.

Intermediate Level Course / Useful for psychologists with limited experience in this field

Johnson, W.B, Barnett, J.E., Elman, N.S., Forrest, L., Schwartz-Mette, R. & Kaslow, N. (2014). Preparing trainees for lifelong competence: Creating a communitarian training culture. *Training and Education in Professional Psychology*, 8, 211-220. <http://dx.doi.org/10.1037/tep0000048>

Scheel, M. J., Stabb, S. D., Cohn, T. J., Duan, C., & Sauer, E. M. (2018). Counseling psychology model training program. *The Counseling Psychologist*, 46(1), 6-49.

Vacha-Haase, T., Elman, N. S., Forrest, L., Kallaugher, J., Lease, S. H., Veilleux, J. C., & Kaslow, N. J. (2019). Remediation plans for trainees with problems of professional competence. *Training and Education in Professional Psychology*, 13(4), 239-246. <http://doi.org/10.1037/tep0000221>

Learning Objectives

Participants will be able to:

1. Recognize how a student remediation plan can be used to facilitate relationships and/or relational repair.
2. Summarize how the use of a rigorous self-reflective model of remediation promotes student growth in regard to how to step beyond bias, fear, or lack of understanding to the more empathic and collaborative stance of a professional psychologist.
3. Apply the values of counseling psychology to promote a successful remediation process and increase trainee competence in core domains of Professionalism and Interpersonal Functioning

🗣️ Speakers



Signe Nestingen, Psy.D.

Clinical Director
Saint Mary's University of Minnesota



Ashley Sovereign, Psy.D.

Program Director
Saint Mary's University of Minnesota



Andrew John, Psy.D.

Practicum Director
Saint Mary's University of Minnesota

Restorative Justice and Peace-Making Approaches (1.25 CEU)

🕒 12:45 PM - 2:00 PM, Jan 19

📍 Acoma Ballroom

In-Person

Virtual

Restorative justice approaches have been garnering interest and implementation efforts worldwide as an alternative to criminal or retributive justice that focuses on punishment of the offenders (Asadullah & Morrison, 2021; Shapland et al., 2011; Van Ness & Heetderks, 2014). Restorative justice approaches aim to engage offenders and victims in dialogue about the events that transpired to promote mutual understanding, accountability on the part of the offender, and potential for restitution or agreement that could benefit the victim directly. Unique features of this approach are intended to promote healing for all involved. Some scholars and practitioners have linked this approach to Indigenous Tribes' and First Nations' practice of peace making circles (Elliott & Gordon, 2005). This practice brings affected members of the community into a circle to discuss the situation, propose and discuss some ways to move forward with or without restitution, and develop mutual agreement and commitment about next steps from all involved. At the core of this practice is respect for all members of the community and the desire for healing and collaboration (Elliott & Gordon, 2005; Gerkin, 2009).

Narrative accounts, case studies, and emergent research suggest that this approach is effective in promoting healing, reducing recidivism, and increasing satisfaction with law enforcement or other criminal justice systems (Sherman et al., 2005; Shapland et al., 2011). Recent initiatives have implemented restorative justice approaches in schools to respond to student conflicts and other incidents (Elliott & Gordon, 2005; James & Hetzel-Riggin, 2022; Rodrigues, 2007). This presentation will overview the general framework of restorative justice interventions, will discuss some challenges to successful implementation of these interventions, and will offer some recommendations and future directions.

1.3 - Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.

Intermediate Level Course / Useful for psychologist with limited experience in this field

Asadullah, M., & Morrison, B. (2021). "Communities are not at the periphery, rather they are at the centre of Restorative Justice in BC": An inquiry into the praxis of Restorative Justice in British Columbia, Canada. *Contemporary Justice Review*, 24(2), 172–196.

Elliott, E., & Gordon, R. (Eds.). (2005). *New directions in restorative justice: Issues, practice, evaluation*. Willan Publishing.

Gerkin, P. M. (2009). Participation in Victim—Offender Mediation: Lessons Learned From Observations. *Criminal Justice Review*, 34(2), 226–247.
<https://doi.org/10.1177/0734016808325058>

James, S., & Hetzel-Riggin, M. D. (2022). Campus Sexual Violence and Title IX: What is the Role of Restorative Justice Now? *Feminist Criminology*, 17(3), 407–420.
<https://doi.org/10.1177/15570851211062643>

Rodriguez, N. (2007). Restorative Justice at Work: Examining the Impact of Restorative Justice Resolutions on Juvenile Recidivism. *Crime & Delinquency*, 53(3), 355–379.

<https://doi.org/10.1177/0011128705285983>

Shapland, J., Robinson, G., Sorsby, A., & Sorsby, A. (2011). *Restorative justice in practice: Evaluating what works for victims and offenders*. Willan Publishing.

Sherman, L. W., Strang, H., Angel, C., Woods, D., Barnes, G. C., Bennett, S., & Inkpen, N. (2005). Effects of face-to-face restorative justice on victims of crime in four randomized, controlled trials. *Journal of Experimental Criminology*, 1(3), 367–395.

<https://doi.org/10.1007/s11292-005-8126-y>

Van Ness, D. W., & Heetderks, S. K. (2014). *Restoring justice: An introduction to restorative justice*. Taylor & Francis Group.

Wallis, P. & T., Wallis, P., & Tudor, B. (2007). *The pocket guide to restorative justice*. Jessica Kingsley Publishers.

Learning Objectives

Participants will be able to:

1. Summarize key features and elements of restorative justice practices.
2. Analyze the importance of respect, collaboration, and mutual agreement in peace making.
3. List some potential pitfalls to successful implementation of restorative justice programming.
4. Apply restorative justice framework to higher education program policies and procedures.

Speaker





Lyuba Bobova, Ph.D.

Associate Department Chair
Adler University

2:15 PM

Women's Issues Committee

 2:15 PM - 3:15 PM, Jan 19

 Zuni North

In-Person

Virtual

The agenda for the WIC meeting will include an introduction of members, a review of current projects, and a discussion to identify needs for women within the NCSPP community. Attendees are encouraged to contribute to current projects which include a survey to identify student needs and a women in academia mentorship program.

Speaker



Linda Baum, Ph.D.
Director of Clinical Training
Regent University

3:30 PM

Sexual Orientation and Gender Diversity Committee / Supporting NCSPP LGBTQ+ students, staff, and faculty to flourish during challenging times

🕒 3:30 PM - 4:30 PM, Jan 19

📍 Zuni South

In-Person

Virtual

The first part of the presentation will review some of the intersectional challenges facing diverse LGBTQ+ members of doctoral psychology program communities (i.e., students, staff, and faculty), including the impacts of societal and institutional heterosexism and cisgenderism, as well as other forms of oppression such as racism, ableism, classism, etc. The second portion of the presentation will discuss various forms of support as well as tools for self-care, followed by a facilitated discussion of best practices to support members of this community.

Speakers



Konjit Page, Ph.D.
Professor of Psychology
Fielding Graduate University



Michelle Montagno, Psy.D.
Associate Professor
University of San Francisco

6:00 PM

Reception

🕒 6:00 PM - 7:00 PM, Jan 19

📍 Tesuque Ballroom

In-Person

Reception prior to the dinner-dance.

7:00 PM

Dinner-Dance

🕒 7:00 PM - 11:00 PM, Jan 19

📍 Zuni Ballroom

In-Person

A black and white themed event with dinner and a dance floor, music and entertainment provided by a local DJ.

Guests are confirmed through a purchase of ticket.

Fri, Jan 20, 2023

7:00 AM

Breakfast

🕒 7:00 AM - 8:00 AM, Jan 20

📍 Chaco Ballroom

In-Person

8:00 AM

Student Delegates Address

6:00 AM

Student Delegates Address

🕒 8:00 AM - 8:20 AM, Jan 20

📍 Tesuque Ballroom

In-Person

Student delegates address the attendees of the conference.

👤 Speakers



Veronique Thompson, Ph.D.

Director of Diversity, Equity, and Inclusion
The Wright Institute



Gina Chavez

Student Delegate
Xavier University



Liberty Kinder

Student Delegate
Marshall University



Darya Magidi

Student Delegate
University of La Verne



Jessica McCarrick

Student Delegate
CSPP / Alliant International University



Erica Medina

Student Delegate
Michigan School of Psychology



Reilly Ruechel

Student Delegate
Wisconsin School of Professional Psychology



Caroline Wojtas

Student Delegate
La Salle University

8:30 AM

Radical Hope Among People of Color: Theory, Research, and Practice (1.25 CEU)

🕒 8:30 AM - 9:45 AM, Jan 20

📍 Tesuque Ballroom

In-Person

Students

Virtual

In this presentation, I will outline a psychological model of radical hope, which involves the belief in the collective capacity contained in Communities of Color to contribute to the creation of a better, more egalitarian future. Theoretical and empirical findings will be presented to support the power of resisting racism, embracing racial pride, valuing individual and collective self, living with purpose, and envisioning possibilities in fostering radical hope. This form of hope is needed to provide meaning in the face of horrific degradation of our humanity and in our ability to work toward collective justice. With the understanding that collective hope contributes to personal and community healing, I will end the presentation with recommendations for psychologists to incorporate radical hope into course content, individual and group therapy, and community outreach.

1.3 - Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.

Intermediate Level Course / Useful for psychologists with limited experience in this field

Alvarez, A. N., Liang, C., & Neville, H. A. (Eds.). (2016). Contextualizing the cost of racism for people of color: Theory, research, and practice. American Psychological Association.

Comas-Díaz, L., Nagayama Hall, G., & Neville, H. A. (2019). Racial trauma: Theory, research, and healing: Introduction to the special issue. *American Psychologist* 74(1), 1-5.
<https://doi.org/10.1037/amp0000442>

French, B. H., Lewis, J. A., Mosley, D. V., Adames, H. Y., Chavez-Dueñas, N. Y., Chen, G. A., & Neville, H. A. (2020). Toward a psychological framework of radical healing in communities of color. *The Counseling Psychologist*, 48(1), 14-46. <https://doi.org/10.1177/0011000019843506>

Learning Objectives

Participants will be able to:

1. Describe core tenets of radical hope
2. Discuss empirical research supporting key aspects of radical hope
3. Identify ways to promote personal and collective radical hope in teaching, therapy, and outreach

🗨️ Speaker



Helen Neville, Ph.D.

Professor, Educational Psychology / African American Studies
University of Illinois Urbana-Champaign

10:00 AM

Reaffirming and Revising of the NCSP Model of Training (1.25 CEU)

🕒 10:00 AM - 11:15 AM, Jan 20

📍 Tesuque Ballroom

In-Person

Virtual

[The National Council of Schools and Programs of Professional Psychology \(NCSP\) Model \(Peterson, R. L., et al.\) was published in 1997. Since that time, there has been some rearticulation of the model, elucidation of specific NCSP competency areas, and a small number of articles in an exchange regarding criticism levied by one of NCSP's founders \(Peterson, R. L., et al., 2015; Kenkel and Peterson, 2009; Peterson, R. L., 2004; Crossman, et al., 2004; Peterson, D. R., 2003; Kenkel et al., 2003\). Examining NCSP conference topics](#)

during this past quarter century reveals continuous attention to some of the core competency elements of the educational model (relationship, intervention, assessment, research and evaluation, consultation and education, and management and supervision), and considerable attention to “the social nature of professional psychology” (Peterson, R. L., et al., 1997, p. 383) including social responsibility, diversity, gender, sexual orientation, and disability. An enduring and brilliant feature of the model is expressed through “a broadened view of psychology, with a flexible epistemology, multiple ways of knowing, and a delineation of how practitioners doing practice remain local clinical scientists doing disciplined inquiry” (Peterson, R. L., et al., 2015, p. 517). Our application of science is derived from a deep commitment to cultural humility, reflective practitioner activity, competency-based training and education, and socially relevant and contextual conceptions informing our work activities.

Though the model continues to have relevance to our programs, there are a variety of elements that warrant review. We will present innovative approaches to education, training, and research that might serve to suggest how we update our educational model. This presentation will serve to address a number of issues that are currently of concern to NCSPP members. Doing so we will:

1. review some of the accomplishments and reaffirmations concerning the NCSPP model over the past 25 years
2. attempt to differentiate ourselves as doctoral practitioners within the larger universe of health service psychology
3. consider what competencies have been embraced by our programs in promoting education and training and what competencies have not been as well addressed
4. consider the colonization of the curriculum and educational processes as a necessary aid in developing more broadly articulated conception of cultural; advocacy, public policy and social justice; and research competencies
5. address the importance of focusing community needs and our students capacity to address communities more broadly
6. consider some contemporary approaches and strategies for moving forward.

1.2 - Program content focuses on ethical, legal, statutory or regulatory policies, guidelines, and standards that impact psychological practice, education, or research.

Intermediate Level Course / Useful for psychologists with limited experience in the field

Peterson, R. L., Peterson, D. R., Abrams, J. C., Stricker, G., & Ducheny, K. (2015). Training in clinical psychology in the United States: Practitioner model. In J. D. Wright (Ed.), *International Encyclopedia of the social and behavioral sciences*, (2nd ed, Vol. 24, pp. 517-523). Oxford: Elsevier.

Ertl, M. M., Agiliga, A. U., Martin, C. M., Taylor, E. J., Kirkinis, K., Friedlander, M. L., Kimber, J. M., McNamara, M. L., Paziienza, R. L., Cabrera Tineo, Y. A., & Eklund, A. C. (2020, April 9). “Hands-On” Learning in a health service psychology doctoral program through social justice consultation. *Training and education in professional psychology*. Advance online publication. <http://dx.doi.org/10.1037/tep0000311>

Collins, S. E., Clifasefi, S. L., Stanton, J., LEAP Advisory Board, Straits, K. J., Gil-Kashiwabara, E., Espinosa, P. R., Ncasio, A. V., Andrasik, M. P., Hawes, S. M., Miller, K. A., Nelson, L. A., Orfaly, V. E., & Duran, B. M. (2018). Community-based participatory research (CBPR): Towards equitable involvement of community in psychology research. *American Psychologist*, 73(7), 884-898.

Abe, J., Grills, C., Ghavami, N., Xiong, G., Davis, C., & Johnson, C. (2018). Making the invisible visible: Identifying and articulating culture in practice-based evidence. *American Journal of Community Psychology* 62, 121-134.

Learning Objectives

Participants will be able to:

1. review some of the accomplishments and reaffirmations concerning the NCSPP model over the past 25 years
2. differentiate NCSPP educated doctoral practitioners within the larger universe of health service psychology
3. consider competencies that have been embraced by our programs in promoting education and training and competencies that have not been as well addressed
4. consider de-colonization of the curriculum and educational processes as a necessary aid in developing a more broadly articulated conception of cultural; advocacy, public policy and social justice; and research competencies

5. [address the importance of focusing on community needs and our students' capacity to address communities more broadly](#)
6. [consider some contemporary approaches and strategies for moving forward.](#)

🗣️ **Speakers**



Gilbert Newman, Ph.D.

Vice President for Academic Affairs
The Wright Institute



Diana Concannon

Associate Provost/Dean
Alliant International University



Jude Bergkamp

PsyD Program Chair
Antioch University Seattle

11:30 AM

Accreditation Committee / CoA

🕒 11:30 AM - 12:15 PM, Jan 20

📍 Tesuque Ballroom

In-Person

Virtual

This session will focus on the status on accreditation.

🗣️ **Speaker**



Stephen Lally, Ph.D.

Professor
The Chicago School of Professional Psychology

12:15 PM

Box Lunch

🕒 12:15 PM - 12:30 PM, Jan 20

📍 Breezeway

In-Person

A box lunch will available to attendees.

12:30 PM

Business Meeting

🕒 12:30 PM - 1:30 PM, Jan 20

📍 Tesuque Ballroom

In-Person

Virtual

The NCSPP Executive Committee will address the business of NCSP and NCSPP President Leihua Edstrom will adjourn the NCSPP 2023 Mid-Winter Conference.

📌 Speakers



Leihua Edstrom

Professor of Psychology
George Fox University



Gilbert Newman, Ph.D.

Vice President for Academic Affairs
The Wright Institute



Ryan Sharma, Psy.D.

Director of Clinical Training
California Lutheran University



Linda Baum, Ph.D.

Director of Clinical Training
Regent University



Jude Bergkamp

PsyD Program Chair
Antioch University Seattle



David Sitzer, Ph.D.

Department Chair
The Chicago School of Professional Psychology



Konjit Page, Ph.D.

Professor of Psychology
Fielding Graduate University