

35th Annual Great Lakes Regional Counseling Psychology Conference



Hosted by:
**Ball State's Department of Counseling Psychology, Social
Psychology and Counseling**

[Great Lakes](#)

Greetings:

Welcome to the 2024 Great Lakes Regional Counseling Psychology Conference! On behalf of Ball State University's (BSU) Department of Counseling Psychology, Social Psychology & Counseling, we are happy that you are here!

The concept of regional counseling psychology conferences was the initiative of then-SCP President James C. Hurst during the third National Counseling Psychology Conference in 1987. He envisioned multiple small conferences across the US, allowing students the opportunity to gather with nearby peers and exchange ideas. The first conferences were held in 1988; in the Indiana/Michigan/Ohio region the first conference was hosted at The Ohio State University. BSU then hosted the 1989 one here in Muncie. Our region has hosted Great Lakes continuously, until COVID stopped us in 2020. The conference has played a role in the professional development of countless graduate and undergraduate students since 1988; for many students, Great Lakes was their first opportunity to give a conference presentation. BSU is excited to be hosting the first in-person regional conference since COVID.

Over the years, the Great Lakes conference organizers have invited many of the SCP Presidents as the keynote speaker; students were afforded the opportunity to meet the President in an informal setting. We continue that tradition with current President Helen Neville as the keynote speaker. In addition, we look forward to the wisdom shared by invited speakers Barbara Wolf and Charlene Alexander.

We are honored that the Society of Counseling Psychology, Division 17 of the American Psychological Association, has graciously sponsored the conference (and assisted us with CE for our preconference workshops).

Finally, thank you to the following individuals or entities:

- Bracken Library and BSU Alumni Center staff for allowing us to use their beautiful spaces;
- Rachel Pleasant, former Graduate Admissions Coordinator, for designing our logo;
- Elm Street Brewing Company for allowing us to use their space for our Friday social; and
- The American Board of Professional Psychology, ScreenBroidery, Quality Logo Products, and Bess Raines for providing our "Swag."



Friday, April 12th

Registration table/Check-in: Outside of BL L82A

9:00 a.m. – 12:15 p.m.	
BL L82A	<p>Pre-Conference Workshop: Working with Interpreters in Integrated Healthcare: Best Practices, Ethical Considerations, and Barriers to Care</p> <p>Presenters: Nathan Walters, Ph.D., HSPP, Jane Pauley Community Health Center, Alejandra Valdes, B.A., Ball State University</p> <p>Description: The workshop will consist of three parts. We will provide up-to-date research on best practices and common approaches for working with interpreters in primary care. This will include discussion of cultural competency and need for language services in behavioral health. The second portion will include an interactive presentation regarding common interpreter systems, and the relative barriers of each. Lastly, the final portion will include discussion of applicability, feasibility, and ethical concerns in utilizing interpreters in integrated healthcare.</p>
BL L82B	<p>Pre-Conference Workshop: All Things to Know About Academic Health Psychology</p> <p>Presenter: Dr. Barbara Wolf, Ph.D., Michigan State University</p> <p>Description: Participants will be introduced to Health Psychology and specifically our place in academic medicine. Interactive and informative, topics will include Integrative Primary Care Models of Care, the Biopsychosocial Model in Medicine as well as delving into Medical Culture and Medical Education. Case studies will be included to explicate common services we provide. Well-Being initiatives within medicine will be included, with experiential activities.</p>

12:00 – 12:50 p.m.	
BL 201	<p>Symposium: Roles and Responsibilities of a Counseling Psychologist in Integrated Care</p> <p>Chair: Ryan A. Hess, Ph.D., VA Northern Indiana Health Care System</p> <p>Co-Chair: Jared Rensberger, Ph.D., VA Northern Indiana Health Care System</p> <p>Description: The proposed symposium will explore the roles and responsibilities that a counseling psychologist can have at a Veterans Affairs (VA) hospital. In this integrated care setting, collaborative and coordinated treatment is essential for optimal outcomes. The VA helped to pioneer integrated care, and VA facilities often include providers from diverse backgrounds. During treatment team meetings at the VA, it is common for medical doctors, nurses, social workers, physical therapists, nurse practitioners, dietitians, speech pathologists, occupational therapists, chaplains, vocational rehabilitation specialists, peer support specialists, and psychologists to discuss treatment options. Counseling psychologists, with their training in advocacy, diversity, and help-seeking are uniquely poised to make valuable contributions to treatment team meetings. Additionally, the principles of collaboration and de-stigmatization enable counseling psychologists to be agents of change and to empower their patients.</p> <p>In addition to clinical responsibilities, a counseling psychologist can have many other</p>

	<p>roles at a VA hospital. These roles can include providing supervision, offering consultation services, and teaching opportunities. The strengths-based approach and attention to cultural considerations that counseling psychologists employ make them valuable contributors to interdisciplinary settings such as VA hospitals. In these diverse roles, counseling psychologists are able to extend their impact and can make positive changes to larger systems. The proposed symposium will examine the impact and influence counseling psychologists can have at integrated care settings, not just with their patients but on interdisciplinary teams and on systems and policies.</p> <p>Presentation 1: Responsibilities of a Counseling Psychologist at a Veterans Affairs (VA) Hospital Presenter: Ryan A. Hess, Ph.D., VA Northern Indiana Health Care System Description: The training of a counseling psychologist places an emphasis on the issues of advocacy, empowerment, and diversity. This training prepares the individual to contribute to integrated health care settings. The current presentation examines the many responsibilities that a counseling psychologist can have at a VA hospital. Specifically, the responsibilities of patient care, collaboration on treatment teams, supervision of practicum students, and provision of consultation services will be discussed. Additionally, the presentation examines how a counseling psychologist strives to uphold the values of a strengths-based, de-stigmatized approach to mental health that encourages help-seeking and strives to decrease barriers to care.</p> <p>Presentation 2: Role of a Neuropsychologist in an Integrated Healthcare Setting Presenter: Jared Rensberger, Ph.D., VA Northern Indiana Health Care System Description: This presentation will provide information on the role of a Neuropsychologist in an integrated health care setting. Topics will include a description of day-to-day responsibilities, communication and collaboration with professionals from other medical specialties, navigating team dynamics, addressing potential barriers, crisis intervention, caregiver support, advocating for client needs and recommendations, providing empathic and nonjudgmental feedback of results to clients and their families, and diversity and cultural considerations.</p>
BL 215	<p>Roundtable: EPPP, EPPP2, and ABPP for Counseling Psychologists Lead Presenter: Sharon Bowman, Ph.D., Ball State University Description: The rules are changing in regard to preparation for licensure as a psychologist. There has been significant confusion about the relationship between the EPPP and the EPPP2, and who is expected to take the latter exam. As of January 1, 2026, all jurisdictions will require the EPPP2 as part of the licensure process. In addition, pressure is increasing on licensed psychologists to become board certified in a specialty area (e.g., counseling psychology, group, couples and family psychology). Yet, this final step in the stages of professionalization is not often discussed. This roundtable will give attendees an opportunity to discuss these changes and how they affect future credentialing. The roundtable leader is a former member of the Indiana licensure board, and current President Elect of the American Board of Professional Psychology.</p>
BL 301	<p>Roundtable: Supporting International Counseling Trainees: Addressing Burnout at Organizational and Systemic Levels Lead Presenter: Hyun Ji Yi, B.A., The University of Iowa</p>

	<p>Co-Presenters: Jiyoung Shin, M.A., The University of Iowa Jahnvi Pandya, M.A., The University of Iowa</p> <p>Description: The percentage of international students receiving psychology doctorate degrees in the U.S. has been continuously increasing; 6.1% in 2003, 7.8% in 2013, and 8.4% in 2022 (National Science Foundation [NSF], 2013; NSF, 2023). In 2022, 7.5% of counseling and applied doctorate recipients were international students (NSF, 2023), which is higher than the 3.3% of international students among clinical psychology doctoral recipients in the same year. Previous researchers have identified challenges experienced by international counseling trainees, including language proficiency issues, struggles with cultural adjustments, limited understanding of Western approaches to mental health, concerns about being seen as incompetent (Garrison et al., 2022; Lee et al., 2022). Due to the unique challenges that international counseling trainees may face, they may be vulnerable to dropout throughout their training experience.</p> <p>Objective: To support international counseling trainees, it is important to explore how to prevent or address their burnout at an organizational and systemic level. Therefore, in this roundtable discussion, we aim to discuss interventions or approaches to address their burnout.</p> <p>Synopsis: The presenters aim to briefly explain the types of therapist burnout and the struggles faced by international counseling trainees during their practicum experiences for five minutes. Following this, the presenters plan to allocate 25 minutes to discuss the questions listed below:</p> <ol style="list-style-type: none"> 1. How can institutions, programs, supervisors, and faculty provide better support to prevent or address burnout among international counseling trainees? 2. How can systemic changes within the field of counseling reduce the risk of burnout among international counseling trainees?
BL L82A	<p>Roundtable: Cultural Determinants of Health for International Students</p> <p>Lead Presenter: Tawanda M. Greer-Medley, Ph.D., Cleveland University</p> <p>Co-Presenters: Fahimeh Asadi, M.S., Cleveland University, Donald Walker, M.A., Cleveland University, Jessica Moore, M.Ed., Cleveland University</p> <p>Description: International students in U.S. universities face a multitude of stressors that significantly impact their academic and personal lives. Beyond the challenges of being away from home, navigating complex visa regulations, and managing financial constraints, these students also grapple with language barriers, cultural adaptation, and potential discrimination. The disconnection from familiar cultural and social support systems often leads to loneliness and anxiety, while adapting to educational and cultural environments. For instance, visa uncertainties, coupled with strict academic requirements, can trigger constant anxiety about their futures. Furthermore, financial challenges, exacerbated by limited work opportunities and currency differences, add to their burdens. These stressors can severely impact the student's mental health and academic achievements, making their university experience uniquely challenging. In the context of these multifaceted stressors, access to and efficacy of resources available to international students is of paramount importance on college campuses. However, limited research exists on the cultural determinants of health for international students in the U.S. This gap underscores the need for comprehensive research aimed at identifying the unique needs of international students and developing targeted interventions. The proposed roundtable discussion will emphasize types of psychosocial stressors commonly faced by international students, both graduate and undergraduate. We will further target the discussion not only around needs of international students, but also potential strategies to address</p>

12:00 – 12:50 p.m.	
	those needs on campuses and ways to further research and areas of practice (e.g., mental health and help-seeking).
BL L82B	<p>Roundtable: Fostering Insight Together: Integrating Team Reflexivity into Counseling Health Psychology Research</p> <p>Lead Presenter: Millicent Cahoon, M.A., University of Louisville</p> <p>Co-Presenter: Deanna Robertson, M.A., University of Louisville, Amanda M. Mitchell, Ph.D., University of Louisville</p> <p>Description: Scholars have underscored the important role that counseling psychology can continue to play in the context of behavioral health. This includes conducting culturally responsive research that seeks to dismantle health inequities (Tucker et al., 2019). To meaningfully engage in counseling health psychology research from this lens, it is crucial to incorporate reflexivity into the research process (e.g., Raque et al., 2021). Reflexivity is the ongoing process of critically examining your role, biases, and subjectivity throughout the research process (Wilkinson, 1988). While reflexivity is embedded into qualitative research approaches (e.g., Lazard & McAvoy, 2020), its relevance for quantitative approaches has been increasingly described (Jamieson et al., 2023). In addition to the individual level, reflexivity among the research team, or team-based reflexivity (Rankl et al., 2021), may be a useful practice for counseling psychologists and counseling psychologists-in-training to engage in the research process in behavioral health settings in a more intentional way. Grounded in literature on reflexivity in counseling health psychology research (e.g., Raque et al., 2021) and team-based reflexivity (Rankl et al., 2021), this roundtable will discuss the benefits of and challenges to incorporating team reflexivity into behavioral health research projects. Drawing from our experiences as students and a faculty member interested in committing more fully to team reflexivity in behavioral health settings, we hope to foster dialogue with participants about what team reflexivity might look like with multidisciplinary research teams, identify some of the challenges that might arise, and discuss what it might look like to navigate through such challenges.</p>
1:00 – 1:50 p.m.	
BL L82A	<p>Symposium: Counseling Psychologists' Role in Assessing Readiness and Supporting Access to Hormone Therapy</p> <p>Chair: Dustin K. Shepler, Ph.D., Michigan School of Psychology</p> <p>Co-Chair: Deborah J. Miller, Ph.D., Indiana University East</p> <p>Description: The most recent revision of the WPATH Standards of Care (Coleman et al., 2022) recognizes the important contributions mental health providers make in helping clients prepare for gender affirming medical care, assessing client readiness to pursue various gender affirming treatments, and communicating with medical providers regarding gender affirming treatment plans. Counseling psychologists thus serve a dual role as advocate and gatekeeper for trans and gender diverse clients seeking gender affirming services, including hormone therapy (Budge, 2015). Practicing in this capacity requires counseling psychologists to work to maintain competence; continually consider best practices; and balance competing demands, including financial, ethical, and legal considerations. In this presentation, two counseling psychologists with experience in providing services to and preparing letters of support for trans and gender diverse (TGD) adult clients review theoretical,</p>

	<p>ethical, and pragmatic considerations for working with TGD clients. Attendees will obtain a better understanding of key considerations related to the role of counseling psychologists engaged in supporting TGD clients access gender affirming care. Use of an informed consent approach to assessment and foundational recommendations for preparing documentation to support client access to gender affirming hormone therapy will be discussed.</p> <p>Presentation 1: Using an Informed Consent Model in Assessing Readiness for Hormone Therapy Presenter: Dustin K. Shepler, Ph.D., Michigan School of Psychology Description: Trans and gender diverse (TGD) adults are frequently required to seek letters of support from mental health providers prior to accessing hormone therapy (Blasdel et al., 2016). Counseling psychologists thus play a role in assessing clients' readiness to pursue hormone therapy and in communicating clients' such information to prescribers. While different models of assessing readiness exist, this program focuses on application of the "informed consent" model (Morenz et al., 2020). Attendees will gain insight into ethical and practical considerations in adopting an informed consent approach to caring for TGD adults seeking hormone therapy (Coleman et al., 2022; Florence, 2019).</p> <p>Presentation 2: Guidance on Writing Letters to Support Gender Affirming Medical Care Presenter: Deborah J. Miller, Ph.D., Indiana University East Description: While the informed consent model for gender affirming care is becoming more common, there are still circumstances in which a counseling psychologist may be asked to write a letter of support for a TGD client. For example, many insurance companies require mental health support letters before approving gender affirming treatments. Counseling psychologists should be able to competently write supportive letters without referring their clients elsewhere (Brown et al., 2020). In this session we discuss practical tips and clinical guidelines based on the latest WPATH standards of care for writing letters of support for gender affirming treatments (Coleman et al., 2022).</p>
BL L82B	<p>Roundtable: Recovery from Serious Mental Illness Through Community: The Role of Counseling Psychologists Lead Presenter: Mackenzie Jenuwin, M.A., Wayne State University Co-Presenter: Francesca Pernice, Ph.D., Wayne State University Description: Research on community-based psychosocial rehabilitation (CBSR) models for serious mental illness (SMI) has demonstrated the efficacy of these models, but a comprehensive theoretical understanding of causal mechanisms driving these outcomes is less understood. We will present a novel theory of social practice and its application within CBPR models. Key facets of social practice will be discussed, addressing common SMI outcomes such as isolation and low self-efficacy and exploring the practice's impact on internal and external motivational forces. The theory of social practice will be framed as a process that engages individuals to become active collaborators and contributors to a social environment. We will then discuss the crucial role of the counseling psychologist in bridging the gap between isolation and community integration. Psychotherapy with individuals with an SMI provides a distinct function within the context of psychosocial rehabilitation. Earlier mortality among people with serious mental illness highlights the need to address</p>

1:00 – 1:50 p.m.

isolation and loneliness, focusing on social integration and using community as therapy. The relationship between the therapist and client serves as a positive social relationship founded on mutual trust and unconditional positive regard and may be the first step in bridging the gap between social isolation and community integration. We will finish by highlighting the roles of the counseling psychologist, remedial, preventative, and developmental, and how these roles fit into recovery-oriented psychotherapy and community-based psychosocial rehabilitation.

Symposium: Treating and Preventing Eating Concerns Within a Bariatric Interdisciplinary Team

Chair: Jill Leer, Ph.D., LP, Melrose Center

Co-Chair: Jean Thaw, Ph.D., LP, Park Nicollet Bariatric Surgery and Weight Center

Description: Bariatric Surgery has been found to result in an improvement in physical health (ASMBS, 2024), quality of life, and mental health for patients with obesity (Gill et al, 2018). Counseling psychologists can take an active role in the care of these patients. In the first part of this symposium, the presenter will give a brief overview of components of psychological assessment as well as contraindications for surgery. In addition, ways to enhance working effectively within an interdisciplinary health care team will be reviewed. During the second part of this symposium, participants will gain insight into factors that impact adjustment and success following bariatric surgery. These factors can include mood disturbance, emotional eating, and body image concerns. Research related to nuances in eating disorder pathology in the bariatric surgery population and across cultures will be presented (Clark-Sienkiewicz et al., 2020). Clinical interventions for mindless eating and poor body image pathology postoperatively (Mento, et al.2021) will be reviewed. Considerations for application with diverse clientele will be highlighted (Hecht et al., 2023) and the prevention of psychological distress in this population addressed.

BL 215

Presentation 1: Evaluating Readiness for Surgery Within an Interdisciplinary Team

Presenter: Jean Thaw, Ph.D., LP, Park Nicollet Bariatric Surgery and Weight Center

Description: Psychosocial factors can significantly affect long-term outcomes of bariatric surgery, including emotional adjustment, nonadherence to postoperative lifestyle, weight loss outcomes, and co-morbidity improvement. In the first presentation, participants will learn about the recommended components of psychological assessment for bariatric surgery, with a focus on how different factors pose challenges to favorable surgical outcome (ASMBS, 2023; Sheka et al., 2019). Specific psychological contraindications to bariatric surgery will be identified, including the potential effects of eating disturbances (ASMBS, 2023; Pearl et al., 2018). Strategies to effectively communicate evaluation results and recommendations to patients within an interdisciplinary team will be discussed.

Presentation 2: Treating and Preventing Postoperative Challenges

Presenter: Jill Leer, Ph.D., LP, Melrose Center

Description: In the second presentation, clinical interventions for mood disturbance, emotional eating, and body image are discussed. A CBT model of overeating will be applied with bariatric patients. Participants will gain knowledge of the prevalence of emotional eating and eating disorder behaviors in diverse clientele (Clark-Sienkiewicz

1:00 – 1:50 p.m.	
	et al., 2020). The etiology behind overeating when under emotional distress will be discussed. Participants will learn how to identify whether a patient struggles with emotional eating and mindful eating will be presented as an intervention (Albers, 2002). Why body image struggles occur postoperatively and ways to promote a healthier body image will be discussed.
BL 301	<p>Roundtable: Building Bridges to Mental Wellness: Examining Mental Health in Arab American Communities</p> <p>Lead Presenter: Sahar Al-Tweej, M.A., Wayne State University</p> <p>Co-Presenters: Nina Brown, M.A., Wayne State University, Gabriel Delong, M.A., Wayne State University, Sarah Kiperman, Ph.D., Wayne State University</p> <p>Description: Despite ongoing endeavors within the field of psychology to address multicultural concerns and integrate multicultural competency across all domains, there persists a notable gap in specifically attending to the needs and challenges faced by the Arab American community. Therefore, it is imperative for psychologists and mental health professionals to meticulously examine these challenges and devise strategies to foster culturally sensitive interventions and enhance mental health awareness tailored to the unique requirements of Arab American individuals. Research endeavors within the Arab American community are progressively advancing within the realm of psychology. Previous studies have delved into Arab Americans' overall mental well-being and their personal encounters with mental health services. These investigations underscore that Arab Americans encounter significant stressors, including racism, discrimination, and mental health stigma. Nevertheless, few studies have delved into the factors that promote wellness, which is crucial to comprehensively address when cultivating multicultural competency. The proposed discussion aims to be structured in a manner that facilitates the exchange of insights, experiences, and the generation of actionable steps to ameliorate mental health outcomes within the Arab American community. Key areas for exploration encompass the prevalence of mental health issues, cultural determinants, barriers to accessing care, review of existing literature, available community resources and support systems, and lastly, the development of culturally sensitive approaches.</p>
2:00 – 2:50 p.m.	
BL L82A	<p>Roundtable: Practicing What We Preach: Training Considerations in Counseling and Performance Psychology</p> <p>Lead Presenter: Maria D'Ugo, M.A., Indiana University Bloomington</p> <p>Co-Presenters: Natalie Golub, M.A., Indiana University Bloomington, Kaytlyn Johnson, M.S., Indiana University Bloomington, Eli Friedman, B.A., Indiana University Bloomington, Jesse Steinfeldt, Ph.D., Indiana University Bloomington</p> <p>Description: Contemporary research efforts have explored characteristic differences in novice versus advanced consultants, and the subsequent consultee impressions in meeting the demands of clients (Guiney et al., 2020; Zibulsky, 2017). Moreno et al. (2020) challenges practitioners to explore the ways in which increased accessibility (i.e., telehealth, policy) and demand (i.e., request for services) will impact the work of mental health and performance professionals. Clinical trainees will highlight distinctions of competency (e.g., process-oriented skills, empirically validated models/tools) unique to their training context from the therapist and client perspective, the priority of these abilities (e.g., comfort with role-clarity, conflict</p>

2:00 – 2:50 p.m.

	<p>resolution tactics) across different treatment settings, and how these skills can be applied to other areas of development contributing holistically to their growth as practitioners.</p> <p>The purpose of this roundtable is to engage participants in dialogue about the training opportunities in a counseling psychology PhD program. Presenters will discuss their experiences across different training sites regarding topics such as clinical supervision, multicultural considerations, and others. Presenters intend to facilitate critical conversations and solicit perspectives from attendees on best practices and ways to improve the training experience.</p> <p>This workshop will be beneficial for those interested in graduate training, current graduate trainees, individuals pursuing certification status, and applied psychology program directors. Attendees will gain knowledge of the training opportunities available within the educational institution and the applicability/utility in future practice. The attendees will learn how to transfer the skills learned in graduate training settings to other parts of their professional and personal development.</p>
BL L82B	<p>Roundtable: Leveraging Personal Growth Orientation: Overcoming Imposter Syndrome and Expanding Professional Competencies</p> <p>Lead Presenter: Chris Ng, B.A., The University of Akron</p> <p>Co-Presenters: Yun Kai Chong, M.S., The University of Akron, Emily Ethridge, M.A., The University of Akron</p> <p>Description: This round table will introduce the concept of personal growth and how graduate students can use this framework to overcome experiences of Imposter Syndrome as well as engage more fully in their professional development. Personal growth, a core component of well-being, refers to the process of ongoing self-development (Ryff, 1989). There are several features of individuals who are actively engaged in personal growth, including openness to challenging experiences, proactiveness in the growth process, avoidance of perfectionism, and sustained motivation (Grant, 2023; Ryff, 1989). Additionally, some factors can stall growth, including Imposter Syndrome, which can distort self-appraisals related to competence and personal strengths and weaknesses. Furthermore, those struggling with Imposter Syndrome often engage in behaviors that undermine their success due to feelings of anxiety, fear of failure, and self-doubt (Clance, 1985). However, a shift toward a personal growth orientation has been shown to combat imposter syndrome (Zanchetta et al., 2020). Additionally, the roles and expected competencies of counseling psychologists are multifaceted, requiring trainees to become versatile. Psychology graduate students are faced with the stress of learning to become competent researchers, practitioners, advocates, supervisees, supervisors, consultants, and teachers. These expectations, combined with elevated rates of perfectionism, self-criticism, and Imposter Syndrome, place students in a uniquely vulnerable position. However, students who leverage a personal growth orientation are more resistant to these negative experiences and achieve greater academic success (Richardson et al., 2018; Yeager & Dweck, 2020). This discussion will aim to help students learn to leverage personal growth to unlock their potential.</p>
BL 215	<p>Symposium: Artificial Intelligence in Counseling Psychology</p> <p>Chair: Dennis Morrison, Ph.D., Morrison Consulting</p> <p>Description: Artificial Intelligence (AI) is all around us. Whether we realize it or not, all of us have used AI in one form or another. The rapid rise of ChatGPT has sparked new debate around the role of AI in our society. But what about the role of AI in Behavioral Healthcare? Does AI have a role to play here? Should it?</p>

2:00 – 2:50 p.m.

	<p>Presentation 1: How Artificial Intelligence is Being Used in Counseling and Clinical Practice</p> <p>Presenter: Dennis Morrison, Ph.D., Morrison Consulting</p> <p>Description: In this presentation, Dr. Dennis Morrison will discuss the growing role of AI in society in general, in healthcare and in behavioral healthcare and why the use of AI can lead to better care delivery and a better work life for providers. He will also discuss why the term "Augmented Intelligence" more accurately describes this technology.</p>
BL 301	<p>Roundtable: Nurturing Resilience: Religiosity/Spirituality as Protective Factors for Latinx Students at PWIs</p> <p>Lead Presenter: Samuel Gregory King, M.Ed., Purdue University</p> <p>Co-Presenter: Karabella R. Hernandez, M.Ed., Purdue University</p> <p>Description: The academic and social landscapes of predominately white institutions (PWIs) present challenges for Latinx students. PWIs struggle to foster inclusive climates, impacting Latinx students' sense of belonging and, consequently, their persistence and college completion (Hausmann et al., 2007; Liu, 2011; Museus et al., 2017; Von Robertson et al., 2016).</p> <p>Potential protective factors from negative experiences at PWIs for Latinx students may be found in their religious and spiritual practices. Latinx spirituality, a central aspect of daily interactions, is embedded in cultural values such as familismo (role, responsibility, and loyalty to family), comunidad (collective community), and personalismo (close harmonious relationships) (Triana et al., 2020). This roundtable will explore the roles religiosity and spirituality may serve in protecting Latinx students from the challenges presented by attending PWIs. We strive to unpack how these integrated pieces of identity may mitigate feelings of alienation and foster a sense of belonging. We seek to identify strategies that PWIs may adopt to better support the spiritual well-being and cultural integration of Latinx students.</p> <p>The roundtable will explore effective practices and strategies that support Latinx students' religiosity and spirituality at PWIs. We aim to engage in a discussion that critically analyzes campus environments hindering these practices. We will propose actionable steps toward creating nurturing spaces for Latinx students while drawing from personal narratives from the facilitators, scholarly research, and the broader experiences of Latinx students at PWIs. Participants will be encouraged to share their journeys and consider how spiritual practices and religious communities influence their educational paths.</p>

3:00 – 3:50 p.m.

BL L82B	<p>Presentation: From Here to There: Ohh the Places You Did Not Know You Could Go</p> <p>Speaker: Charlene Alexander, Ph.D., Ball State University</p> <p>Description: This presentation chronicles the professional journey of The Chief Strategy Officer at Ball State University, a Counseling Psychologist who started her career as an Assistant Professor in Counseling Psychology. Her journey centers on a life-long passion and commitment for ensuring student success and advising leadership on the fundamental elements of student success for all. She is also challenged with the ability to just say "No".</p>
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4:00 – 4:50 p.m.

BL L82A

Roundtable: The Effect of Media Reporting on Right Wing Authoritarian Worldwide

Lead Presenter: Lex Brown, B.S., Ball State University

Description: Increased activity from Right Wing Authoritarian (RWA) groups has become a common story in the media worldwide, stating that these groups are gaining political power and overall traction in social circles. This discussion will begin by reviewing the literature of the psychology behind RWA endorsement: the strong correlations between high endorsement of RWA and high fear of social differences that are perceived as a threat to social safety. We will then move into a conversation about the growing literature on the emotional and behavioral effects that exposure to prejudice and hate speech has on individuals, especially those of minority identities: significant increase in anxiety as well as decrease in sense in belonging. We will wrap up exploring how these effects might be reversed through resources, such as local and online support groups.

BL L82B

Roundtable: Psychology and Psychopathology: Using What's Right to Work with What's Not

Lead Presenter: Ingrid K. Weigold, Ph.D., The University of Akron

Co-Presenters: Chris Ng, B.A., The University of Akron, Hannah M. LaMack, B.A., The University of Akron, Emily T. Ethridge, M.A., The University of Akron

Description: This roundtable will focus on how therapists and clients can use positive psychology interventions (PPIs) to manage and reduce symptoms of mental disorders, as well as understand psychopathology from a holistic perspective. Counseling psychology has long had a strong focus on optimal functioning and other aspects of positive psychology in the therapeutic context (e.g., Magyar-Moe & Lopez, 2008). A wide range of PPIs have been developed for use in the therapeutic context, and meta-analyses of these interventions have consistently evidenced moderate, positive effects of PPIs on well-being, as well as moderate to large, negative effects of PPIs on depression, anxiety, and severe mental disorders (Boiler et al., 2013; Carr et al., 2021; Geerling et al., 2020). Additionally, these interventions have been successfully used with different client populations, such as adolescents and prison inmates (Park & Peterson, 2008; Huynh et al., 2015). Finally, researchers have called for further examination of available PPIs and the development of culturally sensitive PPIs for use with demographically diverse populations, including gender and sexual minorities, racial and ethnic minorities, and people in different parts of the world (Jeglic et al., 2016; Job & Williams, 2020; Zwolinski, 2011).

The roundtable will begin with a brief discussion of participants' understanding of what positive psychology is and how related interventions might effectively ameliorate psychological distress. The remainder will focus on participants' use of PPIs, particularly with clients from diverse populations and with severe psychopathology, with the goal of fostering insight into available PPIs and their use across client populations.

BL 215

Symposium: Multi-Tiered Systems of Support (MTSS) in Rural Schools

Chair: Vedant Desai, M.A., M.S., Ball State University

Description: Multi-Tiered Systems of Support (MTSS) is a framework that addresses all students' behavioral and academic needs in schools (Hatch et al., 2019). Studies have shown the effectiveness of MTSS as a school-wide approach, especially in elementary schools, particularly for behavior change. MTSS is a tiered (Tier 1, 2, & 3) systems approach and intensive interventions. Tier 1 is a universal support and core

	<p>instruction for all students received in the classrooms. Students identified through the use of data receive Tier 2 interventions, such as small groups, while Tier 3 interventions provide intensive individual support for a few students (Hatch et al., 2019).</p> <p>Rural schools face unique challenges in implementing MTSS-based interventions. These challenges are notably financial constraints and limited staff with sufficient training (Frank-Webb & Michalopoulou, 2021; Pierce & Mueller, 2018). Furthermore, these challenges are exacerbated in rural school districts serving underrepresented linguistic, ethnic, or racial communities where lack of cultural responsiveness is a crucial concern (Hoover & Soltero-González, 2018). Understanding ways in which we can implement strategies to navigate through these concerns and implement MTSS in rural schools through novel proposals like the data-driven ABC guidelines in adapting MTSS to rural schools is something that has been briefly discussed in previous studies (e.g., Pierce & Mueller, 2018).</p> <p>By aiming to close the gap between MTSS interventions and rural school districts, we hope to create a guide for counselors to refer to when working in rural schools, as well as open up new avenues of research.</p> <p>Presentation 1: A Review of Strategies to Implement MTSS Interventions in Rural School Districts</p> <p>Presenters: Dolphine Nashisako, Ball State University, Abigail Mensah Bonsu, Ball State University</p> <p>Description: Considering the multitude of challenges, such as resource constraints, lack of adequate training and preparation, and scarcity of cultural responsiveness in rural school districts, it is inevitable to curate a list of strategies that can help navigate these challenges to implement MTSS interventions in these communities effectively. This presentation provides an outline by disseminating the limited literature that has attempted to provide strategies to implement MTSS in rural schools in the wake of the special challenges. Furthermore, this presentation also extrapolates these strategies and recommends more prescribed methods counselors and school administrators in rural schools can follow to implement MTSS.</p>
BL 301	<p>Roundtable: Ethical Considerations for the Use of Artificial Intelligence in Mental Healthcare</p> <p>Lead Presenter: Niusha Karki, M.A., University of Louisville</p> <p>Description: In recent years, mental healthcare has evolved with advancements in Artificial Intelligence (AI), including embodied AI, Virtual Reality (VR) therapy, and predictive analytics (Fiske et al., 2019). These innovations are reshaping psychological practices, offering new avenues for assessment, intervention, and therapeutic engagement (Fulmer, 2019). As advancements in AI continue, it is important to align with the principles and standards set forth by the APA's Ethics Code (APA; 2017). Hence, we hope to utilize this roundtable to further inform and shape discussions on the ethical implications of the use of AI in mental healthcare. Embodied AI such as Woebot is increasingly gaining clinical relevance, showing positive outcomes, especially in underserved populations (Fitzpatrick et al., 2017). In children's mental health, AI robots like Kaspar have shown positive responses, especially in enhancing social skills for those with Autism Spectrum Disorder (Grossard et al., 2018). Moreover, an AI-based Decision Support System (DSS) designed to predict, detect, and diagnose mental health disorders demonstrated an 89% accuracy in detecting 10</p>

4:00 – 4:50 p.m.

disorders simultaneously (Tuntun et al., 2022). Despite some benefits, the use of AI in mental healthcare gives rise to concerns in areas like transparency, privacy, confidentiality, record keeping, data security, and the therapeutic alliance. Additionally, the use of facial recognition algorithms, has faced criticism for its potential to perpetuate bias, particularly affecting Black and Asian populations due to poor representation in source datasets (Buolamwini & Gebru, 2018). These technologies, if not carefully designed and validated, may contribute to existing disparities in mental healthcare access and outcomes.

5:30 p.m.

Social Event!

7 ROCK Brew

Saturday, April 13th

7:30 a.m.

Assembly Hall

Continental Breakfast

8:00 – 8:15 a.m.

Assembly Hall

Opening Remarks

8:20 – 9:10 a.m.

Assembly Hall

Presentation: Academic Health Psychology: The New Frontier in Medical Education

Speaker: Barbara Wolf, Ph.D., McLaren Health Care

Description: The presentation will include understanding medical culture, and how the Hidden Curriculum in medicine provides an opportunity for psychology to continue the current movement to improve medical education. Concepts of Just Culture and Psychological Safety will explicate that process.

9:20 – 10:10 a.m.

Rm 118

Roundtable: Veteran Engagement in PTSD Evidence-Based Psychotherapy: Exploring Therapeutic Readiness

Lead Presenter: Rachel Popek, B.S.

Description: Attrition rates in evidence-based psychotherapy (EBPs) for PTSD among U.S. veterans typically range from 18% to 36%, with some studies reporting rates as high as 68% (Eftekhar et al., 2020; Garcia et al., 2011). In current literature addressing these alarmingly high dropout rates, the concept of therapeutic “readiness” emerges as a prominent theme (Valenstein-Mah et al., 2022; Kehle-Forbes et al., 2022; Meis et al., 2023). However, relevant extant studies have rarely provided clear definitions or operationalized this pivotal yet ambiguous concept.

Rm 110

Roundtable: The Role of Student Organizations in Developing Student’s Identity as Counseling Psychologists

Lead Presenter: Gabriel DeLong, M.A., DTLLP, Wayne State University

Co-Presenters: Nina Brown, M.A., TLLP, Wayne State University, Sahar Al-Tweej, M.A., TLLP, Wayne State University

Description: Program-specific student organizations (PSSO) such as the Student Affiliates of the Society of Counseling Psychology (SAS-CP) can positively contribute to our professional identity as counseling psychologists and foster a sense of belonging to our university and peers. Changes in student leadership, shifting demographic identities, and program delivery (e.g., online, hybrid) may present a challenge to the

9:20 – 10:10 a.m.

	<p>success of PSSOs. This roundtable discussion aims to ignite a conversation about some of the challenges and successes students face as they develop sustainable PSSOs and provide space for participants to discuss their experiences. Discussion leaders will briefly share about their newly established PSSO, provide program-specific materials, and discuss solutions to challenges. Through the collaborative discussion model, participants will gain confidence as they move forward with PSSO, learn about creative programming, and foster relationships with other students across universities.</p>
Rm 111	<p>Roundtable: How to Thrive as Doctoral Students and Beyond: Advice from Training Directors Lead Presenter: Dustin K. Shepler, Ph.D., Michigan School of Psychology Co-Presenter: Kristin M. Perrone, Ph.D., Ball State University Description: It is no secret that the demands of doctoral training are many. Students overcome imposter syndrome, seek out training and research opportunities to hone skills, find ways to navigate the multiple demands on their time, and work to build a foundation for a successful career...all while balancing a personal life! Psychologists in training can benefit from receiving guidance and support from peers, more advanced students, and seasoned professionals. In this program, two presenters, a training director from a PhD program and a director of clinical training from a PsyD program, share advice and insights aimed at helping students thrive in doctoral training. Suggestions for planning for success as early career psychologists in academia and practice will be provided. The format of this program allows for questions and interactive discussion among attendees.</p>
Rm 112	<p>Symposium: Understanding the Neurodiversity Paradigm: A Social Justice Imperative Chair: Erynne H. Shatto, Ph.D., Austin Peay State University Co-Chair: Brian H. Peters, M.S., Austin Peay State University Description: The neurodiversity movement has highlighted the neurodiversity paradigm, or the premise that neurological differences that result in different brain styles are a natural part of variation within the human species that has evolutionary and adaptive strengths. From this perspective, neurodivergence such as autism, dyslexia, ADHD, and other brain styles are important variations in the human species rather than disorders to be cured or corrected. We explore how this view is essential for counseling psychologists to embody in the conceptualization, research, clinical work, and advocacy/social justice when working with autistic people. Regarding conceptualization, we explore the inherent strengths of the autistic brain style by describing this perspective which is an outgrowth of the social model of disability and how it contrasts with the medical model of disability. We provide a brief primer about the neurodiversity paradigm and autism as culture. We provide discussion about more affirming and respectful language that is evolving in the field to reflect this framework when describing neurominorities, as well as identifying and addressing ableism and neurotypical biases in therapy, clinical work, and research. We close by discussing counseling psychology's role in advocacy and social justice for neurominorities in school, work, and healthcare settings. We highlight how this is consistent with the evidence-based practices values of the field and the need to create a path to neurodivergent wellness.</p> <p>Presentation 1: Neurodiversity, More Than a Movement: Counseling Psychology and the Neurodiversity Paradigm</p>

Presenter: Brian H. Peters, M.S., Austin Peay State University

Description: First, we define neurodiversity and autism as culture. We compare overt autistic traits to cultural variations of socialization globally and demonstrate how the autistic community manifests its own uniqueness as a cultural group. We introduce the neurodiversity paradigm by discussing the differences between the social model of disability, from which it sprung, and the medical model of disability, which is the pervasive model used to conceptualize autistic people. We discuss how our medicalized view of autism have harmed autistic people, lead to iatrogenic treatments, and prevented an inclusive, accepting society where all brain styles have value.

Presentation 2: Affirming and Inclusive Research on Neurominorities: Counseling Psychology and the Neurodiversity Paradigm in Research

Presenter: Erynne H. Shatto, Ph.D., Austin Peay State University

Description: We discuss the importance of addressing ableism and neurotypical biases to dismantle outdated views of neurodivergence and shift toward research that focuses on enhancing quality of life, advocacy, and social justice rather than curing neurodivergence such as autism. We contrast newer models in research in which scholarship is derived from neurominority researchers and collaborations between autistic and allistic researchers to older models of research that infantilized and othered autistic people and prevented the empowerment of autistic voices.

Presentation 3: Assessment as Advocacy: Utilizing the Psychological Evaluation Process to Promote Social Justice

Presenter: Leah Walker, M.S., Austin Peay State University

Description: Autistic people are often misunderstood socially and professionally by professionals, including those providing psychological services. Additionally, autistic people often need accommodations for the ways in which their brain style may be considered disabling in environments ill-suited for their neurology. We explore how assessment is inherently an advocacy service that can promote optimal functioning by providing examinee's natural supports (family members, professionals, teachers, etc.) with strengths-based, accurate conceptualizations of the person and their needs related to services and daily modifications and accommodations.

Presentation 4: From Curing to Embracing Neurodiversity: Affirming Care for Threats to Autistic Wellness

Presenters: Kari Barnes, M.A., Austin Peay State University, Erynne H. Shatto, Ph.D., Austin Peay State University

Description: We explore the shift from the medical model to the neurodiversity paradigm within the scope of clinical care. This includes examining current standards of care from a neurodiversity affirming point of view, delineating component of affirming care, and discussing areas of clinic focus for neurominorities. This includes unique threats to their psychological wellness such as autistic burnout, suicide risk, and distress linked with the pressures neurominorities experience to "pass" or mask as neurotypical.

Presentation 5: Open Forum: Questions About the Neurodiversity Paradigm and Counseling Psychology

Presenters: Erynne H. Shatto, Ph.D., Austin Peay State University, Brian H.

9:20 – 10:10 a.m.

Peters, M.S., Austin Peay State University

Description: The presenters accept and answer questions about how counseling psychologists can engage in neurodiversity affirming work as part of the profession's values regarding social justice, diversity, equity, and inclusion. Answers are provided based on the team's work providing neurodiversity affirming care for autistic people across the life span (e.g., infant mental health, child/adolescent care, and adults) utilizing evidence-based practice and listening to autistic voices about their mental health related needs.

10:10 – 10:30 a.m.

Break

10:30 – 11:20 a.m.

Rm 118

Symposium: Masculinity in Therapy and Help-Seeking

Chair: Ethan J. Reischling, M.A., Michigan School of Psychology

Co-Chair: Jamal Ghazi, M.A., Michigan School of Psychology

Description: In this comprehensive seminar, we will explore the dynamics of men's mental health with respect to diverse cultural and gender norms and how they interact with the processes of therapy. Gaining an understanding of these dynamics can give practitioners a nuanced appreciation of the interplay between societal expectations, cultural norms, and religious beliefs. This seminar aims to provide clinicians with the knowledge and skills necessary to navigate these complexities and foster a therapeutic environment that is culturally sensitive and competent.

It will provide specific guidance for how to welcome men from traditional gender roles into the processes of therapy, foster a bond between therapist and client, and create a space which allows for vulnerability and growth. This seminar will also speak directly to how masculine norms prevent men from entering our therapy practices in the first place, and how adjusting messages can better encourage men to seek the help they need in times of distress. Finally, the insights from these topics will be further adapted to aid clinicians in working with Muslim men, who's intersecting identities can create specific challenges and opportunities.

Presentation 1: Masculinity and Help-Seeking

Presenter: Ethan J. Reischling, M.A., Michigan School of Psychology

Description: Despite increasing rates of mental illness and suicide completion, men seek help less than women. This lack of help-seeking is correlated with conformity to masculine norms like self-reliance and emotional control. Research suggests altering mental health messages to better fit masculinity promotes positive attitude change towards help seeking. This presentation aims to educate fellow psychologists on how masculinity impacts the mental health of men, creates barriers to help-seeking, and contemporary means of encouraging help-seeking in men.

Presentation 2: Therapy with "Traditional Male" Clients

Presenter: Chris Bernardo, M.A., Michigan School of Psychology

10:30 – 11:20 a.m.

Description: In my talk, I'll share my journey as a doctoral student exploring the impact of traditional male gender roles (TMGR) on men's mental health. Drawing from my research and clinical experiences, I'll discuss the challenges men face that hinder their ability to form deep, meaningful relationships. I'll offer insights into therapeutic strategies that promote emotional openness and vulnerability, challenging the TMGR to empower men towards healthier masculinity. This presentation aims to equip therapists with tools to support men in navigating the complexities of traditional masculinity, fostering a more inclusive and empathetic understanding of male identity.

Presentation 3: Understanding and Supporting Muslim Men

Presenter: Jamal Ghazi, M.A., Michigan School of Psychology

Description: This seminar will address a critical intersection of mental health, cultural identity, and traditional Muslim male gender roles. My research and clinical practice have illuminated the unique challenges faced by Muslim men in seeking mental health support, influenced by cultural expectations, religious beliefs, and cultural gender roles. These factors often contribute to a reluctance to seek help, a heightened sense of stigma, and a conflict between working through personal vulnerabilities and societal expectations of emotional restraint and self-sacrifice.

Rm 112

Symposium: Radical Hope: Implications for Research, Therapy, and Training

Chair: Helen A. Neville, Ph.D., University of Illinois at Urbana-Champaign

Description: Radical hope (RH) is a potent healing mechanism for People of the Global Majority, bridging historical wisdom with a vision for a more equitable future. This symposium extends RH research (e.g., French et al., 2023; Mosley et al., 2019) into specific areas within counseling psychology. The three presentations explore RH in diverse contexts, each offering case examples and actionable recommendations. The first reviews the theoretical underpinnings of RH and outlines qualitative and quantitative research endeavors. Two current RH projects are also discussed, one examining RH among Black mothers and the other exploring RH's role in buffering the impact of restrictions on collective autonomy on well-being. The second presentation applies RH principles to therapy, advocating RH as a therapeutic goal and empowering clients to foster community connections for collective healing. The third session focuses on integrating RH into training, offering practical strategies for course implementation and encouraging trainees to weave RH into their professional practice. Overall, these presentations advocate for developing the science of RH and in cultivating RH as a key component of healing for People of the Global Majority.

Presentation 1: Reorienting Research: Pursuing a Radically Hopeful Psychological Science

Presenters: Radia DeLuna, University of Illinois at Urbana-Champaign, Cherese Waight, University of Illinois at Urbana-Champaign

Description: Radical hope (RH), grounded in a collectivistic orientation and a sense of faith and agency, honors historical wisdom alongside imagining a more just future to facilitate healing. In this presentation, we will discuss the theoretical bases of RH and its implications in research. Specifically, we will identify qualitative research investigating how Black mothers practice RH and quantitative analysis aiming at RH scale development and exploring RH's relationship to measures of autonomy and well-being among women of color. Finally, we will highlight how further study of RH can reveal strategies for mitigating the harmful effects of oppressive systems.

10:30 – 11:20 a.m.

	<p>Presentation 2: Fostering Radical Hope in Therapy Presenters: Salman Safir, M.A., University of Illinois at Urbana-Champaign, Whitney Clarke, University of Illinois at Urbana-Champaign Description: RH has implications for therapy goals, process, and treatment planning. The principles of RH may impact intake, diagnosis, and termination. Using case examples, we discuss how RH can be a goal of therapy and an essential component of healing. The RH framework can serve as a guide in treatment planning, to attend to clients' view of time and notions of individual and collective approaches to facilitate healing. In terms of treatment, clients can be empowered to use this collective orientation to build community connections that allow for the transition of care from 1-1 therapy to collective care within their community.</p> <p>Presentation 3: Teaching Hope Presenters: Helen A. Neville, Ph.D., University of Illinois at Urbana-Champaign Description: In this presentation, I discuss the importance of radical hope (RH), especially during times of tremendous social turmoil. I highlight ways RH can be included in a range of courses ranging from “diversity” focused classes to advanced counseling psychology seminars. My goal is to shed light on how embracing discussions on RH serves a dual purpose: it prompts reflections on its relevance to trainee’s personal lives and it helps to identify ways to incorporate aspects of RH in professional work. I will provide real-life examples outlining strategies to prepare trainees to integrate RH in teaching, research, therapy, and community outreach.</p>
<p>Rm 110</p>	<p>Roundtable: A Gender-Based Violence Prevention and Women’s Empowerment Interdisciplinary Program Lead Presenter: Aashna Banerjee, M.A., Ball State University Co-Presenters: Lawrence H. Gerstein, Ph.D., Ball State University, Mellisa Holtzman, Ph.D., Ball State University Description: Gender-based violence (GBV) is a global public health issue which can be prevented in multiple ways, one of which is the empowerment of women. Culturally responsive programming which aims to empower women can be a promising tool to reduce GBV. As such, GBV prevention (GBVP) programs exist and have been implemented in the United States and Canada previously (e.g., EAAA, Elemental). Nonetheless, such GBVP programming is scarce in the Global South countries (e.g., countries in Africa, South Asia). Hence, we will discuss how to develop, implement, and evaluate culturally responsive, interdisciplinary GBVP programs that empower women in diverse sociocultural contexts in this roundtable.</p> <p>We will ground our discussion in our own work related to the creation of the Prevent and Protect (PnP) program for Indian college women. PnP is an innovative approach to GBVP designed to include five evidence-based components that educate participants on gender-equitable attitudes, relationship norms, sexuality education, bystander intervention, and self-defense skills. PnP has been piloted in the U.S. and India. Further, to assess the effectiveness of the PnP, we modified existing instruments to make them culturally responsive, and to accurately track participants’ behavioral and attitudinal changes.</p> <p>Specifically, we will facilitate discussion on (1) the processes involved in developing culturally responsive interdisciplinary program protocols and instruments including PnP, and (2) threats to external validity and strategies to increase cross-cultural validity. This roundtable has the potential to enhance attendees understanding of GBV prevention, women’s empowerment, and how to develop, implement, and evaluate</p>

10:30 – 11:20 a.m.	
	culturally responsive, interdisciplinary GBV programs.
Rm 111	<p>Roundtable: Graduate Student Self-Care: An Essential Competency, Ethical Imperative, and Radical Act Lead Presenter: Hannah M. LaMack, B.A., The University of Akron Co-Presenters: McKay Ross, B.A., The University of Akron, Ning Tang, M.A., The University of Akron Description: This roundtable will be centered around self-care in graduate students, and the role of self-care in graduate education. Self-care is conceptualized as an approach to living that helps prevent burnout and problems with professional competence (Rupert et al., 2015), and as an orientation that promotes ongoing wellness and clinical effectiveness (Wise & Reuman, 2019). Black feminist scholars have also described self-care as a radical act of liberation for those operating under oppressive systems (hooks, 1993; Lorde, 1988). Recently, it has been emphasized that clinician self-care is an ethical imperative and that the most effective self-care is not reactive in nature but rather preventative (Bahmonti et al., 2014). Zahniser and colleagues (2017) argue that self-care is an essential competency of psychologists, and thus is an essential goal for students of psychology. Thus, self-care is a practice that graduate programs ought to foster and support, beyond simple conversations. There are very real barriers to self-care in graduate education, including the lack of resources and strains on time, which may be compounded by students' intersecting social identities (Wyatt & Ampadu, 2022). The roundtable will begin with a reflection of participants' own understanding of self-care and its role in our graduate education. The remainder of the discussion will focus on theories of self-care as a competency to be developed and strengthened, an ethical imperative for clinicians, and as tool for social justice, especially for those with marginalized identities whose labor has historically been exploited.</p>
Pre-event space	<p>Poster Session 1:</p> <p>Title: Stress-Related Mental Health Outcomes of Parents Experiencing Housing Insecurity Presenter: Rebecca Reilly, M.A., Western Michigan University</p> <p>Title: Support Groups for Affirming Parents of Transgender Youth: A systematic Literature Review Presenter: Adrienne Sulma, M.S., Western Michigan University</p> <p>Title: A Preliminary Assessment of Financial Wellness Competencies in Counseling Psychology Presenter: Eric Agyemang-Dua, B.S., University Indiana Bloomington</p> <p>Title: Quality of Life in Retirement: A Work in Progress Presenter: Abigail Stark, B.A., The University of Akron</p> <p>Title: Help-Seeking Behaviors for Campus Sexual Violence Between Domestic</p>

and International Students

Presenters: Jiyoung Shin, M.A., The University of Iowa, Tianxin Wang, M.A., The University of Iowa, Julie Koch, Ph.D., The University of Iowa, Martin Kivlighan, Ph.D., The University of Iowa

Title: Understanding Stigma as Mental Health Help-Seeking Barrier Among College Student-Athletes

Presenter: Anderson Boatman, M.S., Western Michigan University

Title: The Effects of Anti-Bisexual Discrimination on Plurisexual Populations

Presenter: Avery Mitevski, M.S., LLP, Western Michigan University

Title: Application of the Minority Strengths Model to Sexual Minority Young Adults

Presenter: Kelli Hess, M.A., Cleveland state University

Title: Longitudinal Racial Identity Development of African American University Students in STEM

Presenters: Eric D. Deemer, Ph.D., Purdue University, Stacey A. Duhon, Ph.D., Grambling State University, Pedro A. Derosa, Ph.D., Louisiana Tech University, Diana Mathis, M.S., Purdue University, Heming Li, M.S., Purdue University

Title: Racial-Ethnic Treatment Disparities and Student Perceptions of Multicultural Training

Presenter: Denae Snyder, B.S., Ball State University

Title: Using Rumination Focused Cognitive Behavioral Therapy to Target Anger Rumination, Anger, and Aggression

Presenters: Sherry Pancost, M.A., University of Louisville, Patrick Pössel, Dr. rer. soc., University of Louisville

Title: Examining Female Collegiate Volleyball Athlete Mental Health: A Scoping Review

Presenters: Hallie Enderle, M.Ed., Indiana University Bloomington, Ryan Spicer-Gordon, Indiana University Bloomington, Madeline Koch, Indiana University Bloomington

Title: Development of Resistance and Empowerment Against Racism Among Asian American Undergraduates

Presenters: Phoebe Pham, B.A., Purdue University, Heming Li, M.Ed., Purdue University, Annabelle Atkin, Ph.D., Purdue University, Xiang Zhou, Ph.D., Purdue University

10:30 – 11:20 a.m.

	<p>Title: The Influence of Childhood Experiences on Adult Relationships Presenters: Natalie Bisignano, M.S., Ball State University, Kristin Perrone, Ph.D., HSPP, Ball State University, Jennifer Stefanovski, M.A., Ball State University</p> <p>Title: Introducing Interprofessional Collaborative Skills Across Health-Related Disciplines into a Mid-Sized University Presenters: Valerie S. Leake, Ph.D., Austin Peay State University, Kari Barnes, M.A., Austin Peay State University, Brian Peter, Austin Peay State University, D. Tyler Tims, Austin Peay State University, Leah Walker, Austin Peay State University</p>
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11:30 a.m.

Assembly Hall	Lunch
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12:00 – 12:50 p.m.

Assembly Hall	<p>Keynote: Applying the Public Psychology for Liberation Training Model to Counseling Psychology: A Focus on Justice & Joy Speaker: Helen A. Neville, Ph.D., President of APA Division 17 and past President of APA Division 45 Description: In this presentation, Dr. Neville will outline the public psychology for liberation training model (PPL). At its core, PPL embodies a fusion of scientific inquiry, pedagogical dedication, and participatory practice, all directed towards the empowerment of the historically marginalized communities. Central to PPL are five foundational domains and 10 interconnected lifelong practices, designed to nurture healing and foster equity. Emphasizing the voices of the Global Majority, PPL prioritizes radical healing and equity, employing a developmental, culturally attuned, and strengths-based training approach. She will propose diverse training activities aligned with the PPL practices, offering potential pathways toward collective well-being and social justice among students and the communities that we serve. Themes of justice and joy, integral elements of liberation, will be intricately woven into the presentation.</p>
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1:00 p.m. - 1:50 p.m.

Assembly Hall	Keynote Speaker Student Meet & Greet
Rm 111	Counseling Training Directors Meeting

Symposium: Cultural Immersion to Increase Competence: An Example from Three Courses

Chair: Stefanía Ægisdóttir, Ph.D., HSPP, Ball State University

Description: Cultural competence has been highly emphasized in counseling and counseling training programs to increase equity in mental health access and care. The emphasis on culturally competent health-care providers has been highlighted as well. Cultural competence not only refers to recognizing and reducing disparity in health care among minority populations in the USA, but also to immigrants, who in 2021 comprised 13.6% of the U.S. population.

Discrimination in health care is known. For instance, Zghal et al. (2021) discovered by surveying 117 recent immigrants in Canada, that immigrants' experience of discrimination in the health care system was the greatest predictor of lowered quality of life. Additionally, Lau & Rodgers (2021) reported based on extant data, that refugees in the USA emphasized a need for health-care providers who demonstrate respect and empathy towards them and for an increased understanding of their culture and lived experiences.

The purpose of this symposium is to present data from three implementations of an immersion course in Iceland aimed at enhancing counseling students' cross-cultural counseling competence. Both quantitative and qualitative data were collected before, after, and during the course. In this symposium we will (1) discuss the purpose of the course and theoretical, empirical, and pedagogical rationale, (2) describe what the counseling trainees did in Iceland, and the methods used to collect data (3) report the impact of the course on students' professional and personal development, and (4) a present a theoretical and a process model emerging from the data.

Presentation 1: Why a Cultural Immersion Course? Theoretical, Empirical, and Pedagogical Foundation

Presenter: Stephen Hamilton, M.A., Ball State University

Description: In this portion of the symposium the rationale for offering immersion courses for enhancing counselor cross-cultural competence will be discussed. A review of the extant literature on immersion courses and the rationale for designing an immersion course in Iceland focusing on student's cultural awareness, knowledge, skills, and motivation (e.g., Arrendondo, et al., 1996; Gerstein & Ægisdóttir, 2010) will be discussed. The value of cultural immersion courses for theory, research, training, and practice will be discussed.

Presentation 2: Immersion Course Lesson Plan and Methodology

Presenters: Patricia Archilla, B.A., Ball State University, Lauren Yocum, B.A., Ball State University

Description: This part of the presentation will focus on the course lesson plan and what students and faculty did during the courses. An example syllabus will be presented. Each course consisted of two main components: (1) experiencing and learning about the culture and environment through short and long travels and reading about the culture and relevant psychology; (2) working with youth who were participating in a municipal "youth work program/school." The data collection methodology will be presented as well.

Presentation 3: The Immersion Course's Impact on Cross-Cultural Counseling

2:00 – 2:50 p.m.

	<p>Competence</p> <p>Presenter: Guolin Zhang, M.A., Ball State University</p> <p>Description: Results of the impact of the course on students' cross-cultural competence will be presented. Quantitative data gathered using a pre -and post-administration of the CCSE (Marsella, Kaplan, & Suarez, 2000), indicated large effect sizes. Emerging themes from the following will be presented: (1) Essays completed before and after the course on what it means to be cross-culturally/internationally competent; (2) two short essays written after the course on how the course affected students' development as cross-culturally competent counselors, and what aspects of the experience were the most impactful; and (3) students' daily journal entries during the course.</p> <p>Presentation 4: Conclusion: Proposed Theoretical and Process Models of Cultural Competence</p> <p>Presenters: Stefanía Ægisdóttir, Ph.D., HSPP, Ball State University, Guolin Zhang, M.A., Ball State University, Patricia Archilla, B.A., Ball State University, Lauren Yocum, B.A., Ball State University</p> <p>Description: In this last section of the presentation two models will be presented based on the data gathered over the three sections of the course. First, an expansion of current models of cultural competence will be presented highlighting the similarities and differences between the current findings and existing theoretical models. Second, a process model will be presented providing information about the process observed among the participants about their reported experiences and how it impacted their personal and professional development as a more culturally informed individual.</p>
Rm 112	<p>Symposium: Supporting the Unique Social-Emotional Needs of Returning Citizens... It Takes a Village</p> <p>Chair: Shannon Chavez-Korell, Ph.D., Wayne State University</p> <p>Co-Chair: Beverly Vandiver, Ph.D., Ohio State University</p> <p>Description: This symposium will focus on the mental health of individuals who are incarcerated, the impact of long-term incarceration on mental health, and the social and emotional needs of Returning Citizens post-incarceration. Presenter 1 will focus on the unique experiences of incarcerated women; there will be a brief overview of the existing empirical literature as well as a presentation of results from a current study with women who served long-term sentences in prison. Presenter 2 will present research examining the impact of long-term incarceration on the mental health of individuals who have served life sentences in prison, and will also identify unique social-emotional needs of Returning Citizens. Presenter 3 will provide a brief overview of the empirical literature regarding the mental health of incarcerated individuals and discuss the strengths and limitations of psychological services typically provided within prisons and jails. The symposium Chair/Discussant will identify and emphasize the importance of an extended network of family, community, and interdisciplinary support for the successful transition of Returning Citizens back into community. In addition, the unique contributions of Counseling Psychologists in this diverse interdisciplinary support network will be highlighted.</p> <p>Presentation 1: Unspoken Captivity: The Unique Experiences of Incarcerated Women and Barriers to Re-Entry</p> <p>Presenter: Tasha N. Turner, M.A., Wayne State University</p>

2:00 – 2:50 p.m.

	<p>Description: Despite the growing number of women entering jails and prisons, there remains a dearth of research on their unique needs and risk factors related to their re-entry to society. Most of the research focuses on risk factors and barriers to care during incarceration. A study by Fedock, Fries, and Kubiak (2013) found significant gender differences between men and women among several risk factors including homelessness (before and after incarceration), serious mental illness diagnosis, and trauma histories. Results from a current study will be used to further examine these findings as well as give direction for future research and intervention.</p> <p>Presentation 2: Social-Emotional Needs of Returning Citizens Presenter: Tre'si Ingram-Jolley, M.A., TLLP, Wayne State University Description: Every year over 600,000 people are released from federal and state facilities. Upon their release, Returning Citizens encounter many barriers to reacclimating into their daily lives. This study seeks to look at the unique needs of this population. This presentation will focus on the social-emotional needs of Returning Citizens. A brief review of existing literature will be provided. Literature will provide context as well as identify key themes to deepen understanding of issues faced by this population. In addition, quantitative and qualitative results from a current study focused on social-emotional needs of Returning Citizens will be presented.</p> <p>Presentation 3: Mental Health and Incarceration Presenter: Alexis Amos, M.A., TLLP, Wayne State University Description: This presentation will focus on the mental health of individuals who are incarcerated. A brief review of the existing literature will be provided. Quantitative and Qualitative results from a current study focused on the impact of incarceration on mental health will be presented. The prison environment can be physically and mentally damaging due to a variety of factors, (e.g., threats to safety, separation from family/society, confinement, loss of autonomy).</p>
Rm 110	<p>Roundtable: Empowering Through Interdisciplinary Care: Impact of Adolescence Girls' Mentoring Program Lead Presenter: Shoghik Mikaelyan, Nor Luyce Mentoring Center for Youth Co-Presenter: Marissa Hastings, Nor Luyce Mentoring Center for Youth Description: This roundtable discussion explores Counseling Psychology's pivotal role in interdisciplinary care, emphasizing the infusion of empowerment, and prevention strategies. Specifically, it addresses the intersection of counseling psychology and mentoring programs for adolescent girls, including skill-building meetings, career-planning sessions, and scholarships aimed at facilitating access to higher education. The roundtable brings in context from a study done on the social cognitive outcomes of a multi-phase mentoring program in Gyumri, Armenia, addressing the importance of the inclusion of culture within interdisciplinary empowerment programs. The discussion delves into topical issues such as the significance of empowering marginalized communities, preventing mental health disparities, and promoting academic and career success among underserved populations. Additionally, it examines strategies for integrating counseling psychology principles into various interdisciplinary initiatives to enhance their effectiveness and sustainability. Through collaborative dialogue, participants will share insights, best practices, and innovative approaches from the community level to the global level to maximize the impact of counseling psychology within interdisciplinary care settings, ultimately fostering holistic well-being and empowerment for individuals across</p>

2:00 – 2:50 p.m.	
	diverse backgrounds.
Rm 111	<p>Roundtable: Working with Undergraduates: Tips for Teaching and Counseling Lead Presenter: Ingrid K. Weigold, Ph.D., The University of Akron Co-Presenters: Arne Weigold, Ph.D., Kent State University, Elinor E. Rayburn, Kent State University, Yun Kai Chong, M.A., The University of Akron, McKay Ross, B.A., The University of Akron Description: Many counseling psychologists and psychologists-in-training work with undergraduate populations, primarily through teaching and counseling in college and university settings. Both the university landscape and college students themselves have been changing in recent decades. For example, students are increasingly demographically diverse (National Center for Education Statistics, 2022) and differ more and more in college preparedness, which has led to calls for policies that focus on supporting those who are less college ready (DeAngelo & Franke, 2016). Additionally, enrollment in online courses has increased due to the COVID-19 pandemic (Inside Higher Ed, 2024), which has led to both “opportunities and challenges” for students (Adedoyin & Soykan, 2020, p. 1). Finally, students have presented to counseling centers with increased rates of various disorders, both prior to and during the pandemic (Kim et al., 2022; Xiao et al., 2017). Given all of these changes, it is essential for those working with undergraduates to be responsive to their evolving needs and challenges.</p> <p>This roundtable will start with a brief discussion of the different university settings in which the participants and facilitators have worked. This will be followed by a conversation about various teaching methods and high-impact practices that participants have used, particularly with students who have diverse learning needs and when adapting content for different teaching modalities. The remainder of the roundtable will focus on participants’ experiences with counseling college students, especially as it relates to clients who have complex presenting issues and providing services using teletherapy.</p>
3:00 – 3:50 p.m.	
Rm 118	<p>Roundtable: A Conversation with Emerging Psychologists on Creating an Interprofessional Collaboration Training Program Lead Presenter: Tara Kane, M.S., Ball State University Co-Presenters: Malorie McLain, M.A., CRC, Ball State University, Katie Krupica, M.A., Ball State University Description: Our roundtable discussion will allow attendees to hear about our process of collecting data and creating a program to better integrate community clinics associated with Ball State University’s College of Health. In a brief presentation (10-15 minutes), we intend to discuss: (1) the goals of the program (i.e., to provide foundational knowledge of various health professions and to improve communication between the clinics); (2) how we collected data for our needs assessment and interpreted them to structure our program; (3) the challenges and benefits we encountered throughout the project; and (4) some future considerations for implementation. The remaining time for the roundtable will be open for questions and a semi-structured group discussion. We look forward to sharing ideas and engaging directly with conference attendees as emerging psychologists navigating our roles in</p>

3:00 – 3:50 p.m.

	<p>integrating clinical spaces. Our aim for this roundtable is to help others learn from our process and feel more confident in approaching a project like this within their own institutions in the future. We also hope that our roundtable will highlight the importance of interprofessional education amongst students in various health professions before they fully enter the workforce.</p>
Rm 110	<p>Roundtable: Advancing Interdisciplinary Care: Cultivating Social Justice Orientation Throughout Critical Incidents Lead Presenter: Erin Biesecker, B.A., The University of Louisville Co-Presenters: Ayla Goktan, B.A., The University of Louisville, Fei Bi Chan, B.A., The University of Louisville Description: Counseling psychology's historical and ongoing commitment to the advancement of social justice aptly positions counseling psychologists as social change agents who address the pervasiveness of oppression in interdisciplinary settings (e.g., DeBlaere et al., 2019), aligning with the American Psychological Association's (2017) Multicultural Guidelines. One way to increase a social justice orientation is through experiencing and reflecting on critical incidents, which are influential experiences that deepen one's awareness of oppression and reaffirm a commitment to social justice action (Caldwell & Vera, 2010). Therefore, we invite the attendees of the Great Lakes Conference to engage in an open dialogue about critical incidents and strategies to integrate social justice in interdisciplinary care settings.</p> <p>In this roundtable, participants will explore critical incidents that facilitated their understanding of and commitment to social justice (Caldwell & Vera, 2010). Through this open and collective dialogue, we hope to learn from each other's reflections to deepen our social justice awareness and formulate plans to enact social justice in our various clinical settings. Social justice principles (e.g., solidarity through difference and connecting micro to macro for structural change through collective means; Keating, 2005) will guide our dialogue. As three counseling psychology students who have worked in several interdisciplinary settings and prioritize social justice in our clinical training, we are invested in learning from fellow students and contributing to increasing social justice action through the exploration of critical incidents.</p>
Rm 111	<p>Roundtable: "I Wish I Was More Excited": Supporting the Early Career Trainee Lead Presenter: Fern Pinkston, Psy.D., Bespoke Healing, Caleb Chadwick, Ph.D., Bespoke Healing Description: Counseling psychology's emphasis on infusing culture and empowerment can hit a bottleneck in its newest professionals. Counseling psychology students and graduates often face systemic barriers to success: soaring student debt, residual effects of the pandemic, labor exploitation, and defensive attitudes privileging the status quo over innovation. Graduates are increasingly entering the field feeling jaded and unsupported, with new professionals on the margins the most affected.</p> <p>In a moment of collective outcry for systemic change, what is the role of the training apparatus to prepare and welcome these new professionals? This roundtable will bring together students and supervisors in the service of identifying barriers and generating best practices for supporting these trainees. Combining thought-provoking discussion questions with recent research and new training models, this will be a well-considered space to connect around how to improve early-career outcomes.</p> <p>The facilitators are familiar with the stakes and challenges of the early-career trainee. Dr. Fern Pinkston (she/her) is a queer Licensed Clinical Psychologist, practice owner, and former training director with a decade of experience teaching in Counseling</p>

3:00 – 3:50 p.m.

	<p>Psychology programs. Dr. Caleb Chadwick (he/him) is a gay Licensed Clinical Psychologist and practice owner with a background in research, practice, and supervision. Together, they are piloting a new post-graduate training model at Bespoke Healing, a private practice that serves Chicago's queer community. Their model provides mentorship to future first-generation queer business owners to demystify practice ownership and develop the skills and self-trust of trainees who do not come from generational wealth or privilege.</p>
Pre-event space	<p>Poster Session 2:</p> <p>Title: Outness and Identity Centrality as Moderators for Black Queer Individuals Presenters: Diamond Brown, B.A., The University of Akron</p> <p>Title: A Systematic Literature Review on Ketamine-Assisted Psychotherapy: A Promising Interdisciplinary Intervention Presenter: Sara Najjar, M.A., DTLLP, Western Michigan University</p> <p>Title: Understanding Bilateral Stimulation with Use of Event-Related Potential: A Literature Review Presenters: Jennifer Stefanovski, M.A., Ball State University, Kristin Perrone, Ph.D., HSPP, Ball State University</p> <p>Title: Positive Psychology and Counseling Psychology: Integrating Diversity and Optimal Functioning Presenter: McKay Ross, B.S., The University of Akron</p> <p>Title: Exploring Shared Foundations in LGBTQ+ Prevention Trainings: Insights for Targeted Suicide Prevention Presenter: Jacey Henrichs, B.S., The University of Iowa</p> <p>Title: Historical Loss and Trauma, Associated Symptomatology, and Help-Seeking Attitudes Among American Indians Presenters: Hajr A. Muhammad, M.A., Wayne State University, Shannon Chavez-Korell, Ph.D., Wayne State University</p> <p>Title: A Content Analysis Examining Counseling Psychology's Role in Health Care Presenters: Nicholas Lee Ph.D., Ball State University, Sam Garcia-Lopez, M.A., Ball State University, Jessi Schroeder, M.A., Ball State University, Brianna Vanderstelt, B.A., Ball State University, Tatyana Farrow, B.S., Ball State University</p> <p>Title: Understanding the Impact of Long-Term Incarceration on Mental Health of Returning Citizens</p>

3:00 – 3:50 p.m.

Presenters: Tasha N. Turner, M.A., LPC, Wayne State University, Tre'si Ingram-Jolley, M.A., TLLP, Wayne State University, Alexis S. Amos, M.A., TLLP, Wayne State University, Shannon Chavez-Korell Ph.D., LP, Wayne State University, Jessica Taylor, Chance for Life, Leena Ammari, Wayne State University

Title: Healthcare's Trust Deficit: Gendered Racism, Medical Mistrust, and Help-Seeking Among Black Women
Presenter: Sianne Alexis, B.S., The University of Akron

Title: Understanding and Addressing PTSD Psychotherapy Attrition Among U.S. Veterans: A Review
Presenter: Raechel Popek, B.S., The University of Iowa

Title: Coping Strategies and Psychopathology Among Adolescents: An Evidence and Gap Map
Presenters: Carlos Mendieta, B.A., The University of Iowa, Matthew McMurray, B.A., The University of Iowa, Benson Bunker, B.A., The University of Iowa

Title: Intra-Islamic Diversity: Attending to Twelver Shi'i Muslim Mental Health
Presenter: Salman Safir, M.A., University of Illinois at Urbana Champaign

Title: Understanding Race-Related Stress & Moral Injury for Black Healers
Presenter: Ryan Wright, M.A., Western Michigan University

Title: Post-Pandemic Coping Trends for Remote Learning of Racial Minority STEM Students
Presenters: Abiola Dipeolu, Ph.D., LP, ABPP, Texas A&M University-Kingsville, Renée E. Weiss, Ed.D., LPC-S, LCDC, BC-THP, Texas A&M University-Kingsville, Yi Ren, MSEIP-REAL, Texas A&M University-Kingsville

4:00 – 4:50 p.m.

Rm 118

Roundtable: Preparing the Next Generation of Counseling Psychologists via Active Listening and Advocacy
Lead Presenter: Beverly J. Vandiver, Ph.D., The Ohio State University
Co-Presenter: Bo Hyun Lee, Ph.D., The Ohio State University
Description: Active listening is one of the most important communication skills that counseling psychologists develop and use. However, this simple skill is often overlooked in the day-to-day interactions between counseling psychology faculty and students. The purpose of this roundtable is to engage in a discussion about how graduate students can be heard in shaping the future of doctoral counseling psychology programs via active listening. Two facilitators will engage the attendees

4:00 – 4:50 p.m.

	<p>about the current and future needs of graduate students to successfully move through doctoral work. In addition, the facilitators will highlight how active listening is a central tool of advocacy and how the two processes work reciprocally. Finally, the facilitators will provide ways for attendees to assist them or their graduate students to engage their programs about current concerns as well as to make successful shifts based on the changes in society using these two critical skills. This brief discussion will end with caveats regarding the misconceptions of active listening and advocacy (i.e., under- and over-estimating impact and outcomes), including the power of compromise versus a no-win solution.</p>
Rm 110	<p>Roundtable: EPPP Part 2: Assessing Competency in Multicultural Issues Lead Presenter: Janessa Garcia, M.A., The University of Akron Co-Presenters: Kelly A. Burke, M.A., The University of Akron, Nina Parekh, M.A., The University of Akron, Amber Lewis, M.A., The University of Akron, Yun Kai Chong, M.A., The University of Akron, Alejandra Gonzalez, Ph.D., Xavier University</p> <p>Description: The Association of State and Provincial Psychology Boards (ASPPB) has historically utilized the Examination for Professional Practice in Psychology (EPPP) to assess that an individual has the “minimal knowledge necessary for independent practice” through a knowledge-focused exam that is a licensure requirement in the US. In 2017, a two-part national examination was introduced, with Part 1 containing general and foundational psychology knowledge-based items and Part 2 assessing a candidate’s clinical skills through their “use of knowledge in their professional decision-making and activities.” Beginning 2026, all jurisdictions that require the EPPP will utilize this updated examination- an expectation that has incited considerable debate.</p> <p>Proponents of the revised examination suggest that it more effectively standardizes the requirements to assess clinical competency across jurisdictions. Dissenters suggest that the revised process does not assess competence in health service psychology as it is currently conceptualized and operationalized. This is especially important for counseling psychologists, given that multicultural competence, a core competency, continues to be underemphasized and overlooked.</p> <p>This roundtable discussion will briefly review the literature on how multicultural competence is conceptualized and operationalized and the role of the EPPP Part 1 and 2 in assessing this core competency. Discussion will emphasize the intersection of counseling psychology values and the EPPP, gaps in this method of evaluation, and opportunities for growth. We will invite participants to consider whether the EPPP Part 1 and 2 adequately assess multicultural competency and how the assessment process could be improved to ensure multiculturally humble professionals enter the field.</p>
Rm 111	<p>Roundtable: The Identity Shift: Transition from College Athletics Lead Presenter: Hallie Enderle, M.S., Indiana University Bloomington Co-Presenters: Ryan Spicer-Gordon, Indiana University Bloomington, Madeline Koch, Indiana University Bloomington, Jesse A. Steinfeldt, Ph.D., CMPC, Indiana University Bloomington</p> <p>Description: Nearly all collegiate athletes will transition from sport at the end of their career; current data suggests just 2-3% of college athletes move onto careers as professional athletes (Leonard & Schimmel, 2016; Stokowski et al., 2019). Key stakeholders and service providers for this population may not have a uniform process for assisting athletes through the identity shift as they transition from college</p>

4:00 – 4:50 p.m.

athletics. Transition out of sport clearly impacts a vast majority of collegiate athletes, and each athlete's process through this identity shift is unique. Therefore, it's important to consider the voices of those that have experienced this transition when conceptualizing service delivery for current student athletes. This discussion, facilitated by current Masters and PhD level graduate students at Indiana University Bloomington, will consist of the unique perspectives of three former NCAA Division I volleyball student athletes on the topics of athletic identity, positive and negative aspects of transition out of sport, as well as exploration of assessment and interventions that are/can be utilized to address transition from sport. Each former athlete will have an opportunity to share their transition from sport creating a platform of discussion on the topic for those involved and interested in service delivery for this population. The goals of this discussion are to consider how conversations like these can inform future service delivery and research by exploring both individual and common experiences in the identity shift that takes place through the transition from college athletics.

Keynote Speaker
Helen A. Neville, Ph.D.



Title: Applying the Public Psychology for Liberation Training Model to Counseling Psychology: A Focus on Justice & Joy

Helen A. Neville is a professor of Educational Psychology and African American Studies at the University of Illinois at Urbana-Champaign. She is President of the Society of Counseling Psychology (APA Division 17), Past President of the Society for the Psychological Study of Culture, Ethnicity and Race (APA Division 45) and a Fellow of the American Psychological Association. She is active in the Association of Black Psychologists, having served on their Board of Directors and receiving their Distinguished Psychologist award. Her research on race, racism, and African American psychology has been published in a wide range of journal articles and she has co-edited 8 books in this area. She enjoys teaching, life-long learning and fighting for social justice.

DESCRIPTION: In this presentation, Dr. Neville will outline the public psychology for liberation training model (PPL). At its core, PPL embodies a fusion of scientific inquiry, pedagogical dedication, and participatory practice, all directed towards the empowerment of the historically marginalized communities. Central to PPL are five foundational domains and 10 interconnected lifelong practices, designed to nurture healing and foster equity. Emphasizing the voices of the Global Majority, PPL prioritizes radical healing and equity, employing a developmental, culturally attuned, and strengths-based training approach. She will propose diverse training activities aligned with the PPL practices, offering potential pathways toward collective well-being and social justice among students and the communities that we serve. Themes of justice and joy, integral elements of liberation, will be intricately woven into the presentation.

NOTE: After the presentation, Dr. Neville will meet with students to exchange ideas and ask questions about professional leadership, her research, and social justice.

Invited Speaker:
Barbara Wolf, Ph.D.

Title: Academic Health Psychology: The New Frontier in Medical Education

Dr Barbara Wolf is the Corporate Director of Behavioral Health Education & Physician Well-Being at McLaren Health Care in Michigan. The McLaren system includes 13 hospitals and the Graduate Medical Education Division hosts 39 residencies and fellowships. Dr Wolf is an Associate Professor at Michigan State University Colleges of Human and Osteopathic Medicine in the departments of Family Medicine and Psychiatry. A Health Psychologist, she is the Training Director for the Michigan Center for Advanced Psychology Training (MICAPT) Clinical Health Psychology post-doctoral fellowship. MICAPT was the first APA accredited health psychology fellowship in the country.

DESCRIPTION: The presentation will include understanding medical culture, and how the Hidden Curriculum in medicine provides an opportunity for psychology to continue the current movement to improve medical education. Concepts of Just Culture and Psychological Safety will explicate that process.

Objectives:

- Attendees will be able to describe the concept of hidden culture in training of physicians and
- Understand medical culture, similarities and differences between medicine and psychology
- Participants will be able to understand how Health Psychology can affect Just Culture and Psychological Safety
- Participants will learn about an innovative program, Determinants of a Healthy learner (DHL), utilizing health psychology to increase wellbeing and effectiveness of resident well being

Invited Speaker:
Dr. Charlene Alexander, Ph.D.

Title: From Here to There: *Ohh the Places You Did Not Know You Could Go!*

Dr. Charlene Alexander returned to Ball State University to begin her service as Chief Strategy Officer in November 2021.

In her new role, she is responsible for helping the University execute the imperatives outlined in its strategic plan, [Destination 2040: Our Flight Path](#). Dr. Alexander also oversees Ball State's Offices of Institutional Research and Decision Support, Community Engagement, and Inclusive Excellence.

Throughout her career, Dr. Alexander has been a champion for initiatives related to diversity and inclusion. She formerly served at Ball State as a professor in the Department of Counseling Psychology and Guidance Services—where she directed the School Counseling program for 16 years—and as Associate Provost for Diversity and Interim Associate Vice President for Community Engagement.

Under her leadership, Ball State developed its first Diversity Strategic Plan and released its first statement on the Importance of Diversity and Inclusion. Dr. Alexander's efforts led to Ball State receiving the Higher Education Excellence in Diversity (HEED) Award for the first time in 2016.

Prior to returning to Ball State, Dr. Alexander spent four years at Oregon State University, where she served as Vice President and Chief Diversity Officer. She holds a Ph.D. in Counseling Psychology from the University of Nebraska-Lincoln, and an M.S. in Counseling and Guidance and a B.A. in Psychology from Creighton University.

DESCRIPTION: This presentation cornicles the professional journey of The Chief Strategy Officer at Ball State University, a Counseling Psychologist who started her career as an Assistant Professor in Counseling Psychology. Her journey centers on a life-long passion and commitment for ensuring student success and advising leadership on the fundamental elements of student success for all. She is also challenged with the ability to just say "No".

**Thank you to our 2024 Great Lakes Regional Counseling Psychology
Committees!**

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Brianna Vanderstelt, BA
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Keynote & Invited Speakers:

Sharon L Bowman, Ph.D., HSPP, ABPP, LMHC
Mark Maluga, Ph.D., LMHC

CE/Preconference Workshops:

Sharon L Bowman, Ph.D., HSPP, ABPP, LMHC