



#TRENDING

Upgrading Practice, Integrating Technology, Upholding Standards

Speakers



Rosie Phillips Davis, PhD, ABPP



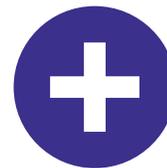
Donn Posner, PhD, CBSM



Sara Smucker Barnwell, PhD



David Shearer, PhD



...and more!



Tennessee Psychological Association

TPA is excited to welcome Rosie Phillips Davis, PhD, ABPP, the American Psychological Association President-Elect as our Plenary speaker for the 2018 Annual Convention. Dr. Davis is a Tennessee native and a long time leader both in Tennessee and in APA. Her presentation will highlight her APA Presidential Initiative on psychologists' role in addressing poverty.



Persisting in the Face of Poverty/Presidential Initiatives

8:30-10:00 AM
Thursday, November 1, 2018

Keep scrolling for the complete listing of
great CE programs available at the
2018 TPA Convention!

#TRENDING: Upgrading Practice, Integrating Technology, Upholding Standards

October 31-November 3, 2018

2018 TPA Convention Programs and Schedule



Continuing Education Credit and Information:

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

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

<https://tn.gov/health/article/psych-coedu> .

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

Conference Tracker

After last year's successful launch, we will continue to process evaluations and issue CE certificates for this year's TPA Annual Convention via the **Conference Tracker** and **Survey Gizmo** platforms. More information will be included in the onsite schedule and announcements. Rest assured that this process requires very little preparation on your part. At the conference you will need to scan your badge with a proctor at the beginning of each session and scan out at the end. After each session you will respond to that session's evaluation form from your phone or other device. For now, the most important things you can do to assure that you receive the proper CE credits are to be sure to use **an email address that will be used only by you** when you register for the convention, to **type or print that email address carefully and accurately**, and to **return your evaluations from that same email address**.

If you have any concerns in completing the evaluations through email or other concerns about accessibility please let us know at the time you register. On site you may let the proctor know at the start of a program or contact convention staff in the Hermitage Room.

Handout Information:

Please remember that, in an effort to go green, program "handouts" will be provided in a digital, rather than a printed version. Presenters have been asked to provide these materials in advance so

that they may be posted on the TPA website via Dropbox approximately one week before the Convention. After you register you will be allowed to access these and to print or download them.

Accommodation Information

A block of rooms has been reserved at the Nashville Airport Marriott for the 2018 TPA Convention at the negotiated rate of \$154 per night (plus state and local taxes) through October 10, 2018. Reservations should be made on an individual basis by contacting the hotel at (800) 770-0555, (615) 889-9300, or www.marriott.com and asking for the Tennessee Psychological Association or TPA rate.

The hotel is located at 600 Marriott Drive, Nashville, TN 37219. It offers a restaurant, indoor/outdoor pool, health club, whirlpool, sauna, and more. Parking is free for attendees who register at the hotel through the TPA room block before the cutoff date. Check-in time is 4:00 PM and check-out time is 12:00 PM. **The reserved room block rate is available through October 10, 2018 at 5:00 p.m. CDT.** After this date, reservations will be made by the hotel based on room and rate availability. Currently there is a shortage of hotel rooms in Nashville. In order to get a room, attendees will need to register very early.

Changes in the Ethics and Law Programming for This Year

Please read before selecting your programs!!

The Tennessee Board of Examiners (BoE) in Psychology's Rules and Regulations for Continuing Education requires all licensees to obtain a *minimum* of three hours of continuing education covering the areas of the APA Ethical Code, Tennessee laws, and BoE Rules and Regulations for the practice of psychology during each two year licensing cycle. In recent years the TPA convention has provided two 3-hour programs each of which met the full 3-hour requirement. Last year, due to unique circumstances, we provided separate programs on topics related to the ethics code and others that focused on state law and the BoE Rules and Regs. This year there will one program that combines all the elements of this requirement. It will satisfy the minimum two-year requirement for ethics and law CE. Another set of programs will address the ethics and law requirements separately. As before, the separate ethics programs will be 3 hours in length; we hope this expanded ethics programming will further articulate the relationship of the APA Ethics Code to our individual practices. A 1.5 hour course on the Tennessee law, including BoE Rules and Regs, is offered to complete the two-year requirement for ethics and law CE.

Daily Schedules

Wednesday, October 31, 2018

7:30AM Registration Opens

8:00AM-5:30PM Pre-Convention Workshop

[101] CBT-I: Conceptualization, Treatment Planning and Intervention

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

*Please note that this program will begin at **8:00 AM**, rather than 8:30 as on other convention days. Please plan to arrive on time to assure that you will be eligible to receive CE credit.*

Introductory, 8 CE credits (Type I)

Presenter: Donn Posner, PhD

Affiliations: Stanford University School of Medicine and the Palo Alto Veterans Institute for Research

Description: One of the biggest mistakes a clinician can make is NOT asking about their client's sleep. We all know the necessity of sleep – especially for those who are depressed, anxious, obsessively worried, or in chronic pain – yet often we overlook this because we have been taught to see sleep problems as just a symptom of other problems. And worse, we think there's not much we can do to help them. The truth is that chronic insomnia is often a risk factor for numerous physical and behavioral problems, remains resistant to change, and can complicate the treatment of your client's other issues. This workshop will provide training in evidence-based strategies to help your clients to sleep with better quality, sleep more deeply, and increase energy during the day. These strategies can improve your client's sleep even when it is comorbid with depression, anxiety, chronic pain, PTSD, sleep apnea, and a variety of other medical conditions. Once mastered, these techniques not only can improve your client's sleep, but potentially have beneficial impact on these other comorbid conditions as well.

Learning Objectives:

- A. Describe the evidence for the efficacy of CBT-I for both primary and co-morbid insomnia disorder to inform the clinician's choice of treatment interventions
- B. Apply Spielman's Model of Insomnia and basics of sleep regulation, and demonstrate how to utilize these concepts in the deployment of CBT-I in clinical practice
- C. Demonstrate how to obtain useable client sleep diary data, and how to analyze the data for use of CBT-I treatment
- D. Apply the techniques of stimulus control, sleep restriction, sleep hygiene education and cognitive therapeutic strategies to the clinical treatment of chronic Insomnia

Presenter Information: Dr. Donn Posner is an Adjunct Clinical Associate Professor in the Department of Psychiatry and Behavioral Sciences at the Stanford University School of Medicine. He currently works as a clinical/research psychologist at the Palo Alto VA and is working on a grant, which hopes to clarify the relative efficacy of each of the components of Cognitive Behavioral Therapy for Insomnia (CBT-I) and for whom each piece works best.

Prior to his role at the VA he spent 25 years serving as the Director of Behavioral Sleep Medicine for the Sleep Disorders Center of Lifespan Hospitals, and was a Clinical Associate Professor in the Department of Psychiatry and Human Behavior at the Warren Alpert School of Medicine at Brown University. For 20 of those years Dr. Posner had served as the primary supervisor for a rotation of the Behavioral Medicine track of the clinical psychology internship at Brown. The rotation focused on the assessment and treatment of Sleep and Anxiety Disorders, and was one of the few rotations of its kind in the US.

10:15AM-10:30AM Break

12:30PM-1:30PM Lunch (On Your Own)

3:30PM-3:45PM Break

5:30 PM Registration Closes

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

Thursday, November 1, 2018

7:30AM Registration Opens

8:30AM-10:00AM Plenary Session

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

[111] Persisting in the Face of Poverty/Presidential Initiatives

1.5 CE Credits, Introductory (Type I)

Presenter: Rosie Phillips Davis, PhD, ABPP

Affiliation: University of Memphis

Course Description: This presentation will focus on the adverse effects of poverty, especially in the United States. Participants will gain a greater understanding of how attitudes toward poverty have changed over the last 50 years. The presenter will discuss her APA presidential initiative that will be designed to change attitudes so that psychologists, service providers, policy makers, and those living in poverty can develop more proactive attitudes that are designed to help ameliorate poverty.



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

Learning Objectives:

- A. Participants will be able to describe poverty and deep poverty.
- B. Participants will be able to discuss at least two psychological effects of poverty on individuals.
- C. Participants will be able to list at least one consequence of effective neighborhoods on poverty.
- D. Participants will be able to describe the presidential initiative designed to impact attitudes toward poverty.

Presenter Information: Rosie Phillips Davis, Ph.D. ABPP, Professor of Counseling Psychology at the University of Memphis and former Vice President for Student Affairs, earned a Bachelor's degree in Sociology/Education from Elmhurst College in Elmhurst, Illinois and earned a Master of Arts degree in Counseling and Guidance and a doctorate in Counseling Psychology from The Ohio State University. Her primary practical and scholarly passions are: the power of inclusion; multicultural vocational psychology; ethics; and living well in a diverse society.

She currently serves as President -Elect of the American Psychological Association and most recently served as Vice Chair of the APA Finance Committee and the American Psychological Foundation. She previously served on the American Psychological Association Board of Directors and is past President of the Society of Counseling Psychology (17). She was Co-Chair of the Council of Student Affairs Board for the Association of Public and Land Grant Universities where she urged Vice Presidents to make assessment an essential part of the work in Student Affairs. She has served on the editorial boards of several journals, including current service on the Journal of Career Assessment and is the author of numerous articles and book chapters on career counseling.

She is a founding board member of the Women's Foundation for a Greater Memphis where she served as Chair of the Board for two years. Her awards include the Janet E. Helms Award for Mentoring and Scholarship, the Arthur S. Holman Lifetime Achievement Award, and the Women's Foundation for a Greater Memphis Legend's Award. Dr. Bingham has received an APA Presidential Citation, was named an Elder by the National Multicultural Conference and Summit, and received the NASPA Pillar of the Profession Award. She is one of the founders of the National Multicultural Conference and Summit.

10:00AM-10:30AM Break

10:30AM-12:00PM CE Workshops

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

[121] Jurisprudence for Tennessee Psychological Professionals

1.5 CE Credits, Intermediate (Type I)

Presenter: Hugh D. Moore, PhD

Affiliation Private Practice (Memphis)

Course Description: Current issues in Tennessee jurisprudence for psychologists, senior psychological examiners, and certified psychological assistants will be covered. Recent and upcoming legislation will be discussed. This presentation will cover continuing education requirements, as well as ongoing changes to those requirements.

Prerequisite: General familiarity with licensure and psychology and related fields as a profession



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

Learning Objectives:

- A. Describe the regulatory climate for psychology in the state of Tennessee

- B. Explain how the regulatory board can be a friend and not a foe for psychologists
- C. Discuss what other states are doing with regard to licensure and portability
- D. List the kinds of violations that result in adverse actions by the Tennessee Board of Psychological Examiners

Presenter Information: Hugh D. Moore is a psychologist in private practice in Memphis. He has done a little bit of everything over the years, including forensic work, sex offender evaluations, disability evaluations, psychotherapy, and work in departments of corrections in three states. He is currently serving as a practicing psychologist representative on the Tennessee Board of Psychological Examiners.

[122] Chronic Traumatic Encephalopathy in Sports: What is the Evidence?

1.5 CE Credits, Intermediate (Type I)

Presenter: Gary Solomon, Ph.D.

Affiliation: Vanderbilt University School of Medicine

Course Description: The goals of this presentation are to review the history of sport-related concussion (SRC) and chronic traumatic encephalopathy (CTE), the evidence related to SRC and neurodegenerative diseases, published studies of CTE, the neuropathological criteria for CTE, public beliefs about SRC/CTE, and scientific questions regarding CTE.

Prerequisite: Participants should have an intermediate level understanding of sports concussion, neuropsychological assessment, and dementia syndromes.

Learning Objectives:

- A. Participants will summarize the history of sport-related concussion and chronic traumatic encephalopathy.
- B. Participants will compare the published studies of CTE.
- C. Participants will describe public beliefs about SRC/CTE.
- D. Participants will discuss scientific questions regarding CTE.

Presenter Information: Dr. Solomon is a board certified clinical neuropsychologist who has practiced in Nashville since 1984. Dr. Solomon practiced independently for 27 years and in 2011 joined the faculty of the Vanderbilt University School of Medicine where he is a Professor of Neurological Surgery and Co-Director of the Vanderbilt Sports Concussion Center. He serves as the Team Neuropsychologist for the Nashville Predators and as the consulting neuropsychologist for the National Football League Department of Health and Safety, Tennessee Titans, Nashville Soccer Club, and the Athletic Departments of Vanderbilt University, University of Tennessee, and Tennessee Tech. He is a member of the editorial boards of *Neurosurgery* (Associate Section Editor), *American Journal of Sports Medicine*, *Archives of Clinical Neuropsychology*, and *Developmental Neuropsychology*. He has published a book on sports concussion, has authored over 100 peer reviewed articles, is a fellow of the National Academy of Neuropsychology, and was a member of the Observer Group of the fifth international conference on concussion in sport held in Berlin, October 2016.

[123] Mobile Technology as an Augment to Individual Psychotherapy

1.5 CE Credits, Introductory (Type I)

Presenters: A.J. Heritage, PhD, Megan Ichinose, MA, and Jennifer Stewart, MS

Affiliation: Heritage Assessment & Therapy, LLC (private practice)

Course Description: The prevalence of mobile technology (e.g. smartphones, tablets, etc.) continues to increase, and the age at which children and adolescents start using these devices continues to decrease. Additionally, the number of mobile applications (apps) designed to improve mood, reduce anxiety, and teach coping skills is also increasing quickly, and many clients are already taking advantage of these apps. As clinicians, these apps can provide an opportunity to augment traditional psychotherapy techniques and increase skills practice between sessions. However, as with any new technique or tool, it is important to understand both the benefits and drawbacks of this technology before implementing it in practice. Therefore, this presentation will provide relevant information for clinicians to allow them to successfully use mobile technology to augment traditional psychotherapy techniques. The focus will be primarily on apps that can be used to support different therapy techniques (e.g. CBT, Mindfulness). The most popular mental health apps available, how to best introduce apps to clients, and ways to encourage appropriate use between sessions will all be discussed. The presentation will conclude with a discussion of potential ethical issues (e.g. confidentiality) and best practices for clinicians.

Learning Objectives:

- A. Participants will be able to list mobile apps that are available to support a variety of therapy techniques (e.g. CBT, Mindfulness).
- B. Participants will be able to effectively discuss with clients the benefits and drawbacks of apps generally, as well as those for specific applications.
- C. Participants will implement the use of mobile apps with their clients.
- D. Participants will be able to describe best practices for using mobile apps to augment traditional psychotherapy including potential ethical issues.

Presenter Information: A.J. Heritage is a graduate of the Vanderbilt University Clinical Psychology Ph.D. program and completed his pre-doctoral internship through the Vanderbilt-VA Internship Program in Professional Psychology. He is currently working in private practice and specializes in working with boys with behavior problems and athletes. In his practice Dr. Heritage uses different combinations of CBT, Mindfulness, Behavioral, and Skills Based interventions to meet each client's specific needs. His professional interests also include teaching and supervision of graduate students.

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

OR

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

1 CE credit (Type III)

2:00PM-5:30PM CE Workshops

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

3:30PM-4:00PM Break

[131] Ethics Issues 2018

3.0 CE credits, Introductory (Type I)

Presenters: George Davis, PhD, JD, and Bruce McCurdy, EdD

Affiliation: Psychologist, Adjunct Professor Vanderbilt University

Course Description: This presentation will address ethical/legal issues in the context of practical issues that a therapist may encounter in their practice. These include dealing ethically with conflicting values, responding to a subpoena, dealing with dangerous/abusive/neglectful clients with reporting requirements, employer considerations if you have a joint practice, addressing social media and your practice, and finally looking at electronic issues impacting therapists.



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

Learning Objectives:

- A. Participants will be able to make referrals to other professionals in an ethical manner.
- B. Participants will plan on how to respond to a subpoena.
- C. Participants will be able to report abuse/neglect and where and how to do so.
- D. Participants will be able to describe social risks and electronic risks to the therapist.

Presenter Information: George Davis, Ph.D. J.D. (Ph.D. Clinical Psychology 1984, J.D. Law 1999) has been a consultant with SSA disability determination since 1986. He has been an Adjunct Professor at Vanderbilt/Peabody Human Development and Counseling Program since 2006 and has a private practice in Family Law. He currently serves as the Legislative Liaison for the Tennessee Psychological Association.

[132] Advances in Concussion Assessment and Management

3.0 CE Credits, Introductory (Type I)

Presenter: Pamela Drury, PhD

Affiliation: Neurobehavioral Associates of Nashville

Course Description: Advances in our understanding of concussion and repeated head injuries has changed the standards for assessment and concussion management. This presentation will describe current assessments that are helpful for evaluating concussion, including a history of the injury, sideline testing (if it occurs during sporting events), symptom checklists, cognitive testing, emotional assessment, balance testing, and quantitative EEG. The most recent guidelines for concussion management from the International Congress for Sports Concussion will be reviewed, and their application to decisions regarding return-to-play and/or return-to-learning will be demonstrated. For those individuals whose symptoms do not resolve on their own, options for alleviation of symptoms is limited. Neurofeedback offers a promising new treatment for postconcussive symptom. Quantitative EEG assessment and neurofeedback principles will be introduced. Case studies will be presented to demonstrate typical outcomes as

measured by self-reported symptoms, objective cognitive and psychological measures, and QEEG-derived brain maps.

Learning Objectives:

- A. Assess typical symptom presentation of concussion and postconcussion syndrome.
- B. Discuss current guidelines for concussion management and how they can be applied to Return-to-Play and Return-to-Learn decisions.
- C. List the different facets of a multifaceted approach to assessing concussion.
- D. Describe the current state of treatments for postconcussive syndrome.

Presenter Information: Pam Drury is a clinical neuropsychologist and is board certified in neurofeedback. She began her work with concussion and traumatic brain injury about a decade ago in the Polytrauma Clinic at the Nashville VA. For the past 4 years, she has been working with athletes and at risk populations, offering baseline and post-injury assessments, return-to-play and return-to-learn recommendations, and neurofeedback for postconcussive syndrome.

[133] Multidisciplinary Treatment of Eating Disorders in Children and Adolescents: Working with the Medical Community to Optimize Outcomes

1.5 CE Credits, Intermediate (Type I)

Presenter: Anna B. Tanner, MD, FAAP, FSAHM

Affiliation: Vice President of Medical Services, Veritas Collaborative

Course Description: Eating disorders are complex medical and psychological illnesses. Treatment delay can lead to life-threatening medical complications, protracted illness, and death. This workshop will detail how medical and mental health care providers can build a multidisciplinary treatment team, integrate discipline specific policies and guidelines into treatment, and positively impact treatment outcomes.

Prerequisite: Participants should be familiar with DSM-5 eating disorders diagnoses.

Learning Objectives:

- A. List risk factors and describe complex clinical presentations associated with medical complications due to eating disorders in young patients
- B. Describe the roles of multi-disciplinary team members in the medical stabilization of young persons hospitalized with an eating disorder diagnosis
- C. Explain how AAP and SAHM policy can be used in concert with American Psychiatric Association treatment guidelines to inform clinical decision making in the treatment of young persons diagnosed with an eating disorder
- D. Discuss how policy based multi-disciplinary treatment approaches can help address need in communities that have limited access to medical and mental health care resources

Presenter Information: Dr. Anna Tanner is a board-certified pediatrician with almost 20 years of experience providing care for children, adolescents, and young adults. She has served as clinical faculty at Vanderbilt University and Emory University. In recognition of her work, Dr. Tanner has been appointed a Certified Eating Disorder Specialist by the International Association of Eating Disorder Professionals and holds the designation of Fellow in the Society of Adolescent Health

and Medicine. She serves as Medical Liaison on the Board of the Atlanta Chapter of the International Association of Eating Disorder Professionals, sits on the Advisory Council for the Eating Disorder Information Network (EDIN), and is also on the Clinical Advisory Committee for the Manna Fund.

4:00PM-5:30PM CE Workshop

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

[143] Parental Alienation: Misinformation and Fake News

1.5 CE credits, Introductory (Type I)

Presenters: William Bernet, MD, and James S. Walker, PhD

Affiliation: Vanderbilt University

Description: Misinformation regarding parental alienation has been featured in peer-reviewed journals and books intended for psychologists. This presentation refutes false statements regarding parental alienation, which have been stated repeatedly. The presentation explains how rumors and fake news spread through online media, i.e., fake news can spread faster and farther than the truth.

Learning Objectives:

- A. The participants will define the concept of parental alienation.
- B. The participants will state three common forms of misinformation regarding parental alienation.
- C. The participants will be able to explain the concept of a “meme” and how it relates to misinformation regarding parental alienation.
- D. The participants will be able to explain how rumors and fake news spread rapidly through online media.

Presenter Information: William Bernet, MD, is a professor emeritus at Vanderbilt University School of Medicine. He is board certified in general psychiatry, child psychiatry, and forensic psychiatry. As an expert in forensic psychiatry, Dr. Bernet has testified about 300 times in 20 states. In 2007, Dr. Bernet and Judge Don R. Ash published *Children of Divorce: A Practical Guide for Parents, Therapists, Attorneys, and Judges*. Dr. Bernet edited *Parental Alienation, DSM-5, and ICD-11*, which was published in 2010. Dr. Bernet and his colleagues edited *Parental Alienation: The Handbook for Mental Health and Legal Professionals*, which was published in 2013.

5:30PM Registration Closes

7:00PM-9:00PM CE Workshop

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

[151] Suicide Prevention for Psychologists: The “S” Word Film and Research Update

2.0 CE credits, Introductory (Type I)

Presenter: John B. Averitt, PhD

Affiliation: Cookeville Regional Medical Center, Cookeville, Tennessee

Description: The first hour of the presentation will feature a new, one-hour documentary entitled “The S-Word,” on Lived Experiences of suicide survivors by co-director, writer and producer Lisa Klein. The second hour will focus on why people attempt suicide. The presenter will discuss some new developments in blink rate and suicide evaluations.

Learning Objectives:

- A. Participants will describe the lived experience element of suicide prevention.
- B. Participants will summarize blink rate research of trauma survivors in one current study.
- C. Participants will describe blink rate research in individuals contemplating suicide.
- D. Participants will list the three elements present with most who take their lives.

Presenter Information: Dr. Averitt is a retired Sergeant of the Cookeville, TN Police Department. He maintained a private practice of Psychology in Cookeville from 1988 to 2018. He has held the position of Psychological Hospitalist at the Cookeville Regional Medical Center since 2016. He has been APA certified in addictionology from 2006 to date. He was appointed to the Tennessee Suicide Prevention Network Advisory Board by the Governor in 2013, where he continues to serve. He has been active in the Tennessee Psychological Association, as TPA President in 1999 and as the TPA Convention Directorate from 2001 to 2017.

Friday, November 2, 2018

7:30AM Registration Open

8:30AM-12:00PM CE Workshops

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

10:00AM-10:30AM Break

10:00AM-12:00PM Undergraduate Student Poster Session

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

[211] Telepsychology: Part I--Technology in Your Practice

3 CE credits, Introductory (Type I)

Presenter: Sara Smucker Barnwell, PhD

Affiliations: Partner, Seattle Psychology; Owner, Telehealth Training Solutions; Clinical faculty, University of Washington Department of Psychiatry and Behavioral Sciences

Course Description: This program is part of a 6-hour workshop which provides guidance to providers interested in delivering mental health services through technology. This workshop is appropriate for individuals incorporating existing technology (e.g., telephones, fax machines, email) in their practice, those seeking to augment their practice with new technologies, and those seeking to cultivate a technology-based practice (e.g., videoconferencing, mobile

applications, online applications). During this first portion of the program, participants will receive an overview of the use technology in practice, popular types of technologies in practice, and key ethical and legal considerations in technology use.

Attendance in Part II of this program is NOT required in order to receive CE credit for this first half of the program.

Learning Objectives:

- A. Describe how providers employ technology in clinical practice
- B. Summarize common threats to information security, privacy and confidentiality when using technology in clinical practice
- C. Assess risk in your technology use
- D. List key legal and ethical issues to consider when using technology in clinical practice

Presenter Information: Dr. Sara Smucker Barnwell is a licensed clinical psychologist in Washington State. Her research and clinical interests focus on the intersection of evidence based psychological care and ethical technology use. She is a coauthor of the American Psychological Association *Guidelines on Telepsychology*, as well as various other publications focused on the practical aspects of telepsychology. The former director of VA Puget Sound Telemental Health program, Dr. Smucker Barnwell now divides her time between clinical practice in and consultation regarding telehealth.

[212] Graduate Student Research Forum

3 CE credits, Introductory (Type II)

Presenters: Graduate students representing Tennessee Universities and Colleges

Affiliation: Tennessee Universities and Colleges

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

[213] Psychopharmacology, Prescribing Psychology, and Integration in Primary Care Settings

3.0 CE Credits, Intermediate (Type I)

Presenter: David Shearer, PhD

Affiliation: Department of Defense, Madigan Army Medical Center

Course Description: This aim of this program is two-fold. The first goal is to familiarize participants with the practice of integrating prescribing and clinical psychology in primary care settings. Secondly, the program will cover topics including: commonly used psychotropic medications, the intersection of medical culture and psychology, the impact of psychiatric drugs on psychotherapy, strategies for communicating effectively with prescribing providers, and other must-know tips and pearls about the medications our patients are taking.

Prerequisite: *Participants should be familiar with basic DSM-5 diagnostic criteria.*

Learning Objectives:

- A. Participants will list three ways in which understanding basic psychopharmacology can enhance their psychological practice.
- B. Participants will summarize at least three important ways the integration of psychology in primary care settings benefits patients.
- C. Participants will list at least three common side effects of SSRIs.
- D. Participants will explain how at least three symptoms of depression are most likely to be refractory to treatment with antidepressants.

Presenter Information: Dr. Shearer is a clinical and prescribing psychologist for the Department of the Army at Madigan Army Medical Center (MAMC) in the state of Washington. He serves as a core faculty member and Director of Behavioral Sciences the MAMC family medicine residency. He is responsible for training family medicine residents in behavioral health including psychopharmacology. Dr. Shearer is fully integrated into the family medicine clinics at MAMC as the primary psychopharmacological consultant and prescriber. He also teaches a year-long psychopharmacology course to psychology doctoral interns as a faculty member of the Department of Behavioral Health at MAMC. His research and professional interests include understanding and evaluating the combination of psychopharmacology and psychotherapy in the treatment of behavioral health disorders, prescribing psychology in primary care settings, teaching psychopharmacology to psychologists and allied health care providers, and the development of prescribing psychology in the military.

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

1 CE credit, (Type III)

Please register for the Business Meeting and Luncheon if you plan to attend.

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

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

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

[231] Telepsychology: Part II--Ethical Telepsychological Care

3 CE credits, Introductory (Type I)

Presenter: Sara Smucker Barnwell, PhD

Affiliations: Partner, Seattle Psychology; Owner, Telehealth Training Solutions; Clinical faculty, University of Washington Department of Psychiatry and Behavioral Sciences

Course Description: This program is part of a 6-hour workshop which provides guidance to providers interested in delivering mental health services through technology (see program #211). The second part of this workshop provides guidance to providers interested in delivering mental health services through technology, with consideration for the ethical use of technology in clinical practice. During this portion of the program, participants will further discuss how technologies may be ethically used to deliver care, learn risk assessment strategies, and

consider how to determine the appropriateness of technology-based services. The workshop will include demonstrations of technology use.

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

Attendance in Part I of this program is NOT required in order to receive CE credit for this second half of the program.

Learning Objectives:

- A. Explain how technology can be ethically used to deliver care
- B. Evaluate and identify which clients are best served using technology to augment clinical services
- C. Apply risk assessment strategies to the use of technology in clinical practice
- D. Describe key principles related to interjurisdictional practice and other legal/ethical considerations

Presenter Information: Dr. Sara Smucker Barnwell is a licensed clinical psychologist in Washington State. Her research and clinical interests focus on the intersection of evidence based psychological care and ethical technology use. She is a coauthor of the American Psychological Association *Guidelines on Telepsychology*, as well as various other publications focused on the practical aspects of telepsychology. The former director of VA Puget Sound Telemental Health program, Dr. Smucker Barnwell now divides her time between clinical practice in and consultation regarding telehealth.

[232] Pain Psychology: Opportunities and Challenges

3.0 CE Credits, Introductory (Type I)

Presenter: Ted Jones, PhD

Affiliation: Behavioral Medicine Institute @ Pain Consultants of East Tennessee

Course Description: There are approximately 170 certified pain practices in TN. These clinics are expected to have access to pain psychology services per the TN Pain Clinic Guidelines. Regrettably most pain practices do not have a relationship with a pain psychologist, and they would benefit from such a clinical relationship. There is very large gap between the need for psychologists working in the area of chronic pain and the number of psychologists doing this work. This presentation will discuss the clinical and the logistical issues involved in the practice of pain psychology, and will review the various needs that pain physicians have for a psychologist. Pain psychology can be a highly rewarding endeavor. Attendees will be encouraged to consider adding this area of practice to their current practice.

Learning Objectives:

- A. Attendees will describe the basic concept of opioid risk assessment and list the most commonly used tools for this assessment.
- B. Attendees will state the basic concepts involved in a pre-surgical evaluation for a dorsal column stimulator.

- C. Attendees will list the five most important self-management skills for chronic pain patients.
- D. Attendees will summarize the TN Pain Clinic Guidelines and the TN Chronic Pain Guidelines which guide the medical practice of pain treatment.

Presenter Information: Ted Jones, PhD, has worked full-time in the field of a pain psychology for the last 18 years. He is in private practice inside Pain Consultants of East Tennessee. He was the founding President of the TN Pain Society and remains on the Board. He has published a dozen times in peer-reviewed journals on various aspects of pain psychology. In 2013 he was named Pain Educator of the Year by the American Society of Pain Educators.

2:00PM-3:30PM CE Workshop

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

[233] Violence and Mental Illness

1.5 CE credits, Introductory, (Type I)

Presenter: Kimberly Brown, PhD, ABPP

Affiliation: Vanderbilt University Medical Center

Course Description: This presentation will review and clarify the often confusing research regarding the relationship between mental illness and violence. Participants will gain a better understanding of what factors increase and decrease risk of future violence in the mentally ill. They will also gain a better appreciation for what can be done to reduce the violence potential in mentally ill individuals.

Learning Objectives:

- A. List the top three general risk factors for future violence
- B. Describe two myths about violence and mental illness
- C. Explain how specific symptoms of mental illness can increase risk of future violence
- D. List two protective factors or ways to reduce violence risk

Presenter Information: Kimberly Brown is Associate Professor in the Department of Psychiatry at Vanderbilt University Medical Center. She is the Director of the Forensic Evaluation Team, which provides court-ordered criminal forensic evaluations for Davidson County, TN. She has evaluated over 2,500 criminal defendants in a variety of contexts, supervises trainees in conducting these evaluations, and publishes research in forensic psychology. She is board certified in forensic psychology through the American Board of Professional Psychology.

3:30PM-4:00PM Break

4:00PM-5:30PM CE Workshop

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

[243] Assessment of Decision-Making Capacity in Older Adults

1.5 CE credits, Introductory (Type I)

Presenters: Elizabeth Corsentino, PhD, and Willie F. McBride III, MS

Affiliation: Alvin C. York VA Medical Center, Tennessee Valley Healthcare System

Description: This presentation will provide an overview of the theory and practice of assessing civil capacities (e.g., health care, finances, independent living) in older adults who have neurological or psychiatric conditions – focusing specifically on the nature of capacity evaluation within usual health care settings.



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

Learning Objectives:

- A. Participants will discuss ten common myths about decision-making capacity in older adults.
- B. Participants will list at least three common types of capacity evaluations.
- C. Participants will describe the four common elements of capacity.
- D. Participants will summarize APA's nine domains of civil capacity in older adults.

Presenter Information: Dr. Liz Corsentino completed her Ph.D. in Clinical Psychology at Florida State University in 2014 and her postdoctoral fellowship in geropsychology at the G.V. (Sonny) Montgomery VA Medical Center in 2015. Since then, she has been a member of Psychology staff at the Alvin C. York VAMC, where she provides consultation and liaison services to six Community Living Center units. Her responsibilities include providing individual and group psychotherapy services, completing cognitive and capacity evaluations, developing recommendations for the nonpharmacological management of disruptive behaviors in dementia, and serving as a national consultant for the VA's Interpersonal Psychotherapy for Depression evidence-based practice program. She is also delighted to serve as a member of TPA's convention committee this year.

5:30PM Registration Closes

5:45PM-7:00PM **TPA Convention Happy Hour**

All attendees and their partners are invited to take a break to visit with colleagues, snack on appetizers, and enjoy the cash bar (alcoholic and non-alcoholic beverages available).

Saturday, November 3, 2018

7:30AM-5:30PM Registration Open

8:30AM-12:00PM CE Workshops

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

10:00AM-10:30AM Break

[311] Extending Competence in Working with LGBT and Gender Nonconforming Patients

3 CE credits, Intermediate (Type I)

Presenter: Kerry L. Holland, PhD

Affiliation: East Tennessee State University, Johnson City, TN

Course Description: The APA has created an Ethics Code requiring us to practice in areas and with patients with whom we are competent. It has also developed Guidelines to ensure competence for professionals who work with patients who belong to sexual minorities (LGBT). The State of Tennessee's Board of Examiners Rules & Regulations for Continuing Education encourage and require psychological professionals to keep abreast of current trends in working with members of diverse communities. This program will extend discussion of working with LGBT and gender nonconforming individuals for psychological professionals. This program will consider the Minority Stress Model and the Shame Resilience Model as instructive in enhancing the professional's effectiveness and competence in working with their LGBT and gender nonconforming patients.



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

Prerequisites: Knowledge of APA's Ethical Principles, APA's Guidelines for Working with LGBT individuals, understanding of complexity of the "coming out" process

Learning Objectives:

- A. Participants will discuss the Minority Stress Model and apply it as it relates to working with LGBT individuals.
- B. Participants will describe the burden placed on Sexual Minorities when they are treated by uninformed mental health providers.
- C. Participants will list within their local, regional or larger community support resources that will contribute to the resilience of their LGBT patients.
- D. Participants will apply the Shame Resilience Model as a potential intervention for working with LGBT patients.

Presenter Information: Dr. Holland is the Director of the ETSU Behavioral Health & Wellness Clinic at East Tennessee State University which is the psychology training clinic of the APA accredited doctoral program in clinical psychology. She has given multiple presentations on creating an affirmative and welcoming atmosphere for LGBT patients for psychological and medical professionals.

[312] The Third Wave of Cognitive and Behavioral Therapies: Science and Practice of Mindfulness

3.0 CE Credits, Introductory (Type I)

Presenters: Sonia Matwin, PhD, and David Vago, PhD

Affiliation: Department of Psychiatry and Behavioral Sciences, VUMC

Course Description: This presentation will provide a comprehensive overview of third wave cognitive behavioral therapies. Specifically, third wave therapies will be defined and both the science and practice of these innovative empirically-based interventions will be contextualized.

Learning Objectives:

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

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

Dr. David Vago is an associate professor of Physical Medicine and Rehabilitation, associate professor of Psychiatry and Behavioral Sciences, and research director for the Osher Center of Integrative Medicine. Dr. Vago's maintains a research associate position with the department of Psychiatry at Brigham & Women's Hospital and is a Research Fellow at the Mind and Life Institute. His research interests broadly focus on utilizing translational models to identify and characterize neurobiological substrates mediating psychopathology, to better predict outcomes and potential biologically-based diagnostic and therapeutic strategies for those suffering with mental illness. He aims to clarify adaptive mind-brain-body interactions and their therapeutic relevance in health-care settings

[313] Principles of Practice in Infant Mental Health

3 CE credits, Introductory (Type I)

Presenter: Mindy Kronenberg, PhD, IMH-E®

Affiliation: Private Practice, Memphis, TN

Course Description: Since Pawl and St. John (1998) wrote *How You Are Is as Important as What You Do in Making a Positive Difference for Infants, Toddlers, and Their Families*, infant mental health practitioners have held this mantra in mind to guide their work. This presentation will introduce the field of infant mental health by describing the core principles that guide the stance (the "how you are") of infant mental health clinicians. Specifically, this presentation will describe the field of infant mental health in terms of the following practices: relationship-based, culturally-sensitive, trauma-competent, developmentally-appropriate, and reflective.

Learning Objectives:

- A. Participants will describe the importance of relationships/attachment in infant development.

- B. Participants will discuss what it means to “hold the baby in mind” in infant mental health practice.
- C. Participants will describe how relationships are leveraged in the assessment and treatment of infants and young children.
- D. Participants will explain the importance of caregiver’s reflective practice/capacity in infant development and describe how clinicians can enhance their own reflective capacity through reflective supervision/consultation.

Presenter Information: Mindy Kronenberg, Ph.D., IMH-E® is a clinical psychologist who specializes in infant mental health and the assessment and treatment of trauma across the lifespan. She completed the Irving Harris Infant Mental Health Fellowship at LSU Health Sciences Center where she previously served as Assistant Professor. Dr. Kronenberg provides national training on evidence-based and evidence-informed assessments, practices, and treatments including Child-Parent Psychotherapy, Psychological First Aid, Reflective Supervision, and Relationship-Based Assessment. Dr. Kronenberg is Tennessee’s Project Launch Young Child Wellness Partner, a founding board member and endorsement co-chair of the Association of Infant Mental Health in Tennessee (AIMHiTN), an NCTSN affiliate member, and a past co-chair of NCTSN’s Zero to Six Workgroup.

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

OR

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

1 CE credit (Type III)

2:00PM-5:30PM CE Workshops

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

3:30PM-4:00PM Break

[331] Issues and Updates on Professional Ethics and TN Laws for the Practice of Psychology

3.0 CE Credits, Introductory (Type I)

Presenters: David Mathis, PhD, and Pamela Auble, PhD, ABPP

Affiliations: Private Practice

Course Description: This presentation will address ethical decision making, relying upon the APA Code of Ethics with any updates or revisions to the Code of Ethics. It will include some of the history of how ethical decision making has been considered, and will apply the concepts of ethical decision making as they apply to new areas such as telepsychology and record retention. In this context, updates will also be provided as well as insight into the regulation of telepsychology and the status of the pending TN Rules in that area. There will be a review of psychological professionals’ continuing education requirements in the Rules and Regulations of the Board of Examiners, and pending updates in those rules for continuing education (which are based on ASPPB Guidelines.) A section of the talk will focus on common violations of licensing

statutes and rules, and the consequences of such violations. In this context, there will be an emphasis upon preventive measures that assist psychologists in improving their ethical practice and avoiding legal pitfalls. The TN Colleague Assistance Foundation contracts with the Board of Examiners, and is an important resource for educating, rehabilitating, and monitoring impaired professionals. There will also be a discussion of how an ounce of prevention is not only relevant but achievable. As time permits, there will be a review of recent legislative actions which affect psychologists and issues related to the release of records.



*This program is designed to fulfill the **Ethics and Law** portion of the CE licensure renewal requirement.*

Learning Objectives:

- A. Participants will describe high risk areas of practice and apply the relevant laws and ethics code.
- B. Participants will apply ethical decision making processes to decisions regarding psychology in the digital age (e.g., telepsychology, online continuing education, record retention).
- C. Participants will summarize current and future Rules as they relate to continuing education and other issues.
- D. Participants will describe research based preventive measures that assist psychologists in improving their ethical practice and avoiding legal pitfalls.

Presenter Information: Both Dr. Auble and Dr. Mathis have been honored to have served on the Board of Examiners in Psychology, and Dr. Auble is currently the liaison for the Tennessee Psychological Association to the Board of Examiners. As psychologists in private practice, we appreciate the risks and rewards of our profession, and seek to practice in ways that are ethical and that follow the laws of Tennessee. Dr. Auble has a forensic practice in civil and criminal cases, and thus has an abiding interest in legal issues and how those impact psychologists. Dr. Mathis's work with therapy clients has made him acutely aware of our needs for deeper human connections. We both believe that we best serve the public when we foster and support each other in our psychology community, relying on our shared values.

[332] Integrating Mindfulness Practice in Clinical Work and Personal Life

3 CE credits, Introductory, Type I

Presenter: Monicah Muhomba, PhD

Affiliation: VA Tennessee Valley Healthcare System- Nashville Campus

Course Description: In the past few decades mindfulness has gained significant popularity in diverse settings, including hospitals, businesses, schools and several other private organizations. It is increasingly being recognized in the psychology literature, as it has moved from being a Buddhist concept to mainstream psychotherapy. Research has shown several benefits of mindfulness, including: improving productivity, decreasing anxiety and depression, improving the quality of relationships, improving overall quality of life & fostering well-being, decreasing depressive symptoms, and improving the immune system. Mindfulness is widely used both as a form of self-care as well as in clinical settings. This presentation will focus on teaching mindfulness-based skills that can be integrated both into client/patient care and to personal life to improve well-being, relationships and overall quality of life. There will be an experiential

focus to equip psychologists with specific mindfulness strategies applicable to a variety of contexts, including working with clients/patients as well as applications to personal life.

Learning Objectives:

- A. Participants will summarize the “What” and “How” of mindfulness practice.
- B. Participants will describe research evidence supporting the effectiveness and benefits of mindfulness practice in improving overall quality of life.
- C. List at least 3 ways to apply mindfulness practice in the role and practice as a psychologist
- D. Learn and practice 3 formal mindfulness exercises
- E. Explain the need to exercise caution when implementing mindfulness practice with certain populations and certain mental health conditions (e.g. trauma)

Presenter Information: Dr. Monicah Muhomba is a staff psychologist at the VA Tennessee Valley Healthcare System at the Nashville Campus. Before joining the VA she served as training director for the APA accredited doctoral internship at the Vanderbilt University Psychological and Counseling Center. Dr. Muhomba is currently finishing her 2-Year Mindfulness Meditation Teacher Certification Program through The Awareness Training Institute and the Greater Good Science Center at the University of California at Berkeley. She has presented on mindfulness at national, local conferences.

2:00PM-3:30PM CE Workshop

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

[333] Treatment of OCD in Young Children

1.5 CE Credits, Intermediate (Type I)

Presenters: Amy Mariaskin, PhD, and Jessica Cameron, LMSW

Affiliation: Nashville OCD & Anxiety Treatment Center

Course Description: Research shows that young children with OCD (ages 4-8) respond well to CBT with exposure and response prevention treatment (ERP). However, protocols must be adapted to meet their developmental needs and to address their interconnectedness to the family system. This presentation will review common symptom presentations at this age and discusses how best to assess and treat the disorder. Attention will be given to adaptation of treatment materials, management of oppositional behavior, use of motivational techniques, and family involvement in treatment. Clinical examples and demonstrations will be included to show how best to implement child-friendly interventions while maintaining fidelity to the ERP model.

Prerequisite: Participants must have a basic understanding of CBT and exposure/response prevention for the treatment of obsessive-compulsive disorder. This talk is intended to discuss the application of this treatment to a specific population.

Learning Objectives:

- A. Participants will list common symptom manifestations of OCD in young children that are necessary to identify and develop a proper diagnosis.
- B. Participants will describe three developmentally appropriate adaptations of CBT for use with this age group to enhance treatment outcomes.

- C. Participants will design interventions that include family components to extend therapeutic goals into the home environment.
- D. Participants will describe how to integrate principles of behavior modification into exposure protocols.

Presenter Information: Dr. Amy Mariaskin is the director of the Nashville OCD & Anxiety Treatment Center, a clinic in Brentwood, TN that serves individuals with OCD, anxiety, and related disorders such as trichotillomania, body dysmorphic disorder, and avoidant/restrictive food intake disorder. She treats individuals throughout the life span and is an active member of the International OCD Foundation. Dr. Mariaskin also serves as a clinical supervisor for Psychology and Counseling graduate students at Vanderbilt University.

4:00PM-5:30PM CE Workshop

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

[343] Treatment of Avoidant/Restrictive Food Intake Disorder

1.5 CE credits, Introductory (Type1)

Presenter: Amy Mariaskin, PhD

Affiliation: Nashville OCD & Anxiety Treatment Center

Course Description: Avoidant/restrictive food intake disorder (ARFID) is a relatively new diagnostic category in the DSM-V. However, clinicians who work with eating disorders, OCD, and autism spectrum disorder have long been familiar with this cluster of symptoms. This presentation will review current research on the prevalence and etiology of ARFID and will provide clinicians with an overview of best practices for the treatment of ARFID. Strategies from exposure and response prevention (ERP) and behavior modification will feature prominently in the discussion, and an interactive demonstration will be integrated into the presentation.

Learning Objectives:

- A. Participants will demonstrate familiarity with the diagnostic criteria of ARFID by assessing and identifying individuals who would benefit from specialized treatment.
- B. Participants will compare and distinguish ARFID from similar disorders and symptom presentations and create treatment plans that address individual presentations.
- C. Participants will apply best practices in creating and developing a mock exposure hierarchy for individuals with ARFID.
- D. Participants will list methods of assessment for use with individuals with ARFID to ensure that diagnosis can be established and progress can be objectively measured.

Presenter Information: Dr. Amy Mariaskin is the director of the Nashville OCD & Anxiety Treatment Center, a clinic in Brentwood, TN that serves individuals with OCD, anxiety, and related disorders such as trichotillomania, body dysmorphic disorder, and avoidant/restrictive food intake disorder. She treats individuals throughout the life span and is an active member of the International OCD Foundation. Dr. Mariaskin also serves as a clinical supervisor for Psychology and Counseling graduate students at Vanderbilt University.

5:30PM Convention Concludes