



Keeping the **SCIENCE** in PSYchology

**TENNESSEE
PSYCHOLOGICAL
ASSOCIATION**
ANNUAL CONVENTION

October 30 - November 2, 2019
Nashville, TN

Keeping the SCIENCE in PSYchology

October 30 - November 2, 2019

2019 TPA Convention Programs and Schedule



Continuing Education (CE) Credit 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:

TPA will 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.

The most important things you can do to assure that you receive the proper CE credits are **use an e-mail address that will be used only by you** when you register for the convention, to **type or print that e-mail address accurately**, and to **return your evaluations from that same e-mail address**.

If you have any concerns completing the evaluations through e-mail 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:

In an effort to **GO GREEN**, **program handouts will be provided ONLY in digital format. Printed copies of presentation will NOT be provided.** Program materials are posted on the TPA website via Dropbox approximately one week before the Convention. Attendees may access handouts after registration. Materials can be printed or downloaded from Dropbox.

Hotel Information:

A block of rooms has been reserved at the Nashville Airport Marriott for the 2019 TPA Convention at the negotiated rate of \$160 per night (plus state and local taxes) through October 9, 2019. 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 9, 2019 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.

2019 Ethics and Law Programming:

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 (3) 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 past years, the TPA convention has provided two 3-hour programs, each of which met the full 3-hour requirement. However, during the past two years, due to unique circumstances and skilled speakers, we provided separate programs on topics related to the ethics code and others that focused on state law and the BoE Rules and Regulations. This year we will continue to offer separate programs on ethics and TN laws/BoE Rules and Regulations. If you need to obtain the 3 CE hours for this licensure requirement, please plan to choose two programs; one focused on ethics and one focused on TN laws/BoE Rules and Regulations.

Daily Schedules

Wednesday, October 30, 2019

8:00AM Registration Opens

8:30AM-4:00PM Pre-Convention Workshop

Participants must attend entire program to receive CE credit.

[101] Conversations about Change: How Motivational Interviewing Helps our Work with Clients

6 CE credits, Introductory (Type I)

Presenter: David Rosengren, Ph.D.

Affiliation: President & CEO, Prevention Research Institute

Description: Psychologists help clients consider the possibility of change across a variety of circumstances. A common challenge is how to assist clients move through ambivalence and sustain change efforts. This session provides an introduction to the concepts and skills of motivational interviewing (MI) as a method to assist psychologists in their efforts. Participants will self-assess their knowledge of MI, review the conceptual building blocks of MI and practice the application of skills. The session will focus on conceptual and technical components of MI including MI spirit, processes of MI, Change and Sustain Talk and foundational skills (OARS+I). They will also learn strategies of MI, including defusing dissent and then practice integration of these skills and strategies. Because learning is at its best when the learner is highly engaged, the instructor will use a dynamic blend of didactic, observation, discussion and exercises to communicate ideas and practice skills.

Learning Objectives:

- A. Recognize and describe the four core elements of MI spirit.
- B. Identify and respond effectively to readiness and ambivalence.
- C. Identify and exhibit the five core skills in MI (OARS+I).
- D. Distinguish between and respond to Change Talk and Sustain Talk.
- E. Demonstrate beginning-level skills in eliciting Change Talk.

Presenter Information: David Rosengren, Ph.D., is a clinical psychologist with a broad background in treatment, research, training and administration. He is President & CEO of Prevention Research Institute (PRI; a private, nonprofit in Lexington, KY). Previously, he was a research scientist and consultant at the University of Washington's Alcohol and Drug Abuse Institute, practicing psychologist in a variety of clinical settings, and Motivational Interviewing (MI) consultant and trainer. In addition to Building Motivational Interviewing Skills: A Practitioner Workbook, Dr. Rosengren has written journal articles and book chapters on addictions, MI, the change process, treatment and prevention.

10:00AM-10:15AM Break

12:00PM-1:00PM Lunch (On Your Own)

2:30PM-2:45PM Break

5:30PM Registration Closes

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

Thursday, October 31, 2019

7:30AM Registration Opens

7:30AM- 8:30AM Sustaining Member Appreciation Breakfast- sustaining members only

8:30AM-10:00AM Plenary Session

Participants must attend entire program to receive CE credit.

[111] Cultural Considerations Associated with Contemporary Issues and Controversies in Psychology

1.5 CE credits, Introductory (Type I)

Presenter: James L. Werth, Jr., Ph.D., ABPP

Affiliation: CEO, Tri-Area Community Health



** 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 this program has been designated by TPA, specifically. For further information, please refer to the Rules and Regulations of the TN Board of Examiners in Psychology.*

Course Description: There is no shortage of controversies in the science and practice of psychology. This presentation will highlight some of the most pressing, based on the literature and the presenter's experience as a faculty member, practitioner, supervisor, administrator, professional association member, and state Board of Psychology member. These issues and controversies will be examined through a cultural lens, with emphases on social justice for under-served and under-resourced groups, including residents of rural communities (Riding-Malon & Werth, 2014). Examples of topics to be included are: use of technology (e.g., Joint Task Force..., 2013), prescription privileges (e.g., McGuinness, 2012), integrated care (e.g., Satcher & Rachel, 2017), and substance mis-use treatment (e.g., Ecker & Hundt, 2018).

Learning Objectives:

- A. List at least four issues faced by underserved populations, such as rural community members.
- B. Describe at least three issues associated with the use of technology in psychological practice.
- C. Describe at least three issues associated with the idea of psychologists obtaining prescription privileges.
- D. Identify at least three issues that need to be considered when attempting to integrate behavioral health services into primary care.

Presenter Information: James L. Werth, Jr., PhD, ABPP, received his PhD in Counseling Psychology from Auburn University in 1995 and his Master of Legal Studies degree from the University of Nebraska – Lincoln in 1999. Until recently, he served as the Behavioral Health and Wellness Services Director as well as the Black Lung Program Director for Stone Mountain Health Services, a Federally Qualified Health Center (FQHC) with 11 medical and 2 respiratory care clinics spread across 7 counties in Southwest Virginia. Prior to coming to Stone Mountain, he was the founding Director of the Radford University Doctor of Psychology (Psy.D.) Program, which had emphases on rural mental health, cultural diversity, social justice, and evidence-based practice. He now is the Chief Executive Officer of Tri-Area Community Health, a FQHC with 3 clinics in Southern Virginia.

Dr. Werth is a Licensed Clinical Psychologist in Virginia, is board certified in Counseling Psychology (American Board of Professional Psychology), is a Fellow of the American Psychological Association, and is the outgoing Editor of the APA-published *Journal of Rural Mental Health*. He has been a member of the Virginia Board of Psychology since late 2014 and currently serves as Vice Chair of the Board and Chair of the Regulatory Committee. He received the American Psychological Association's 2016 "Excellence in Rural Psychology Award" as well as the 2016 Virginia Association for Rural Health's

“Charles Crowder, Jr. Award” in recognition of “outstanding individual commitment and service to the advancement of rural health in Virginia.” He accepted both on behalf of the Stone Mountain Behavioral Health Team.

10:00AM-10:30AM Break

10:30AM-12:00PM CE Workshops

Participants must attend entire program to receive CE credit.

[121] Review of Tennessee Laws Pertaining to the Practice of Psychology

1.5 CE credits, Intermediate (Type I)

Presenters: Erin Patel, Psy.D., ABPP, & Connie Paul, Ph.D., ABPP

Affiliations: Dr. Patel—VA Tennessee Valley Healthcare System
Dr. Paul—Memphis Center for Children and Families



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

Prerequisite: Attendees should be familiar with the laws and rules/regulations guiding the practice of Psychology in TN. This presentation will provide an update of those and discuss future potential changes.

Course Description: This presentation will focus on a review of current updates in Tennessee law and rules/regulations for psychologists, senior psychological examiners, and certified psychological assistants. Recent and upcoming legislation will be discussed. TN continuing education requirements, as well as ongoing changes to those requirements will be discussed.

Learning Objectives:

- A. Attendees will be able to cite recent legislative activity in TN and other states which might impact the regulatory climate for psychology in the state of Tennessee.
- B. Attendees will indicate three ways in which the regulatory board is supportive of psychology practitioners in TN.
- C. Attendees will be able to describe PsyPACT and how this might impact the practice of telepsychology in the future.
- D. Attendees will be able to list at least three kinds of violations that result in adverse actions by the Tennessee Board of Psychological Examiners.

Presenter Information: Dr. Erin Patel is a Board Certified Geropsychologist and works as the Assistant Chief of Psychology at the VA TN Valley Healthcare System in Nashville, TN. She previously worked as a Clinical Geropsychologist in the long-term care units at the VA. Dr. Patel is a former President of TPA and currently serves as the Administrative Services Officer.

[122] Rural Appalachian Cultural Considerations for Mental Healthcare Providers

1.5 CE credits, Introductory (Type I)

Presenter: Theresa L. Burriss, Ph.D.

Affiliation: Radford University



** 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 this program has been designated by TPA, specifically. For further information, please refer to the Rules and Regulations of the TN Board of Examiners in Psychology.*

Course Description: The presenter will provide various definitions of the Appalachian region and how the widespread creation of stereotypes in the late nineteenth century persist to this day, continue to serve those in power, and influence how some healthcare providers, educational leaders, and business owners respond to residents. The presentation will include discussion about Appalachian cultural values and how they may impact patients' compliance and noncompliance. Stigmas of mental illness and the use of cultural brokers to overcome them will be included in the discussion. Additionally, the presenter will address structural inequities in the region and how they affect the health and wellness of residents.

Learning Objectives:

- A. Participants will be able to state the political, geographical, and social definitions of Appalachia, as well as how the political economies have impacted communities in such realms as healthcare, education, and the environment.
- B. Participants will be able to distinguish the tensions between the notion of an Appalachian cultural identity and the long-existing diversity of the region, and how enduring cultural values unite and influence various community members.
- C. Participants will be able to characterize the role of religion in many Appalachians' lives and how this may affect healthcare and compliance.
- D. Participants will be able to describe Appalachian stereotypes and understand how they continue to affect residents' treatment by a variety of groups.

Presenter Information: Theresa L. Burriss is the Chair of Appalachian Studies and Director of the Appalachian Regional & Rural Studies Center at Radford University in Radford, VA. She received her bachelor's degree in Philosophy from Emory University in Atlanta, master's in English from Radford University, and doctorate in Interdisciplinary Studies from the Union Institute in Cincinnati. In addition to teaching about and publishing on Appalachia, she collaborates internationally on rural community issues with scholars in Scotland and Romania.

[123] Assessment Tools for Behavioral Medicine

1.5 CE Credits, Introductory (Type I)

Presenters: Anne-Marie Kimbell, Ph.D.

Affiliation: Pearson Clinical Assessment

Course Description: Integration of behavioral science into healthcare settings involves utilization of different psychological assessment tools. Psychologists are being called upon to consult in primary care and other medical settings with increasing frequency. In addition, physicians and other health care providers may benefit from tools to screen for behavioral health issues. After screening, both physicians and psychologists need reliable, valid assessment tools that are applicable in medical settings. This session will highlight several screening and assessment measures for use in behavioral medicine

applications, and a case study will be presented to illustrate the application of standardized assessment when working with a patient with chronic pain.

Learning Objectives:

- A. At the conclusion of this session, the attendee will be able to identify and prepare a screening measure for primary care settings.
- B. At the conclusion of the presentation, the attendee will be able to compare and contrast qualitative measures with rating scale use in behavioral medicine
- C. At the conclusion of the presentation, the attendee will be able to select and utilize a comprehensive psychological assessment for use in healthcare settings.
- D. At the conclusion of this presentation, the attendee will be able to discuss the contribution of standardized assessments to behavioral medicine.

Presenter Information: Dr. Anne-Marie Kimbell is a Healthcare and Education Solutions Analyst for Pearson. She is a licensed clinical psychologist in Texas and holds a Certificate of Proficiency in Clinical Geropsychology. Anne-Marie received her Ph.D. in Counseling Psychology from Texas A&M University, where she conducted research with the Texas Department of Protective and Regulatory services to test a risk factor assessment for identifying older persons at risk of elder abuse. She completed clinical internship and postdoctoral training in the VA system, conducted research on Aging and Long-Term Care with the Texas A&M Health Science Center, and served as staff psychologist for two VA systems, where she provided clinical services in the areas of geriatrics, palliative care/hospice, rehabilitation, neuropsychology, posttraumatic stress disorder, and primary care mental health integration. Dr. Kimbell teaches nationally on topics of assessment related to cognitive, learning, behavioral, and language related needs.

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

OR

12:30-1:30PM Interest Groups meet. These meetings provide time to network and for discussion of current trends in specific interest areas. A list of Interest Groups and meeting locations can be obtained onsite. All Interest Group meetings are **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] Hot Topics in Ethics: Applying Positive Ethics to Therapeutic Practice

3.0 CE credits, Introductory (Type I)

Presenters: Linda K. Knauss, Ph.D., ABPP

Affiliation: Widener University



*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.*

Course Description: This is a vignette-based workshop focusing on the issues that generate the most questions to local, state, and national ethics committees. In addition to boundary issues and confidentiality, topics include what happens when clients name you in their will, end of life issues, addiction and internet dilemmas. The vignettes are designed to promote discussion. This workshop will involve participants in the application of ethical decision making to the practice of professional psychology. Participants are invited to discuss ethical dilemmas from their own practices.

Learning Objectives:

- A. Identify the relevant ethical principles and standards related to a variety of ethical dilemmas.
- B. Apply positive ethics to therapeutic practice.
- C. Discuss how to respond appropriately to ethical dilemmas.
- D. Anticipate and resolve ethical challenges in your practice.

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

[132] Evidence-Based Treatment of Geriatric Depression

3.0 CE credits, Introductory (Type I)

Presenters: Natalie Heidelberg, Ph.D., ABPP, & Elizabeth Maloney, Ph.D.

Affiliations: VA Tennessee Valley Healthcare System



** 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 this program has been designated by TPA, specifically. For further information, please refer to the Rules and Regulations of the TN Board of Examiners in Psychology.*

Course Description: With the elderly population on the rise, psychologists can expect to see more and more geriatric patients in various treatment settings. There is an increased need for psychologists who are gerocompetent. This program will focus on the use of Cognitive Behavioral Therapy and Interpersonal Psychotherapy to treat geriatric depression. Presenters will provide didactic information on the adaptation of these evidence-based therapies for use with a geriatric population, and will guide attendees through role plays to practice these interventions.

Learning Objectives:

- A. Summarize the research on the effective use of CBT and IPT with geriatric patients.
- B. List at least three interventions used in CBT, and at least three interventions used in IPT.
- C. Compare and contrast case conceptualization approaches of CBT and IPT.

- D. Implement at least three CBT or IPT interventions with an elderly patient.

Presenter Information: Dr. Heidelberg is a Clinical Psychologist at the Murfreesboro VA. She has interests in geropsychology and health psychology, and is board certified in clinical health psychology by the American Board of Professional Psychology. She serves as a national Training Consultant for Cognitive Behavioral Therapy for Depression in the VA system, and has trained dozens of providers in the implementation of this evidence-based treatment.

[133] An Introduction to Radically Open Dialectical Behavior Therapy (RO-DBT)

3.0 CE credits, Introductory (Type I)

Presenter: Stephanie Vaughn, Psy.D., & Sally Roesch, M.Ed.

Affiliations: Dr. Vaughn—Owner, PSYCHe, PLLC; Affiliate, Vanderbilt University Medical Center, Dept of Psychiatry; Associate Faculty, Vanderbilt Dept of Psychology
Ms. Roesch—Master’s Level Therapist, PSYCHe, PLLC

Course Description: Radically Open DBT (RO-DBT) is an offshoot of traditional DBT which has risen in popularity for treating disorders of over-control. This treatment approach differs from traditional DBT in its focus on patients with internalizing behaviors whose temperaments are characterized by pathological over control rather than those who display more externalizing behaviors and who need more emotion regulation. As the core issue in RO-DBT is considered to be emotional loneliness, therapy targets the issues leading to this internal sense of isolation in order to help patients in creating a life worth living. .With over 20 years of research, RO-DBT is increasingly being utilized to target recalcitrant issues such as anorexia nervosa, obsessive compulsive and avoidant personality disorders, self-harm, autism spectrum disorder, and treatment resistant depression. This presentation will introduce the RO-DBT model, assist attendees in determining how to conceptualize patients using an RO-DBT framework, and how to identify candidates for the treatment.

Learning Objectives:

- A. Assess and pinpoint client coping styles on a spectrum of over versus under-controlled temperament.
- B. Identify appropriate candidates for RO-DBT.
- C. Describe how an overcontrolled coping style leads to emotional loneliness.
- D. Explain how social signaling contributes to the exacerbation of symptoms.

Presenter Information: Dr. Stephanie Vaughn, Clinical Psychologist is the owner of PSYCHe, PLLC, a boutique group therapy practice located in the Gulch in Nashville, TN and now with a new location in Boston, MA. She is a Linehan Board Certified DBT Clinician, a national speaker, and Affiliate and Associate faculty member for Vanderbilt University's Psychiatry and Psychology programs, respectively. Dr. Vaughn has served as a trainer and clinical consultant for a variety of institutions including the U.S. Department of Defense, Kennedy Krieger Hospital, Jacksonville Naval Hospital, Kentucky Western State Hospital, and Camp Pendelton Marine Base.

5:30PM Registration Closes

7:00PM-9:00PM CE Workshop

Participants must attend entire program to receive CE credit.

[151] Mindfulness Meditation: The Art of Formal and Informal Practice

2.0 CE credits, Introductory (Type I)

Presenters: Monicah Muhomba, Ph.D.

Affiliation: VA Tennessee Valley Healthcare System

Description: In the past few decades mindfulness has gained significant popularity in diverse settings, including hospitals, businesses, schools and other private organizations. It is increasingly being recognized in the psychology literature, moving from being a Buddhist concept to mainstream psychotherapy. The cultivation of mindfulness with a non-judgmental awareness of moment to moment experience can have beneficial effects on well-being and ameliorate psychological and stress-related symptoms. Due to increasing research findings on its benefits, mindfulness meditation has increasingly become incorporated into the practice of psychotherapy. Some of the evidence-based benefits of mindfulness meditation include: 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. Effective teaching of mindfulness meditation to others requires a personal embodiment of the practice. This experiential workshop will explore formal and informal mindfulness interventions that can be incorporated into personal life and integrated into clinical work with patients/clients and within a variety of contexts.

Learning Objectives:

- A. Participants will practice at least 3 easy to implement mindfulness exercises
- B. Participants will describe research evidence supporting the benefits of practicing mindfulness and meditation
- C. Participants will practice and incorporate formal and informal mindfulness practice in daily life
- D. Participants will list at least two ways to apply mindfulness practice in the role of a Psychologist.

Presenter Information: Dr. Monicah Muhomba is a staff psychologist at the VA Tennessee Valley Healthcare System at the Nashville Campus. Dr. Muhomba has a unique passion for Mindfulness Meditation practice. She is a certified Mindfulness Meditation teacher through The Awareness Training Institute and the Greater Good Science Center at the University of California at Berkeley. Dr. Muhomba is currently in training on the MBSR teacher certification path through Brown University Mindfulness Center.

Friday, November 1, 2019

7:30AM Registration Opens

8:30AM-12:00PM CE Workshops

Participants must attend entire program to receive CE credit.

10:00AM-10:30AM Break

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

Undergraduate students from colleges and universities across the state will present original research 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] The Duty to Protect: Ethical, Legal, and Clinical Considerations

3.0 CE credits, Intermediate (Type I)

Presenter: James L. Werth, Jr., Ph.D., ABPP

Affiliations: CEO, Tri-Area Community Health

Intermediate: Participants must have some basic understanding of psychological practice. In-depth knowledge of the duty to protect itself is not required.

 *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.*

Course Description: Duty to protect situations are among the most stressful clinical events. These already difficult scenarios are made even more difficult when the professional/trainee is laboring under misunderstandings about her or his ethical and legal obligations and when the clinician/trainee does not know how to respond when a potential duty arise). This presentation is designed to help determine when the duty to protect may arise and how to respond. Tennessee law and regulations will be highlighted. Actual examples and practical responses will be provided throughout the presentation.

Learning Objectives:

- A. Define the duty to protect and differentiate it from the duty to warn.
- B. List the primary issues involved in determining whether the duty to protect applies.
- C. Describe Tennessee statutes and regulations that relate to a psychologist's duty to protect.
- D. Identify at least three components of a thorough response when a therapist is concerned a client may harm self or others.

Presenter Information: James L. Werth, Jr., PhD, ABPP, received his PhD in Counseling Psychology from Auburn University in 1995 and his Master of Legal Studies degree from the University of Nebraska – Lincoln in 1999. Until recently, he served as the Behavioral Health and Wellness Services Director as well as the Black Lung Program Director for Stone Mountain Health Services, a Federally Qualified Health Center (FQHC) with 11 medical and 2 respiratory care clinics spread across 7 counties in Southwest Virginia. Prior to coming to Stone Mountain, he was the founding Director of the Radford University Doctor of Psychology (Psy.D.) Program, which had emphases on rural mental health, cultural diversity, social justice, and evidence-based practice. He

now is the Chief Executive Officer of Tri-Area Community Health, a FQHC with 3 clinics in Southern Virginia.

Dr. Werth is a Licensed Clinical Psychologist in Virginia, is board certified in Counseling Psychology (American Board of Professional Psychology), is a Fellow of the American Psychological Association, and is the outgoing Editor of the APA-published *Journal of Rural Mental Health*. He has been a member of the Virginia Board of Psychology since late 2014 and currently serves as Vice Chair of the Board and Chair of the Regulatory Committee. He received the American Psychological Association's 2016 "Excellence in Rural Psychology Award" as well as the 2016 Virginia Association for Rural Health's "Charles Crowder, Jr. Award" in recognition of "outstanding individual commitment and service to the advancement of rural health in Virginia." He accepted both on behalf of the Stone Mountain Behavioral Health Team.

[212] Graduate Student Research Forum

3 CE credits, Introductory (Type II)

Presenters: Graduate students representing Tennessee universities and colleges

Course Description: TN graduate students will present original research. Programs are pre-selected by a team of psychologists, with the top 12 programs included. A list of presenters and their topics will be available at the convention registration desk.

[213] Concussion Management Across the Lifespan: Beyond Vinegar and Brown Paper

3.0 CE credits, Introductory (Type I)

Presenter: Mark Barisa, Ph.D., ABPP-CN

Affiliation: Performance Neuropsychology PLLC

Course Description: The assessment, management, and long-term effect of sports and non-sports related concussion/mild traumatic brain injury have been the subject of numerous scientific papers, media reports, social media arguments, and, of course, lawsuits. The volume and contradictory nature of the presented information can be overwhelming and confusing, particularly for patients and family members that have to live with and manage these injuries. This presentation will sort through the noise of the concussion conundrum and provide practical information and a rational approach to concussion management across the lifespan. A basic overview of concussion pathology and recovery will be presented in practical terms that even younger children can understand, followed by the common, as well as uncommon, post-concussive presentations and related symptoms. This will include a detailed discussion of non-concussion factors that negatively impact recovery and rehabilitation after a mild traumatic brain injury. The presentation will close with management strategies to help promote a positive recovery trajectory along with guidelines for return to school, work, play, and sports competition.

Learning Objectives:

- A. Summarize a basic overview of concussion pathology and recovery in practical terms.
- B. Identify common, as well as uncommon, post-concussive symptoms.

- C. Name at least three brain and non-brain related factors that contribute to symptom presentation and recovery.
- D. Describe appropriate steps for an appropriate return to low intensity and high intensity activities for patients following a concussion, based on the research to date.
- E. Outline basic return to learn and return to play protocols for pediatric populations.
- F. Describe at least two unique aspects of concussion in female patients.

Presenter Information: Dr. Barisa is a licensed psychologist and board-certified clinical neuropsychologist with over 20 years of experience working in a wide variety of clinical settings. After receiving his doctorate in Counseling Psychology from the University of Memphis, he completed an internship and postdoctoral residency at the VA Medical Center in Little Rock with specific training in neuropsychology, health psychology, and geriatrics. Since that time, he has worked in a variety of clinical settings maintaining a focus in clinical neuropsychology, rehabilitation psychology, health psychology, and sports psychology, while also maintaining teaching and training activities for interns and residents. He has provided direct concussion consultation for professional, college, and local youth athletes and sports organization for several years, and currently serves on the medical staff of several professional sports teams including FC Dallas (MLS Soccer) Allen Americans (ECHL Hockey), and Texas Revolution (Central Indoor Football League). Dr. Barisa maintains an active role in research/writing and is an accomplished presenter and speaker making numerous invited addresses at local, national and international conferences covering a wide array of topics including neuropsychology, rehabilitation psychology, sports neuropsychology, and the business aspects of psychological practice. He has numerous professional publications, is author of the book *The Business of Neuropsychology: A Practical Guide*, and served as co-editor of the book *Neuropsychological Rehabilitation*. His research and writing interests have focused on sports neuropsychology, functional correlates of neuropsychological data, concussion evaluation and management, return to work issues following injury/illness, and healthcare policy.

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

1.0 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] Ethics, Emotions, and Values—Why We Don't Always Follow the Rules

3.0 CE credits, Introductory (Type I)

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

Affiliations: Widener University

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.*

Course Description: Today's clinical practice often involves competing interests, values and uncertainty. However, professional training often leaves people unprepared to sort out ethical, clinical and emotional issues. Ideas that seem clear in a textbook, classroom, or workshop become murky in the context of clinical practice. Studies show that many times people know the ethical course of action, but they still do not take it. Why does this occur? Because people are guided by their values. These are core beliefs that motivate people's attitudes and determine how individuals will behave in certain situations. Ethical dilemmas require taking action in situations that are ambiguous. This often creates situations where strong emotions are involved. Emotions can also interfere with the willingness to use ethical knowledge. The purpose of this workshop is to help participants identify their personal ethics and values and learn how emotions can interfere with a therapist's willingness to act ethically. Case examples will be presented which highlight the emotional discomfort inherent in many decision-making situations. Participants are encouraged to share their own ethical dilemmas.

Learning Objectives:

- A. Identify and define personal ethics and values.
- B. Discuss how emotions can interfere with the ability to act ethically.
- C. Integrate emotions and values into the practice of psychotherapy in order to truly practice ethically.
- D. Apply ethical decision-making skills.

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

[232] Opioid Use Disorder: From Risk Reduction to Treatment and Recovery

3.0 CE Credits, Introductory (Type I)

Presenters: Michelle Colvard, Pharm.D., BCPP, Jennifer Bean, Pharm.D., BCPS, BCPP, & Wesley Geminn, Pharm.D., BCPP

Affiliations: Drs. Colvard & Bean—VA Tennessee Valley Healthcare System
Dr. Geminn— State of Tennessee Department of Mental Health and Substance Abuse Services

Course Description: This presentation will provide an overview of the national opioid crisis and evidence-based prevention and treatment strategies essential to combatting this public health emergency. A focus will be placed on the evaluation and management of Opioid Use Disorder (OUD). This will include review of pathophysiological rationale and clinical evidence supporting the use of medication treatment for OUD. Key

characteristics of buprenorphine/naloxone, methadone, and naltrexone once-monthly injection will be presented for the psychologist clinician. Tennessee opioid risk reduction, OUD treatment, and naloxone overdose prevention resources and barriers will be reviewed to support psychological practice.

Learning Objectives:

- A. Discuss key factors which contributed to the national opioid crisis and subsequent risk reduction efforts.
- B. Explain the role and rationale for medication treatment in Opioid Use Disorder.
- C. Discuss clinical evidence for various behavioral interventions in the management of Opioid Use Disorder.
- D. Develop a treatment plan for Opioid Use Disorder including medication and behavioral interventions.

Presenter Information: Dr. Michelle Colvard received her Doctor of Pharmacy degree from Samford University in her hometown of Birmingham, Alabama in 2011. She completed PGY1 pharmacy residency at VA Tennessee Valley Healthcare System and PGY2 psychiatric pharmacy residency at the Medical University of South Carolina. She was happy to return to VA Tennessee Valley in 2015 to practice in her current position as a Clinical Pharmacy Specialist for Acute Psychiatry services. Dr. Colvard is passionate about Opioid Use Disorder treatment and works closely with addiction and mental health providers to ensure availability of medication assisted treatment and naloxone overdose prevention programs across the facility.

[233] How to Advocate with Legislators

1.5 CE credits, Introductory, (Type II)

Presenter: George Davis, Ph.D., JD, & J.B. Ward, Ph.D.

Affiliation: Vanderbilt University

Course Description: Participants will learn how to advocate for the profession of psychology. The program will cover advocating for a particular bill, when to present as a psychologist versus a merely a constituent, and how to establish a working relationship for future impact.

Learning Objectives:

- A. Describe how to advocate for a particular bill to a legislator.
- B. Recite useful ways to establish your worth to a legislator and to enhance your relationship with a particular legislator.
- C. List ways APA and TPA advocate. Describe specific existing advocacy programs you can join.
- D. Practice an advocacy session.

Presenter Information: Dr. Davis is a licensed attorney and psychologist who serves as the Legislative Liaison for the TN Psychological Association (TPA). He has served as an adjunct professor at Vanderbilt University since 2005.

[243] Business Models of Psychological and Neuropsychological Practice: Putting Codes into Action

1.5 CE credits, Introductory (Type I)

Presenters: Mark Barisa, Ph.D, ABPP-CN

Affiliation: Performance Neuropsychology PLLC

Description: The practice of Psychology encompasses a wide variety of clinical activities and occurs in a number of diverse clinical environments, serving a great range of clients and presenting problems. This coupled with the various CPT codes available to describe services provided have resulted in a wide variety of practice models and, in some cases, some confusion regarding the best model to meet practice, client and facility needs. This presentation will provide an update on the common CPT codes and related clinical activities, as well as a review of the new CPT codes related to neuropsychological and psychological assessment. This presentation will focus on the application to multiple practice areas, including traditional mental health settings, as well as medical, health, rehabilitation, and neuropsychology settings. The presentation will explore example models of practice with specific discussions of facility-based, network-based, and independent practice models. The goal of the presentation is for attendees to explore their current practice environments and to consider opportunities to better serve clients and maximize their value from direct financial and value-added/indirect benefit perspectives. Additionally, participants will gain a better understanding of how to present their own model of practice in a clear fashion and document productivity in a complete fashion capturing direct and indirect benefits.

Learning Objectives:

- A. Demonstrate appropriate understanding and use of current CPT codes relative to the practice of Psychology and in offering services to the public.
- B. Discuss facility and non-facility-based models of practice in Psychology
- C. Describe the direct and indirect/value-added benefits of Psychology in various models and how to enhance services.
- D. Describe their own practice model in a clear fashion to other staff and/or stakeholders.

Presenter Information: Dr. Barisa is a licensed psychologist and board-certified clinical neuropsychologist with over 20 years of experience working in a wide variety of clinical settings. After receiving his doctorate in Counseling Psychology from the University of Memphis, he completed an internship and postdoctoral residency at the VA Medical Center in Little Rock with specific training in neuropsychology, health psychology, and geriatrics. Since that time, he has worked in a variety of clinical settings maintaining a focus in clinical neuropsychology, rehabilitation psychology, health psychology, and sports psychology, while also maintaining teaching and training activities for interns and residents. He has provided direct concussion consultation for professional, college, and local youth athletes and sports organization for several years, and currently serves on the medical staff of several professional sports teams including FC Dallas (MLS Soccer) Allen Americans (ECHL Hockey), and Texas Revolution (Central Indoor Football League). Dr. Barisa maintains an active role in research/writing and is an accomplished presenter and speaker making numerous invited addresses at local, national and international conferences covering a wide array of topics including neuropsychology, rehabilitation psychology, sports neuropsychology, and the business aspects of psychological practice. He has numerous professional publications, is author of the book

The Business of Neuropsychology: A Practical Guide, and served as co-editor of the book Neuropsychological Rehabilitation. His research and writing interests have focused on sports neuropsychology, functional correlates of neuropsychological data, concussion evaluation and management, return to work issues following injury/illness, and healthcare policy.

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 2, 2019

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] Atypical Antipsychotics: A Primer for Psychologists

3.0 CE credits, Intermediate (Type I)

Presenter: David Shearer, Ph.D.

Affiliation: Department of the Army at Madigan Army Medical Center (MAMC)

Course Description: Atypical antipsychotics are now frequently prescribed to patients for problems other than psychosis. In fact, patients are prescribed atypical antipsychotics for a broad range of problems including, but not limited to, treatment resistant depression and/or anxiety, agitation in dementia, bipolar disorder, autism, ADHD, obsessive-compulsive disorder, insomnia, tic disorder and aggression. This program will familiarize the participant with these medications, explain what makes an "atypical" atypical, describe the mechanism of action for this class of medications, review the evidence for "off label" uses, and describe the possible side effects associated with their use. The participant will learn about the relative risk of "metabolic syndrome" and movement disorders (EPS and tardive dyskinesia) as well as the potential benefits of using atypical antipsychotics.

Learning Objectives:

- A. Participants will be able to list the core physical findings in "metabolic syndrome."
- B. Participants will be able to describe at least three appropriate, FDA approved, uses for atypical antipsychotics as a class.
- C. Participants will be able to state one way that atypical antipsychotics are different from conventional antipsychotics and one way that they are similar.
- D. Participants will be able to explain the primary antipsychotic action of atypical antipsychotic medication.

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.

[312] Mindfulness Based Stress Reduction (MBSR): An Introductory Workshop to Body-Mind Awareness and Connection

3.0 CE credits, Introductory (Type I)

Presenters: Monicah Muhomba, Ph.D.

Affiliation: VA Tennessee Valley Healthcare System

Course Description: Mindfulness-Based Stress Reduction (MBSR) was developed by Jon Kabat-Zinn at the University of Massachusetts Medical Center in 1979 as an intervention for reducing stress and coping with illness. MBSR is now being offered at several hundreds of health care institutions in the United States and Internationally. MBSR is one of the most well-known programs that focus on mind-body interventions for stress relief as well as improving health and quality of life. There is a growing body of research on MBSR and it's benefits that include: relieving anxiety, depression, lowering blood pressure, improvement of immune system and brain function as well as transforming relationship to pain and suffering.

This workshop will be experiential in nature focusing on guided mental and physical mindfulness practices. Physical exercises will include gentle movement; participants are encouraged to wear comfortable clothing that is easy to move in.

Learning Objectives:

- A. Participants will summarize a brief history MBSR and its basic principles.
- B. Participants will engage in a direct experience of guided mind-body mindfulness practices, including simple brief body/movement and focused attention practice.
- C. Participants will list research findings about the benefits of MBSR.
- D. Participants will establish and perform their own unique mindfulness practice.

Presenter Information: Dr. Monicah Muhomba is a staff psychologist at the VA Tennessee Valley Healthcare System at the Nashville Campus. Dr. Muhomba has a unique passion for Mindfulness Meditation practice. She is a certified Mindfulness Meditation teacher through The Awareness Training Institute and the Greater Good Science Center at the University of California at Berkeley. Dr. Muhomba is currently in training on the MBSR teacher certification path through Brown University Mindfulness Center.

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

1.5 CE credits, Intermediate (Type I)

Presenter: Pamela Auble, Ph.D., ABPP

Affiliation: Private Practice, Nashville, TN



*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.*

Intermediate: Some familiarity with licensure and psychology as a profession is required.

Course Description: In this presentation, relevant rules and statutes for psychologists in Tennessee will be addressed, along with updates on recent changes and ongoing issues. With the advent of the digital age new issues in psychology have emerged. This includes the regulation of telepsychology with the Psychology Interjurisdictional Compact becoming operational. Requirements for licensure will also be discussed, including the discontinuation of ASPPB/National Register Designation Project in 2018, the process of upgrades from psychological examiner to senior psychological examiner, and potential hurdles in licensing for psychologists and certified psychological assistants. Continuing education rules for the practice of psychology in the Rules and Regulations of the Board of Examiners will be reviewed along with upcoming changes in CE rules. Recent Tennessee legislation affecting the practice of psychology will be discussed. There will also be a discussion of possible violations of the licensing statutes and rules, and consequences for such violations.

Learning Objectives:

- A. Apply regulatory information regarding psychology in the digital age.
- B. Examine requirements for licensure and hurdles to becoming licensed.
- C. Describe current Rules as they relate to continuing education, and understand upcoming changes in CE rules.
- D. Identify the types of Rule violations and resulting adverse decisions from the TN Board of Examiners.

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

[323] Models, Manuals, and Mastery: New Thoughts on CBT Practice

1.5 CE credits, Introductory (Type I)

Presenters: Denise Davis, Ph.D.

Affiliation: Vanderbilt University, Dept of Psychology, College of Arts and Science

Course Description: Although cognitive behavioral therapy is considered well-established as a treatment for a range of disorders, there is still room for growth. This workshop will address two emerging areas of thought in CBT that are integrative in nature. The first is a growing perspective that the era of CBT protocols for specific syndromes is passing and alternatively there is a model of network conceptualization as advanced by Hofmann and Hayes. This network conceptualization combines methods of CBT and ACT as well as other evidence-based principles into a new model of Process-Based CBT. The second area is a more technically specific model for working with emotion in CBT. This is Leahy's Emotional Schema Therapy model, which can be integrated with other CBT models such as ACT, DBT, Beck's CT, or Process-Based CBT. Finally, the challenge of attaining competence and demonstrating mastery will be discussed with a description of three options for Board certification in CBT, listing pros and cons of each option.

Learning Objectives:

- A. Cite Hayes' & Hofmann's definition of Process-Based CBT and two reasons why this model is emerging as an alternative to CBT protocols for syndromes.
- B. Define Leahy's Emotional Schema model and how it relates to other CBT models.
- C. List at least three specific dimensions of emotion schemas in the Leahy model.
- D. Compare options for Board Certification in cognitive behavioral therapy.

Presenter Information: Denise D. Davis, Ph.D. is an Associate Professor of the Practice of Psychology and Associate Director of Clinical Training at Vanderbilt University. She is a Fellow of the American Psychological Association, Division 42 - Independent Practice, a Fellow of the Association for Behavioral and Cognitive Therapies, and a Founding Fellow, Diplomate, Certified Trainer-Consultant, and currently a member of the Board of Directors of the Academy of Cognitive Therapy. Dr. Davis was the founding Associate Editor and subsequent Editor of the journal *Cognitive and Behavioral Practice*, and co-author with Aaron Beck and Arthur Freeman of *Cognitive Therapy of Personality Disorders* (2nd and 3rd edition). She has provided numerous training workshops on cognitive therapy and published book chapters and articles on CBT. Dr. Davis also serves as the Director of Professional Affairs for the Tennessee Psychological Association, and has an independent clinical practice.

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

OR

12:30-1:30PM Interest Groups meet. These meetings provide time to network and for discussion of current trends in specific interest areas. A list of Interest Groups and meeting locations can be obtained onsite. All Interest Group meetings are **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] Acceptance and Commitment Therapy for Anxiety and OCD

3 CE credits, Intermediate (Type I)

Presenter: Amy Mariaskin, Ph.D., & Jessica Cameron, LMSW

Affiliation: Nashville OCD & Anxiety Treatment Center

Intermediate: Participants should have familiarity with and experience applying cognitive-behavioral methods with clients in a clinical setting.

Course Description: This presentation will cover an overview of the application of Acceptance and Commitment Therapy (ACT) to the treatment of anxiety and OCD. The speakers will discuss the history of ACT and the rationale for using ACT to treat these disorders. Research about its development and effectiveness in use with these populations will be cited. Three aspects of ACT in particular will be highlighted: cognitive diffusion, values, and committed action. Case examples and experiential activities will be woven into the program.

Learning Objectives:

- A. Participants will list the core principles of Acceptance and Commitment Therapy, including explaining its theoretical basis in functional contextualism.
- B. Participants will describe the use of Acceptance and Commitment Therapy as an adjunct to Exposure and Response Prevention in the treatment of obsessive-compulsive disorder and anxiety spectrum disorders.
- C. Participants will engage in and practice experiential exercises related to cognitive defusion, values, and committed action, with the ability to apply exercises to clinical work.
- D. Participants will apply ACT principles and exercises with clients at different developmental stages, including with children, adolescents, and adults.

Presenter Information: Amy Mariaskin, PhD is a licensed clinical psychologist and director of the Nashville OCD & Anxiety Treatment Center in Brentwood, TN. She specializes in the treatment of OCD, anxiety, and related disorders in children, adolescents, and adults and has worked with this population for 15 years. In addition to clinical and administrative work at the clinic, Dr. Mariaskin is also an adjunct professor at Vanderbilt University and has been involved as an instructor for the International OCD Foundation's Behavioral Treatment Training Institute.

Jessica Cameron is a Licensed Master Social Worker with experience providing clinical mental health services to children, adolescents, and adults. Jessica received her Master of Science in Social Work degree from the University of Tennessee and her clinical internships at the Vanderbilt Psychological and Counseling Center and the Vanderbilt Center of Excellence for Children in State Custody. As a full-time therapist at the Nashville OCD & Anxiety Treatment Center, Jessica specializes in treating children, adolescents, and adults with OCD, anxiety spectrum disorders, body dysmorphic disorder, and perinatal mood and anxiety disorders.

[332] Telehealth and PSYPACT

1.5 CE credits, Introductory (Type I)

Presenters: Alex M. Siegel, J.D., Ph.D.

Affiliation: Director of Professional Affairs, Association of State and Provincial Psychology Boards (ASPPB)

Course Description: The presentation will cover the need and rationale for allowing psychologists to use electronic communications interjurisdictionally to provide telepsychological services ethically and legally to patients. It will briefly examine the APA Guidelines on Telepsychology with particular focus on competency, informed consent, confidentiality and security of the data as well as the ASPPB Standards on Telepsychology. The presentation will explore the obstacles for interjurisdictional telepsychology practice and offer solutions for the ethical and legal interjurisdictional practice. It will also provide a discussion of ASPPB's E.Passport and the Psychology Interjurisdictional Compact, PSYPACT.

Learning Objectives:

- A. Summarize the APA Guidelines and ASPPB Standards for Telepsych Practice
- B. List ethical and legal ways to provide interjurisdictional telepsychological services to patients.
- C. Explain what PSYPACT is and how it will work
- D.. Describe how psychologists can obtain an E.Passport.

Presenter Information: Dr. Alex Siegel is an attorney and psychologist. He is currently the Director of Professional Affairs (DPA) at the Association of State and Provincial Psychology Boards (ASPPB). He is a former President of ASPPB. Dr. Siegel is a former member of the Pennsylvania State Board of Psychology where he served as chair for 6 years. Dr. Siegel was staff to the APA/ASPPB/Trust Joint Task Force on telepsychology and to the ASPPB task force on regulations for interjurisdictional telepsychological practice. He is a member of the PSYPACT task force. In his role as DPA, he serves as a liaison between ASPPB and state and national psychological associations. He provides training to new members of psychology licensing boards in the U.S. and the colleges of psychology in Canada. In addition, Dr. Siegel consults with state governments, attorneys, courts and maintains a small clinical and forensic practice.

[342] ARFID: What It Is, What It Isn't, And Who Can Help

1.5 CE credits, Introductory (Type 1)

Presenters: Janis Neece, Ph.D., & Ashley Henegar, CCC-SLP

Affiliations: East Tennessee Children's Hospital

Course Description: This presentation will cover the relatively new DSM-5 diagnosis of Avoidant/Restrictive Food Intake Disorder and when it is appropriate to use. Distinguishing ARFID from Anorexia Nervosa as well as from "merely" picky eating will be covered. A brief overview of different treatment philosophies that seem to be emerging will be presented. Psychologists will learn about utilizing the skills of other professionals who work with children with feeding problems (picky eaters, problem feeders, medically-compromised).

Learning Objectives:

- A. Compare and describe critical differences between ARFID, Anorexia Nervosa, and "picky eaters."
- B. List the advantages of working with experts such as Speech-Language pathologists when treating persons suspected of ARFID.
- C. Compare and identify the level of severity of selective eating at which intervention is recommended.
- D. Identify at least one treatment approach for ARFID that is a subject of research.

Presenter Information: Janis Neece, Ph.D., is Director of Psychology Services for East Tennessee Children's Hospital in Knoxville. She helped develop Motivating Mealtimes, an interdisciplinary feeding clinic that utilizes the skills of a speech pathologist, occupational therapist, dietitian, and psychologist. Motivating Mealtimes assesses children with complex feeding problems, including those who meet criteria for Avoidant/Restrictive Food Intake Disorder.

[333] Practice Check-Up: Ethical Challenges in the Digital Era

3.0 CE credits, Intermediate (Type I)

Presenters: Denise Davis, Ph.D.; Mark Phillips, Ph.D., ABPP; Michelle Phillips, LCSW; & Catherine Herrington, Ph.D.

Affiliations: Dr. Davis—Vanderbilt University, Dept of Psychology, College of Arts and Science; Dr. Phillips—Private Practice; Ms. Phillips—Practice Manager; Dr. Herrington—Co-founder and Clinician, Green Hills Family Psych, LLC

Intermediate: Participants should be familiar with the APA Code of Ethics and have a basic understanding of HIPAA requirements in practice.

 *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.*

Course Description: As our standard of care evolves toward including "digital competence," or "e-professionalism," new ethical challenges have emerged. Even digital minimalists are impacted by the necessity of storing some patient/client information in electronic form, or concern about the potential for negative online consumer reviews. This practice check-up will cover ethical principles that intersect with some key administrative and clinical functions impacted by the digital shift. These include privacy, security (HIPAA) and informed consent; confidentiality, public statements and online reviews; record keeping and cloud storage; fees and financial matters- including insurance audits; privacy and social media in clinical work with adolescents; and advance plans for interruptions to services due to psychologist unavailability, relocation, illness, death or retirement. A panel discussion will be included to facilitate discussion of attendees' questions and concerns.

Learning Objectives:

- A. Cite at least three administrative strategies for meeting current ethical and legal standards of practice with regard to informed consent, fees and reports to third-party payors.
- B. Identify two primary ethical standards relevant to online storage of client data, and how to meet them.
- C. Compare possible ethical risks and benefits of integrating social media in clinical work with adolescents.
- D. Specify and state an ethical rationale for creating a professional "ICE" plan and key information to be included.

Presenter Information: Denise D. Davis, Ph.D. is an Associate Professor of the Practice of Psychology and Associate Director of Clinical Training in the College of Arts and Science at Vanderbilt University, and has taught graduate-level professional ethics for 25 plus years. She is a Fellow of the American Psychological Association, Division 42

- Independent Practice, and a Founding Fellow, Diplomate, and Trainer-Consultant of the Academy of Cognitive Therapy. Dr. Davis has served on and consulted with the Tennessee Board of Examiners in Psychology, held various professional leadership roles, served on editorial boards, published articles and books on clinical psychology, psychotherapy and ethics, and conducted numerous professional training workshops. She currently serves as the Director of Professional Affairs for the Tennessee Psychological Association and has an independent clinical practice.

5:30PM Convention Concludes