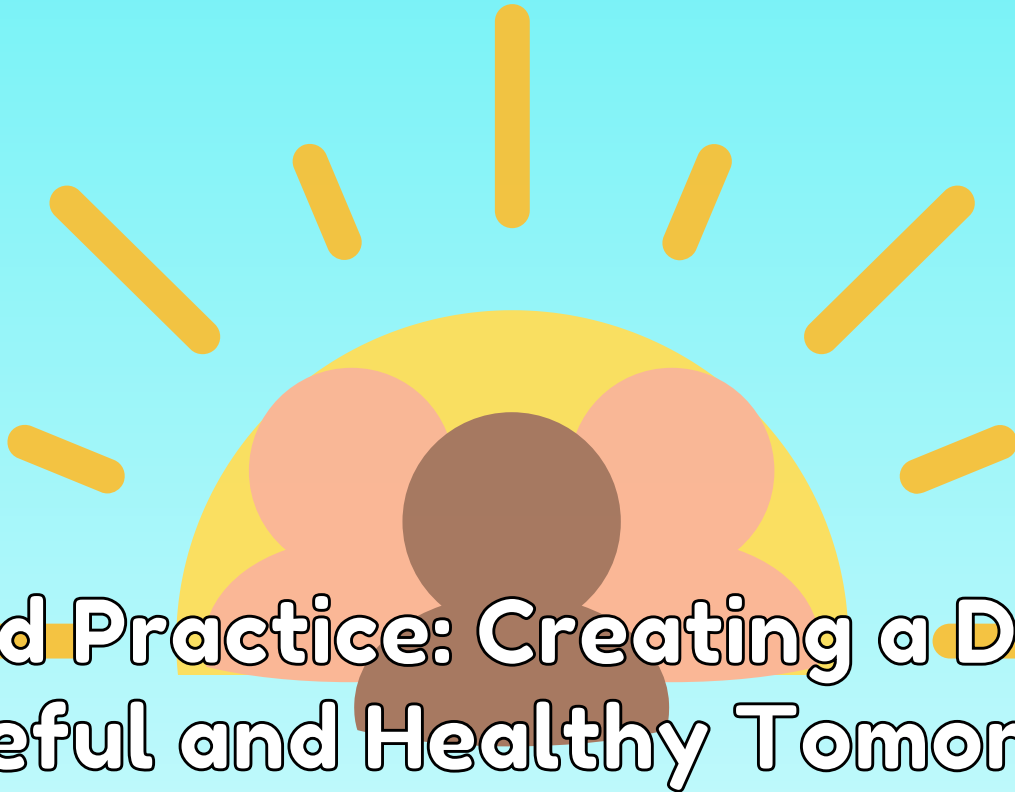
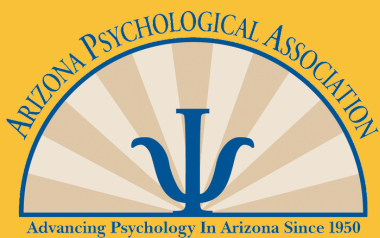


AZPA 2021 ANNUAL CONVENTION SESSION BROCHURE



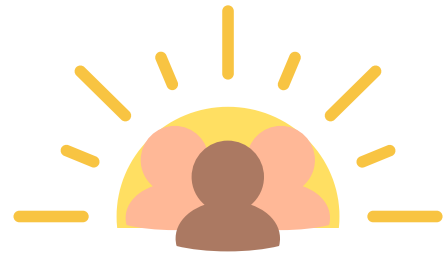
Applied Practice: Creating a Diverse, Hopeful and Healthy Tomorrow



**THURSDAY, OCTOBER 7 - SATURDAY,
OCTOBER 9, 2021**

Loews Ventana Canyon Resort
7000 N. Resort Drive, Tucson, Arizona

AZPA 2021 ANNUAL CONVENTION



HOTEL INFORMATION

LOEWS VENTANA CANYON RESORT

Tucson, Arizona

A discounted room rate of \$159 per night* plus tax is available to attendees participating in the AzPA 2021 Annual Convention. **The deadline to make your reservation is September 6, 2021 (reservations are available first come, first served).** All reservations made after this date will be subject to availability and may not be at the conference rate.

The discounted rate is available Sunday, October 3 through Wednesday, October 13. All reservations must be guaranteed with a valid credit card. This card will be charged in the event of a cancellation, no-show or deposit when warranted. Group rates are subject to availability. Hotel cancellation policy requires guests to cancel by 4:00 PM local time, 72 hours before arrival to avoid penalty fee of one nights' room and tax.

[Click here to book your room.](#)

AGENDA OVERVIEW

THURSDAY, OCTOBER 7

4.5 CEs will be available

9:00 am - 12:00 pm | Pre-Convention Consortium Workshop

1:00 - 2:30 pm | Pre-Convention Diversity Committee Roundtable

2:30 - 4:00 pm | Pre-Convention ECP Workshop

Please note, there is an additional fee for all pre-convention sessions.

5:00 - 6:00 pm | Governing Council Meeting

FRIDAY, OCTOBER 8

6 CEs will be available

7:00 - 8:00 am | Breakfast

8:00 - 8:30 am | President's Welcome and Introduction

8:30 am - 5:30 pm | Educational Sessions

5:30 - 7:00 pm | Networking Reception

7:00 - 9:00 pm | Reception After Party

SATURDAY, OCTOBER 9

7 CEs will be available

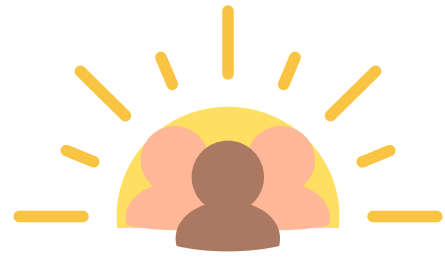
7:00 - 8:00 am | Breakfast

7:00 - 8:00 am | Annual Business Meeting

8:00 am - 5:00 pm | Educational Sessions

5:00 - 5:30 pm | Closing Remarks

AZPA 2021 ANNUAL CONVENTION



THURSDAY,
OCTOBER 7

REGISTRATION

Registration begins at 8:30 am and will be open to all attendees until 4:00 pm

PRE-CONVENTION CONSORTIUM WORKSHOP: SUPERVISION JEOPARDY!

9:00 am - 12:00 pm | 3 CEs

Presentation by Sylvia Cohen, PhD, Andy Hogg, PhD, ABPP, Jenny Holzapfel, PhD, Deborah Partington, PsyD, Michael Redivo, PhD, Alison Reuter, PhD, ABPdN, Daniel Schulte, PhD and Jeffrey Thomas, PsyD

Supervision presents a multitude of challenges. Much like the TV game show, those who are effective need to demonstrate a wealth of knowledge in many different categories, access that knowledge quickly, and apply it often in high pressure situations. In this interactive workshop, presenters representing a broad range of supervision expertise and many decades of dedicated work to training future psychologists will play on the Jeopardy theme. They will present on supervision topics including ethical supervision practice, challenging supervisory situations, conflict management, clinical issues and effective attendance to diversity issues.

Program Level: Intermediate

Learning Objectives

1. Define roles and relationships related to clinical supervision.
2. Demonstrate at least two skills to oversee and evaluate supervisees.
3. Discuss two ethical guidelines and legal requirements for supervisors.

LUNCH BREAK

12:00 - 1:00 pm

Lunch will be on your own to attendees of either workshop. [Check out onsite dining options here!](#)

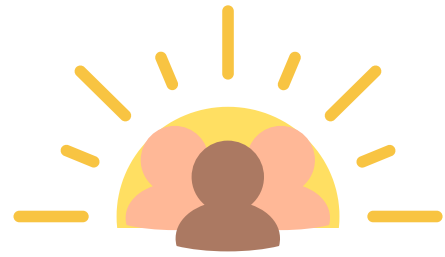
PRE-CONVENTION DIVERSITY COMMITTEE ROUNDTABLE: FEAR FACTOR: LET'S TALK ABOUT RACE

1:00 - 2:30 pm | 1.5 CE

Presentation by Shannon Dodani, PsyD, Evelyn Burrell, PsyD, Andy Bernstein, PhD, Joel Dvoskin, PhD, ABFP, Daniel Schulte, PhD, Carisa Authier, PsyD

Issues of race, power, and privilege in professional psychology are complex and challenging, and talking about these concerns often can elicit fearfulness: fearfulness of being misunderstood, called out, rejected or unheard. Such fear may be compounded by a concurrent recognition of the multilayered difficulty of issues. This can create a sense that discussion of race is unhelpful

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and leads to avoidance of addressing race-related issues. Inclination to this avoidance can be further exacerbated when the experience of professional development related to race and other diversity variables is perceived as redundant. This program seeks to address issues of power and privilege in psychology. We will use a format that helps attendees engage with 'fear-inducing' topics through modeling of difficult discussion, respectful dialogue, and emphasis on learning and emerging perspective over time. Discussants will address their experiences of challenge and growth, reflecting their own identity and professional perspectives. Issues of race will be discussed as applied in various ways in professional psychology, including clinical practice, public and community engagement, and interprofessional interaction.

Program Level: Intermediate

Learning Objectives:

1. Identify three areas of specific challenge in addressing issues of race, power, and privilege in professional practice.
2. Describe two specific examples of perspective differences common between those with dominant culture lived experience and those from the global majority.
3. Describe two strategies that could be employed to address race-based challenges in the profession of psychology.

PRE-CONVENTION ECP WORKSHOP

2:30 - 4:00 pm | There will be no CEs for this workshop.

Presented by J. Rick Day, PhD, PsyD, ABPP, Jeff Hiram and Arie Zakaryan, PhD

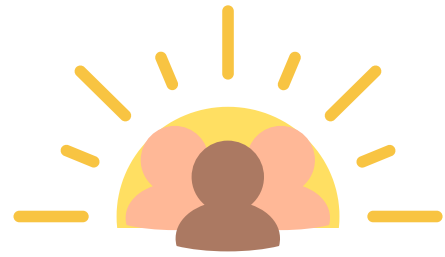
Join us for this educational workshop where we dive into the business side of psychology. This workshop is geared toward Early Career Psychologists but anyone is welcome! Stay after for a fun ECP networking event. Additional details coming soon!

GOVERNING COUNCIL MEETING

5:00 - 6:00 pm

The GC meeting is open to AzPA members.

AZPA 2021 ANNUAL CONVENTION



**FRIDAY,
OCTOBER 8**

BREAKFAST & REGISTRATION

7:00 – 8:00 am

Breakfast will be available until 8:00 am. Attendee registration begins at 7:00 am and will be open to all attendees until 5:00 pm

PRESIDENT'S WELCOME AND INTRODUCTION

8:00 – 8:30 am

Join us as Dr. Neil Stafford, AzPA president welcomes everyone to the convention!

SOCIAL CLASS IS NOT ENOUGH: USING CLASSISMS TO UNDERSTAND OUR CLIENTS' EXPERIENCES WITH RACISM AND WHITE SUPREMACY

8:30 – 10:00 am | 1.5 CE

Presented by William Ming Liu, PhD

Focusing on social class, whether it is the experiences or identity of a person, does not give us a full picture of the person. Integrating classisms into our discussions about social class allows psychologists to talk about racism, sexism, and the ways in which power are a part of the client's traumas. In this presentation, the speaker shows how social class experiences are also racial experiences, and thus subject to systemic racism and White supremacy. Social class positions such as seeing oneself as middle-class, means that a person is constantly performing to demonstrate one's social class. And because these actions happen in racialized White spaces, acting one's social class means being vulnerable to classisms and racism (Liu, 2017; Liu et al., 2019). For some White people, recognizing these forms of racism elicit guilt and shame (Grzanka et al., 2020), but not always actions against classism and racism. The presenter describes how classisms and racism intersect to create trauma and the ways in which White psychologists may help clients heal by understanding and using these experiences with clients.

Program Level: Intermediate

Learning Objectives:

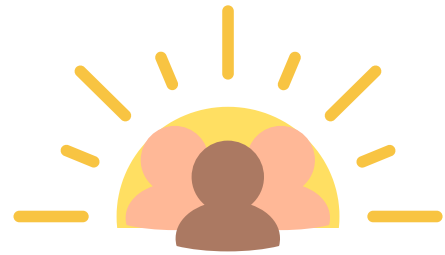
1. Name two limitations of only focusing on social class without classisms and racism.
2. Identify one way that racialized spaces are influential in classisms and racism.
3. Describe how classism and racism create trauma.
4. List two therapy interventions that delve into these traumas and work toward healing.

SPONSOR BREAK & STUDENT POSTER SESSION

10:00 – 11:00 am

Visit our sponsors and check out the research our next generation of psychologists is doing.

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BREAKOUT 1A: RISE: RECOVERING FROM IPV THROUGH STRENGTHS AND EMPOWERMENT

11:00 am - 12:30 pm | 1.5 CE

Presented by Kathryn Doyle, PhD, Katherine M. Iverson, PhD and Jennifer A. Knetig, PhD

In the United States, approximately 1 in 4 women and nearly 1 in 10 men have experienced sexual violence, physical violence, and/or stalking by an intimate partner during their lifetime that has resulted in one or more intimate partner violence (IPV)-related health impacts (e.g., posttraumatic stress, fear, work disruptions). Yet there is a dearth of evidence-based treatments to address the diverse needs of individuals who are currently or have recently experienced IPV. Recovering from IPV through Strength and Empowerment (RISE) was developed to address this gap. Program developers used information from the scientific literature and extensive stakeholder input to develop this modular, flexible, trauma-informed treatment program. A randomized clinical trial comparing this program to enhanced treatment as usual in the Veterans Health Administration (VHA) has shown that RISE is effective in increasing self-efficacy, empowerment, and valued living and reduces depressive symptoms in women veterans. Program evaluation from the early stages of the RISE rollout in VHA extends evidence for RISE's helpfulness with men who experience IPV. This presentation will focus on the theory of this intervention and the evidence-base that supports its effectiveness. Findings from the development and piloting of a training model for rolling this intervention out across the VHA, a large healthcare system, will also be discussed.

Program Level: Intermediate

Learning Objectives:

1. Describe the theoretical foundation underlying the RISE program.
2. Summarize the evidence-base supporting the utility of RISE.
3. Identify two to three lessons learned as a training and implementation program is developed to more broadly roll-out this intervention in VHA.

BREAKOUT 1B: THE LATEST AND GREATEST NEUROSCIENCE BASED INTEGRATIVE STRATEGIES

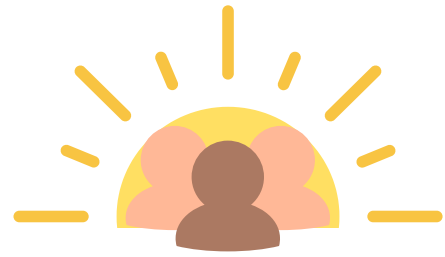
11:00 am - 12:30 pm | 1.5 CE

Presented by Amy Serin, PhD

In this informative and engaging lecture, Dr. Amy Serin will review the latest neuroscience based integrative strategies to complement your psychology practice. Cutting-edge research and EEG data will be reviewed as well as evidence of improved outcomes when integrative technology is used both in and out of the office for panic disorder, anxiety, depression, and trauma.

Program Level: Intermediate

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Learning Objectives:

1. Describe three key differences between neuromodulation, neurofeedback, and bilateral stimulation.
2. Define three appropriate diagnostic categories for application of neuroscience based integrative methods.
3. Identify two cases where integrative care approaches could reduce the time for resolution of symptoms.

BREAKOUT 1C: THE SECOND PANDEMIC: COVID-19 IMPACTS ON MENTAL HEALTH AND SUBSTANCE USE DISORDERS

11:00 am - 12:30 pm | 1.5 CE

Presented by Jasleen Chhatwal, MBBS, MD, FAPA

Prolonged stress, worry, grief, and loss related to the COVID-19 pandemic, and its downstream effects are seen to have tremendous impact on mental health conditions including depression, anxiety, trauma related conditions as well as substance use disorders. This secondary pandemic of isolation, mental and psychological distress is impacting us as individuals, families and communities. This presentation will track the development of mental health and substance use conditions linked to COVID-19 associated morbidity, mortality and mitigation activities. In addition, we will review interventions and programs that worked, highlighting what we have learned about human resilience in the face of this enormous challenge.

Program Level: Advanced

Learning Objectives:

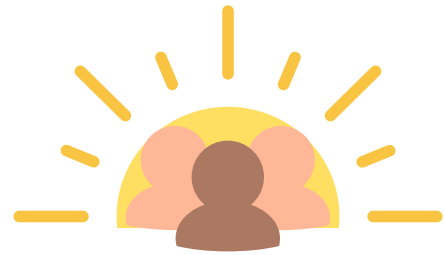
1. Identify three psychological impacts of the COVID-19 pandemic.
2. Describe two impacts of psychological stress on substance use disorders.
3. Identify the changes in opiate use disorders and overdose deaths during the pandemic.
4. Discuss at least two intersectional risks highlighted by the dual pandemic of COVID-19 and mental health.
5. Describe at least 1 successful interventions that resulted in mitigation of negative impacts.

This session is sponsored by:  **SIERRA TUCSON**
Where Change Begins®

AWARDS LUNCH & SPONSOR BREAK

12:30 - 2:15 pm

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BREAKOUT 2A: MULTIDIRECTIONAL MICROAGGRESSIONS WITHIN THE THERAPEUTIC RELATIONSHIP: PRACTICAL & ETHICAL CONSIDERATIONS

2:15 - 3:45 pm | 1.5 CE

Presented by Lauren C. Taveras, PsyD

This presentation provides a brief overview of definitions/examples of microaggressions, reviews relevant literature concerning their impact on therapeutic relationships, and offers a guiding framework for determining if, when, and how to address them. Special attention to the legal, ethical, and regulatory implications of responding to microaggressions will be given. The session will conclude with case consultation in small groups and give participants the opportunity to apply the guiding framework and discuss ethical considerations pertaining to their own practice. Program Level: Introductory

Learning Objectives:

1. Describe at least three negative consequences of unaddressed microaggressions with respect to therapeutic outcomes.
2. Summarize recommended steps to addressing microaggressions within the context of the therapeutic relationship.
3. Identify at least three prospective barriers to addressing microaggressions within the context of the therapeutic relationship.
4. Consider ethical implications of if, when, and how to respond to microaggressions, referencing specific ethical principles, as relevant.

BREAKOUT 2B: INTEGRATING EMDR METHODS INTO ANY THERAPEUTIC ORIENTATION

2:15 - 3:45 pm | 1.5 CE

Presented by Amy Serin, PhD

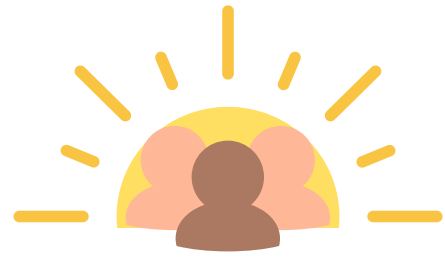
EMDR based bi-lateral stimulation and methods can be applied in a variety of therapeutic modalities for improved patient outcomes and faster resolution of trauma, anxiety, depression, and panic. In this presentation, Dr. Amy Serin will review the data on bi-lateral stimulation and discuss concrete ways that any therapist can improve outcomes using these applied methodologies.

Program Level: Intermediate

Learning Objectives:

1. Define the three types of bilateral stimulation and their unique effects on the brain.
2. Identify two ways to incorporate bilateral stimulation in session to reduce the number of patient sessions.
3. Describe two ways to reduce patient stress in real-time outside of clinical sessions for better outcomes.

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BREAKOUT 2C: ETHICS OF SELF-CARE

2:15 - 3:45 pm | 1.5 CE

Presented by Lindsey Buckman, PsyD

The program will highlight how self-care increases ethical decision-making. The participants will leave with an understanding of the Quality Enhancement Model of ethical decision making and strategies to improve their self-care.

Program Level: Introductory

Learning Objectives:

1. Identify at least two impacts of self-care of the ethical decision-making process.
2. Describe the Quality-Enhancement Model of ethical decision-making.
3. Identify two self-care strengths and weaknesses.
4. Formulate self-care goals that relate to ethical practice.

SPONSOR BREAK

3:45 - 4:00 pm

PROVIDING MENTAL HEALTH CARE FOR MEDICAL PROFESSIONALS: INCREASING ACCESS AND DECREASING BARRIERS

4:00 - 5:30 pm | 1.5 CE

Presented by Alison Sutton-Ryan, DBH, LCSW, LISAC

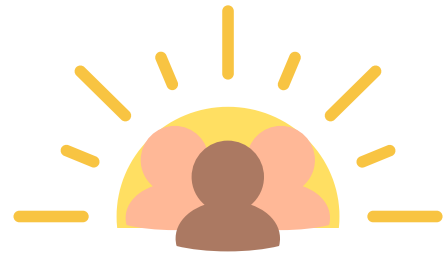
This program aims to raise awareness regarding the specific mental health risks experienced by physicians and medical trainees. Barriers to care that significantly impact access to treatment will be examined. This population often experiences a high rate of depression, anxiety, and suicidality and the impact of the COVID-19 pandemic has only increased those rates. This program will improve providers' ability to provide evidence based treatment for the mental health needs of physicians and medical trainees.

Program Level: Intermediate

Learning Objectives:

1. Define three barriers to accessing mental health care for medical professionals.
2. Describe two methods to increase accessibility and availability of mental health care for this population.
3. Identify at least two risk factors for suicide, depression, and anxiety for medical professionals.

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NETWORKING RECEPTION

5:30 – 7:00 pm

Visit with your colleagues and new friends at our networking reception! Guest tickets may be purchased for \$25.

RECEPTION AFTER PARTY

7:00 – 9:00 pm

Kick up the fun at our reception after party!

**SATURDAY,
OCTOBER 9**

BREAKFAST & REGISTRATION AND ANNUAL BUSINESS MEETING

7:00 – 8:00 am

Breakfast will be available until 8:00 am. Attendee registration begins at 7:00 am and will be open to all attendees until 4:00 pm.

The business meeting is open to all AzPA members and convention attendees.

INTRODUCTION TO THE MMPI-3

8:00 – 9:30 am | 1.5 CE

Presented by Patrick J. Moran, PhD

The MMPI-3 will be introduced with an overview of the tests current structure, rationale for changes, and a discussion of application in clinical, employment, forensic, and other settings.

Program Level: Introductory

Learning Objectives:

1. Describe one of the factor structures of the MMPI-3 and the requisite scales.
2. Interpret three clinical scales using the interpretive strategy designed by the author.
3. Describe two aspects of using the MMPI-3 in a digital capacity.

SPONSOR BREAK

9:30 – 10:00 am

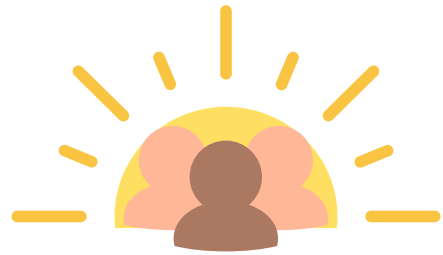
BREAKOUT 3A: SOCIAL SKILLS TRAINING FOR SERIOUS MENTAL ILLNESS

10:00 – 11:30 am | 1.5 CE

Presented by Leonardo J. Caraballo, PsyD, ABPP

Attendees will be provided a review of the Psychosocial Rehabilitation and Recovery model (PSR) as it applies to serious mental illnesses. Additionally, attendees will discuss the use of social skills

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training as an evidence-based intervention for schizophrenia and other serious mental illnesses. Finally, attendees will be offered an opportunity to role-play a social skills training intervention.
Program Level: Intermediate

Learning Objectives:

1. Describe three features of the psychosocial rehabilitation and recovery model.
2. Identify two recovery attributes of social skills training for serious mental illness.
3. Describe two interventions for social skills training for serious mental illness.

BREAKOUT 3B: CURRENT AND FUTURE ASSESSMENT, IDENTIFICATION, AND INTERVENTION: GOING FROM THE MODEL T TO THE TESLA (PART 1)

10:00 – 11:30 am | 1.5 CE*

Presented by Paul Beljan, PsyD, ABPdN, ABN, Justin Gardner, Dustin Howard, PsyD

This lecture presents two methods of assessment, identification, and intervention. One method is traditional while the other is completely based in mathematics. The first part discusses using the WISC V to evaluate giftedness, factors in identifying asynchronous development, and then offer behavioral management methods. Spanish WISC V interpretation will also be discussed. Part two will take place at 11:45 am. **Participants must attend Parts 1 & 2 to receive CE credit.*

Program Level: Advanced

Learning Objectives:

1. Identify two subtle nuances in interpreting WISC V data.
2. Describe at least one way the WISC V is an appropriate measure for Spanish-speaking bilingual children whose secondary language is English.
3. Name a neuropsychologically based behavioral management method.
4. List two principle components of a psychological evaluation that research suggests are most predictive in diagnosing Autism Spectrum Disorder (ASD).
5. Identify integrative and individualized treatment interventions in Autism Spectrum Disorder for maximal therapeutic outcomes.
6. Identify two key benefits and limitations to utilizing novel computational approaches to the diagnostic and treatment process of complex pervasive psychological disorders.

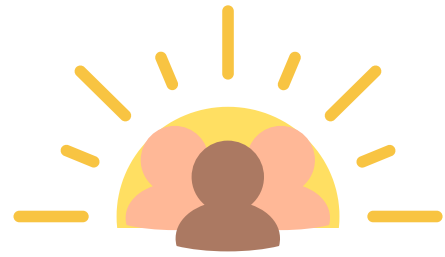
BREAKOUT 3C: PSYCHOLOGISTS' PRESCRIPTIVE AUTHORITY: IMPACT ON POPULATIONS WHO MAY REQUIRE ADDITIONAL SUPPORT OR CARE FOR POSITIVE HEALTH OUTCOMES

10:00 – 11:30 am | 1.5 CE

Presented by Kristen Northup and Garret Blankenship, PsyD

The presentation focuses on the history of psychopharmacology, research on attitudes toward prescription rights for psychologists in Arizona, and legislative efforts for psychologists to prescribe in Arizona.

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Program Level: Introductory

Learning Objectives:

1. List two mental health care shortages in the United States and Arizona.
2. Name two historical events relating to prescription rights for psychologists.
3. List three ways prescription rights for psychologists would benefit the community in Arizona, specifically related to underserved populations.

SPONSOR BREAK

11:30 - 11:45 am

BREAKOUT 4A: ACTIVE BYSTANDERSHIP FOR LAW ENFORCEMENT: USING PSYCHOLOGY TO PREVENT POLICE MISTAKES AND MISCONDUCT, AND TO ENHANCE OFFICER WELLNESS

11:45 am - 1:15 pm | 1.5 CE

Presented by Joel Dvoskin, PhD, ABFP

Since 2015, through a program called EPIC (Ethical Policing is Courageous), the New Orleans Police Department has been teaching active bystandership to its officers. After the murder of George Floyd, NOPD was swamped with requests to share this training with police departments and sheriff's offices across North America. In order to meet this need, in 2020, Georgetown Law and the Sheppard Mullin Law firm combined to form project ABLE (Active Bystandership for Law Enforcement), which expanded and improved the EPIC curriculum. The goal of ABLE is to change the culture of law enforcement agencies and redefine concepts such as loyalty and courage, by providing active bystandership training at little or no cost to any law enforcement agency in the U.S. that wants it. The curriculum is largely based upon the social science research of psychologist Ervin Staub, Ph.D. The three pillars of ABLE are preventing mistakes, preventing misconduct, and enhancing officer wellness. From September 2020 until May 2021, we have trained more than 600 trainers from more than 150 law enforcement agencies across the country, serving hundreds of thousands of officers. ABLE agencies must adhere to 10 important program standards and already include large agencies (e.g., NYPD, Baltimore, Philadelphia, Dallas, Seattle, Denver, and Boston), as well as a host of smaller agencies. ABLE has already received enthusiastic endorsements from officers, departments, and community organizations.

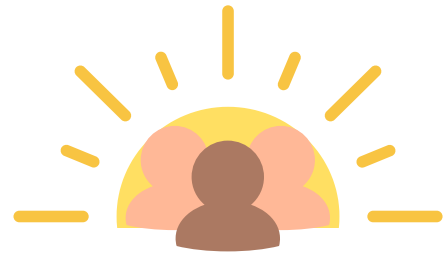
Program Level: Intermediate

Learning Objectives:

1. List the three pillars of ABLE.
2. List at least two other successful active bystandership programs outside of law enforcement.
3. Explain the difference between physical courage and moral courage.

This session is sponsored by: 

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BREAKOUT 4B: CURRENT AND FUTURE ASSESSMENT, IDENTIFICATION, AND INTERVENTION: GOING FROM THE MODEL T TO THE TESLA (PART 2)

*11:45 am – 1:15 pm | 1.5 CE**

Presented by Paul Beljan, PsyD, ABPdN, ABN, Justin Gardner, Dustin Howard, PsyD

This lecture presents two methods of assessment, identification, and intervention. The second part uses neuropsychological data to evaluate various levels of autism spectrum disorder (ASD), determine specific neurological pathway correlates of the disorder, and show how to use that information to tailor intervention to the specific child. The second method is on the horizon and very cutting edge. *Participants must attend Parts 1 & 2 to receive CE credit.

Program Level: Advanced

Learning Objectives:

1. Identify two subtle nuances in interpreting WISC V data.
2. Describe at least one way the WISC V is an appropriate measure for Spanish-speaking bilingual children whose secondary language is English.
3. Name a neuropsychologically based behavioral management method.
4. List two principle components of a psychological evaluation that research suggests are most predictive in diagnosing Autism Spectrum Disorder (ASD).
5. Identify integrative and individualized treatment interventions in Autism Spectrum Disorder for maximal therapeutic outcomes.
6. Identify two key benefits and limitations to utilizing novel computational approaches to the diagnostic and treatment process of complex pervasive psychological disorders.

BREAKOUT 4C: IMPACT OF THE PANDEMIC ON RURAL PSYCHOLOGY

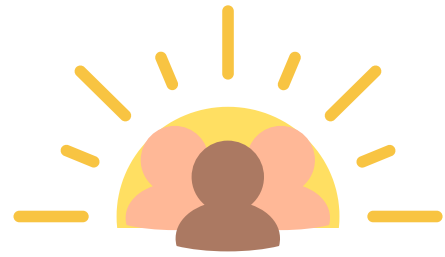
11:45 am – 1:15 pm | 1.5 CE

Presented by John B. Martin, PhD, Carisa Authier, PsyD, Sherri Ruggiero, PhD, Joseph B. Stewart, EdD, Mary Zemansky, PhD

The program will present results of a survey of Arizona rural psychologists on the impact of the pandemic on their practice and the particular challenges they face. These results will be compared to a similar survey conducted pre-pandemic. This will be followed by a panel discussion of the results of the survey and implications for the current practice of rural psychology. The references cited provide a foundation and context for understanding the particular challenges and threats facing the practice of rural psychology during the pandemic.

Program Level: Intermediate

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Learning Objectives:

1. Describe two specific impacts of the pandemic on the practice of rural psychology.
2. Identify three effects of the pandemic on the function of the rural psychology practice.
3. Describe two coping strategies used by rural psychologists during the pandemic to address the burden placed on their practice.

LUNCH & SPONSOR BREAK

1:15 - 2:15 pm

BREAKOUT 5A: COMPLICATED MOURNING AND GRIEF THERAPY

2:15 - 3:45 pm | 1.5 CE

Presented by Warren Littleford, PhD

This program will focus on the processes and techniques used in complicated bereavement based on a framework from the 5th edition of J. William Worden's book, *Grief Counseling and Grief Therapy*. The program will also provide the clinicians tools to examine their own history of bereavements and how to use their experiences to guide their work with clients.

Program Level: Intermediate

Learning Objectives:

1. Describe the four tasks of mourning according to Worden.
2. Compare and contrast the various definitions of complicated grief, including the DSM-5 inclusion of persistent complex bereavement disorder in Section III as a condition needing further study.
3. Analyze personal experiences using Worden's History of Loss self-exploration tool.

BREAKOUT 5B: NEXT GEN. AUTISM: CURRENT AND FUTURE ISSUES FACING ALL PSYCHOLOGISTS

2:15 - 3:45 pm | 1.5 CE

Presented by Morgan Hall, PhD

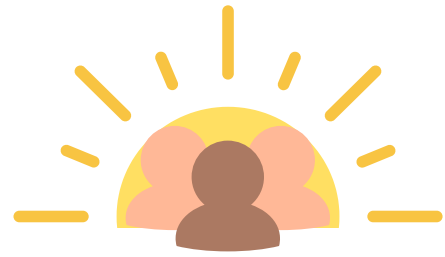
The presentation will address a variety of misconceptions about ASD diagnosis and treatment and provide ideas on how to integrate empirical concepts into everyday practice.

Program Level: Intermediate

Learning Objectives:

1. Identify three common misperceptions about ASD.
2. Describe at least two less obvious presentations of diagnostic criteria for ASD.
3. Summarize evidence based treatment options for comorbid disorders and associated symptoms.

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SPONSOR BREAK

3:45 - 4:00 pm

TELEMENTAL HEALTH: WORKING WITH YOUTH ON THE NAVAJO RESERVATION

4:00 - 5:00 pm | 1 CE

Presented by Joanna Katsanis, PhD

In response to new developments and interest in the area of telemental health, the presenter will describe the experiences developing and using a telehealth clinic to deliver mental health services to youth in a high need, underserved area in Arizona, on the Navajo Reservation. The program, its challenges, and application will be described. Empirical evidence of the effectiveness of telemental health will be reviewed.

Program Level: Intermediate

Learning Objectives:

1. Define two purposes of telemedicine health services especially for the Native American youth living in the Navajo Nation.
2. Describe two ways telemedicine and its laws impact treatment.
3. Identify two set up considerations for a telemedicine clinic.

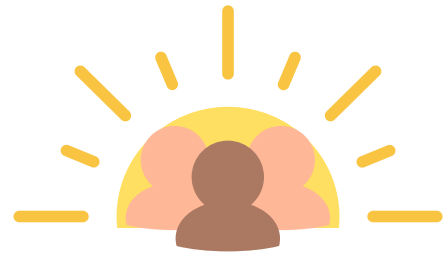
CLOSING REMARKS

5:00 - 5:30 pm



This program is sponsored by the Arizona Psychological Association (AzPA). AzPA is approved by the American Psychological Association to sponsor continuing education for psychologists. AzPA maintains responsibility for this program and its content.

AZPA 2021 ANNUAL CONVENTION



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