



**Empowering through
Community**

AzPA 2023

Building Access and Equity

Annual Convention

REGISTRATION BROCHURE

Please join us September 28th - 30th for the 2023 Annual Convention



HOTEL INFORMATION

CROWNE PLAZA CHANDLER GOLF RESORT

Chandler, Arizona

AzPA convention attendees are eligible to receive a discounted group rate of \$149 per night plus applicable taxes is available until **Friday, September 8, 2023**. Reservations can be made through the link below or by calling 1-877-685-5594. Callers must reference the block code XZX. Please note, your confirmation letter will automatically show a resort fee. This is an IHG standard, however, since this has been waived as part of the group rate, the hotel will absorb that fee upon check in. Cancellations less than 48 hours prior to arrival or No Shows will result in a charge equal to one night's room and tax. All reservations made after September 8, 2023 will be subject to availability and may not be at the conference rate.

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

DOWNTOWN CHANDLER

The Crowne Plaza hotel is located in the heart of historic downtown Chandler. This area is home to amazing restaurants, fun shops and exciting events all within walking distance of the hotel!

- [Dining Guide](#)
- [Events](#)
- [Entertainment and Shopping](#)

AGENDA OVERVIEW*

THURSDAY, SEPTEMBER 28

- 8:00 am - 4:00 pm | Convention Registration
- 8:30 am - 12:30 pm | Preconference Session (AM)
- 1:30 am - 4:30 pm | Preconference Session (PM)
- TBA | Exhibit Hall Set-Up
- 5:00 pm - 6:00 pm | Governing Council Meeting

FRIDAY, SEPTEMBER 29

- 7:00 am - 7:45 am | Breakfast
- 7:45 am - 8:00 am | President's Welcome and Introduction
- 8:00 - 9:30 am | Keynote Session
- 9:30 am - 10:00 am | Sponsor Break & Poster Viewing
- 10:00 am - 11:30 am | General Session
- 11:30 am - 1:30 pm | Lunch & Poster Viewing
- 12:30 pm - 1:15 pm | Student Dissertations
- 1:30 pm - 3:00 pm | Concurrent Breakout Sessions
- 3:00 pm - 3:30 pm | Break with Sponsors & Poster Viewing
- 3:30 pm - 5:00 pm | Concurrent Breakout Sessions
- 5:00 pm - 6:30 pm | Networking Reception
- 7:00 - 9:00 pm | Reception After Party

SATURDAY, SEPTEMBER 30

- 7:00 am - 7:45 am | Breakfast
- 7:45 am - 9:15 am | Keynote/General Session
- 9:15 am - 9:30 am | Break with Sponsors
- 9:30 am - 11:00 am | Concurrent Breakout Sessions
- 11:00 am - 11:15 am | Break with Sponsors
- 11:15 am - 12:45 pm | Concurrent Breakout Sessions
- 12:45 pm - 1:30 pm | Lunch
- 1:30 pm - 3:00 pm | Concurrent Breakout Sessions

*Please see below for the full agenda
and session details.*

**Agenda is subject to change.*



AGENDA AND SESSION DESCRIPTIONS

**THURSDAY,
SEPTEMBER 28**

PRE-CONVENTION WORKSHOP: EPPP: OVERVIEW AND TEST TAKING STRATEGIES

8:30 am - 12:30 pm | 4 CEs

Presented by David Strasshofer, PhD

The EPPP Workshop will include an overview of the exam (Callahan et al, 2020; Cox and Grus, 2019) and a detailed procedure for navigation of varied question types on the EPPP. Live discussion with participants will consist of joint navigation of sample questions and introduction to study strategies. The program will also include suggestions for navigating work-life balance and how to integrate studied material into clinical practice (Maranzan et al., 2018).

EPPP workshop sponsored by:

AZPF

ARIZONA PSYCHOLOGICAL FOUNDATION

Program Level: Intermediate

Learning Objectives

1. Identify the five question types of the EPPP and relative presence of each on the exam.
2. Identify three common pitfalls in navigating questions on the EPPP.
3. Demonstrate a multi-step test-taking strategy that can be applied to familiar and unfamiliar content.

PRE-CONVENTION CONSORTIUM WORKSHOP: DIFFERENCES AS CATALYSTS FOR DIALOGUE: INCREASING ACCESS AND EQUITY IN SUPERVISION

1:30 pm - 4:30 pm | 3 CEs

Presented by Diana Medina, PhD

Panelists: Dr. Amanda McBride, Dr. Maricela Smith, Dr. Jay Worley, Dr. Maddison Savage, Nadia Lambert LPC, LISAC, Juan Gonzalez Guzman, LPC & Megan McCarthy, M.S.

How has supervision evolved in the last 50 years? In this workshop psychologists in a supervisory role will learn about how to develop a more collaborative and open supervision experience. This course will cover topics like decolonization, critical consciousness and cultural humility and their applications in supervision. The workshop includes self-reflection exercises, sample questions to ask in supervision, and practical ways to increase multicultural responsiveness in supervision.

Program Level: Intermediate

Learning Objectives

1. Describe at least two new frameworks in supervision.
2. Describe one aim of culturally responsive supervision.
3. Define three elements of critical consciousness and decolonization and their role in the supervision process.
4. Identify five ways to increase multicultural responsiveness in supervision.

GOVERNING COUNCIL MEETING

5:00 - 6:30 pm

The GC meeting is open to AzPA members.

**FRIDAY
SEPTEMBER 29**

BREAKFAST

7:00 am - 7:45 am

PRESIDENT'S WELCOME AND INTRODUCTION

7:45 - 8:00 am

KEYNOTE SESSION: A ROADMAP FOR ACHIEVING RACIAL EQUITY AND REDEFINING ALLYSHIP

8:00 - 9:30 am | 1.5 CE

Presented by Maysa Akbar, PhD, ABPP

This presentation will explore the history of racism within the United States of America and provide an overview of the different levels of racism. Dr. Akbar will highlight the American Psychological Association's efforts to date to upend systemic racism. What began as a formal apology to communities of color for contributing to inequities, racial discrimination, and denigration to our present work toward reconciliation and repair. The presentation will conclude with guidance on actively centering the perspectives and voices of groups historically oppressed and marginalized and provide action steps toward racial trauma healing and allyship.

Program Level: Intermediate

Learning Objectives:

1. Define how communities of color are adversely impacted by the four levels of racism including: structural, institutional, interpersonal, and internalized.
2. Name two ways psychology has a role in the sociohistorical impacts of oppression on race and racism in the United States.
3. Identify two key ways one can serve as an ally.

SPONSOR BREAK AND POSTER VIEWING

9:30 - 10:00 am

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

Poster session sponsored by:



GENERAL SESSION: A NEUROSCIENTIST AND CLINICAL PRACTITIONER LOOKS AT EXECUTIVE FUNCTIONING: WHAT IT IS, WHAT IT IS NOT, AND WHAT TO DO

10:00 - 11:30 am | 1.5 CE

Presented by Cecil R. Reynolds, PhD

Executive Functioning (EF) is a very broad act, and is thus defined broadly, which has contributed to abuse of the term. This has led to faddish adoption and widespread use of EF to describe almost any faulty actions of children in the schools and community settings—everything is an EF problem! EF is endangered as a scientific term by inexact usage which leads to sloppy explanations and faulty remedial programs that purport to train EF. The key to understanding EF is that EF is a method of the brain—as a method it requires accurate input from many systems, both central and peripheral, to produce good results. As some wise person must have said, “Even with all the mayonnaise in the world, you can’t make chicken salad out of chicken feathers.” Too many current uses of the term confuse the input into the EF system with EF as a method. To be a useful concept, we must differentiate the process from the input, such that we can distinguish faulty methods from faulty input—a perfectly functioning process will give us poor output if the input is faulty. This talk will provide clarity relating to the development of EF and its neurobiological systems in childhood and adolescence and point us toward correct interpretations of related behaviors and effective interventions. I will further point to abandonment of several popular interventions not demonstrated to have an evidence-base for support.

Program Level: Advanced

Learning Objectives:

1. Describe the two key actions of the EF system in generating behavioral responses.
2. Define executive functioning.
3. Describe the key attributes of effective interventions for what have been characterized as EF problems.
4. Describe at least one discriminatory practice related to misperceptions of EF development in minority youth.

LUNCH AND POSTER VIEWING

11:30 am - 1:30 pm

STUDENT DISSERTATIONS

12:30 - 1:15 pm

CONCURRENT BREAKOUT SESSION: EXPOSURE WITH RESPONSE PREVENTION (ERP) FOR ADDRESSING RITUALISTIC SOCIAL MEDIA BEHAVIORS: AN EVIDENCE-BASED APPROACH

1:30 pm - 3:00 pm | 1.5 CE

Presented by Brad MacNeil, PhD, CHE

Recent research has highlighted that engagement in excessive social media use has been linked with a variety of negative outcomes psychologically. Despite this, ritualistic behaviors that often accompany the use of social media and may be associated with these negative outcomes are not often discussed or addressed in the evidence-based treatment literature. The purpose of this presentation is to present a novel approach for addressing ritualistic social media use through exposure with response prevention (ERP). ERP is an evidence-based treatment approach that has been employed to address obsessive compulsive disorder (OCD), body dysmorphic disorder, and obsessions and compulsions related to body dissatisfaction and fear in eating disorders. Participants will have an appreciation for the importance of ritualistic social media use in the development and maintenance of psychological presenting concerns. Specific evidence-based competencies reviewed will include behavior theory, principles of exposure, STOP strategies for response prevention, and delivery of ERP in both in person and virtual formats. Additional competencies include ERP hierarchy design, behavioral experiments, and routines outcome monitoring. Participants will leave equipped with behavioral competencies to apply ERP to address problematic and ritualistic social media use in their practice setting.

Program Level: Intermediate

Learning Objectives:

1. Describe two ways ritualistic social media use impacts psychological functioning.
2. Explain the behavioral principles involved in the development and maintenance of ritualistic and unhelpful social media use including negative reinforcement through avoidance.
3. Explain the principles of exposure and four response prevention strategies used as part of exposure with response prevention (ERP) for addressing ritualistic and problematic social media use with their patients.

CONCURRENT BREAKOUT SESSION: PEDIATRIC PSYCHOPHARMACOLOGY: A PRIMER FOR PSYCHOLOGISTS

1:30 - 3:00 pm | 1.5 CE

Presented by George Kapalka, PhD, MS, ABPP

This presentation will provide an overview of psychotropic medications utilized to treat symptoms of psychological disorders commonly diagnosed in children and adolescents. It is intended to familiarize practicing psychologists with major drug categories as well as examples of medications within each category. Major desired as well as adverse effects will be reviewed to assist psychologists in monitoring the response of their patients and clients who were prescribed medications. The overview will especially focus on the

medications commonly prescribed to treat symptoms of ADHD, mood, anxiety and tic disorders.

Program Level: Beginner - Intermediate

Learning Objectives:

1. Name three categories of medications utilized to treat symptoms of ADHD and will be able to name at least one specific medication within each category.
2. Name at least three categories of medications utilized to treat symptoms of mood disorders in children/adolescents (depression and bipolar spectrum) and will be able to name at least one specific medication within each category.
3. Name three categories of medications utilized to treat symptoms of anxiety in children/adolescents and will be able to name at least one specific medication within each category

CONCURRENT BREAKOUT SESSION: AN INSIDE LOOK AT TREATMENT-RESISTANT DEPRESSION (TRD) WITH EXPANDED CONSIDERATIONS FOR A HOLISTIC APPROACH TO TREATMENT

1:30 pm - 3:00 pm | 1.5 CE

Presented by Cindy Hoard, EdD

Patients with treatment-resistant depression require psychologists to learn and expand the many options for treatment today. Depression isn't "feeling nothing" but rather feeling a great deal of anguish that you can't quite express or communicate effectively. Establishing a holistic approach can be essential and be a challenge to implement. When barriers appear, we as psychologists will need to assess whether we are missing aspects of our client's experience or perhaps misinterpreting it, though the field has seen many evidence-based beneficial advances in treatment in recent years. Our training as psychologists uniquely prepares us to explore new formal and experimental treatments professionally. This is important because we all discover, as I have, there are missing pieces to the puzzle. Through reflection on my progress and through writing my book, I discovered less recognized aspects of my improvement depended on integrating meditation, mindfulness, and self-examination of beliefs and my spirituality. Critically I will discuss the importance of engaging in self-compassion, and self-care for our well-being as therapists and the well-being of our clients. I will discuss how and why these holistic treatments became critical to my well-being and future perspective centered on hope.

Learning Objectives:

1. Describe three holistic approaches to treatment-resistant depression.
2. Name three specific interventions for treatment resistant depression.
3. Describe 3 potential benefits of broadening a holistic approach to treatment-resistant depression.

SPONSOR BREAK AND POSTER VIEWING

3:00 - 3:30 pm

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

CONCURRENT BREAKOUT SESSION: SUICIDE AWARENESS: UPDATED INFORMATION ON PREVENTION, ASSESSMENT, AND POSTVENTION FOR OUR YOUTH

3:30 - 5:00 pm | 1.5 CE

Presented by Paula J. McCall, PhD

This program will provide an overview of updated information on suicide prevention, assessment, and postvention for youth. An emphasis will be made on lessons learned through the COVID-19 pandemic as well as information on the most vulnerable populations, including LGBT+ and Black youth. Key points in prevention will be discussed, and the four critical areas of comprehensive suicide risk assessment will be outlined, with an emphasis on the purpose of assessment to build effective support plans that target coping and resiliency. Discussion of both harmful and supportive postvention supports also will be included.

Program Level: Intermediate

Learning Objectives:

1. Describe the four key areas of comprehensive suicide risk assessment.
2. Identify two potentially harmful and two supportive postvention responses that build prevention for youth.
3. Apply information obtained through a suicide risk assessment to build a support plan that targets coping and resiliency.

CONCURRENT BREAKOUT SESSION: UNDERSTANDING THE APA GUIDELINES FOR ASSESSMENT AND INTERVENTION WITH PERSONS WITH DISABILITIES

3:30 - 5:00 pm | 1.5 CE

Presented by Jennifer Lee, Morgan Hall, PhD, Alexandra Horton, Neil Stafford, PsyD

During this presentation, we will discuss the recent APA Guidelines for Assessment and Intervention with Persons with Disabilities through diverse intersectional views. The intent to co-incorporate the Code of Ethics values in this sessions allows the audience to properly identify what model of disability may shape their viewpoint to provide equitable access to services.

Program Level: Introductory

Learning Objectives:

1. Analyze all six models of disability per the APA 2022 Guidelines.
2. Describe two ways to maintain valid and appropriate accommodations when working with persons with disabilities.
3. Apply and revise current practices to implement accessibility of psychological services to better serve diverse populations.

CONCURRENT BREAKOUT SESSION: TRENDS IN PRESCRIBING PSYCHOLOGY

3:30 pm - 5:00 pm | 1.5 CE

Presented by Judi Steinman, PhD

Prescribing Psychology allows doctors of psychology with advanced training in Clinical Psychopharmacology to prescribe psychotropic medications to their patients in six states (LA, NM, IA, ID, IL, CO), the Department of Defense, the Indian Health Service and for Health and Human Services. The education, clinical training and licensure requirements in the different states will be discussed. Information regarding safety and the ability of Prescribing Psychologists in New Mexico to treat patients from rural and urban settings will be discussed. The need for improved inclusion and consideration of people from varying racial and ethnic communities will be addressed along with national legislative trends pertaining to states seeking prescriptive authority for qualified psychologists.

Program Level: Introductory

Learning Objectives:

1. Identify two didactic and clinical training requirements in clinical psychopharmacology programs.
2. List three state and federal requirements for licensure as a Prescribing/Medical Psychologist.
3. Describe three examples of the benefits of Prescribing/Medical Psychologists.

NETWORKING RECEPTION

5:00 - 6:30 pm

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

Reception sponsored by:



AFTER PARTY

7:00 - 9:00 pm

Join us for the AzPA Convention After Party to celebrate member appreciation, camaraderie, and relaxation - in the spirit of supporting one another!

Event Highlights:

- Crafting Activities
- Mentorship Program Recognition
- Sweet Treats & Libations

This After Party is our way of saying thank you for your continued support and dedication to AzPA. We can't wait to unwind, connect, and celebrate together. Don't miss out on the fun and the chance to create lasting memories with your fellow AzPA members. See you there!

**SATURDAY,
SEPTEMBER 30**

BREAKFAST AND ANNUAL BUSINESS MEETING

7:00 - 7:45 am

GENERAL SESSION: YOU CANNOT BE WHAT YOU CANNOT SEE: LEADERSHIP AND MENTORSHIP FOR BIPOC WOMEN IN PSYCHOLOGY

7:45 - 9:15 am

Presented by Lillian Jones, MA, Amanda Acevedo, MA, EdS, Lisa Gutierrez, MC, Dr. Amanda Malak, Michelle Melton PsyD., Dr. Pratt, Dr. Buffy Wooten

Many Black, Indigenous, People of Color (BIPOC) women in psychology rarely see their intersectional identities represented. Many psychology graduate students do not receive mentorship, leading BIPOC women in graduate programs to face a paucity of role models and mentors within the field (Burney et al., 2009; Padilla et al., 2022). The scarcity of representation within academic institutions and professional organizations leads to difficulties for BIPOC women to aspire for leadership or positions of power (Carpenter et al., 2022; Dagen et al., 2022). BIPOC communities have continually been underrepresented in leadership roles, leading BIPOC women to be excluded from professional growth opportunities in favor of White Anglo-Saxon Protestants (WASPs). Mentorship provides many benefits, such as intentional learning, relationship development, and advocacy, that BIPOC women would benefit from (Burney et al., 2009). Despite the American Psychological Association (APA) pushing the Diversity Initiative to promote mentorship for BIPOC communities, the gap in representation continues to be a cause for concern. How can BIPOC women aspire to be what they cannot see? This interactive panel discussion emphasizes the importance of leadership representation and mentorship for BIPOC women. The panelists will discuss their professional and personal experiences surrounding leadership, mentorship, and representation at the graduate student and professional levels.

Learning Objectives:

1. Encourage academic institutions and professional organizations to increase the representation of BIPOC women in leadership roles, and to provide support and resources for their professional development and advancement.
2. Promote advocacy and intentional learning as key components of effective mentorship and leadership for BIPOC women in psychology, and to encourage the development of mentorship programs and initiatives that specifically address the needs and experiences of this population.
3. Increase awareness among psychology graduate programs of the importance of providing mentorship and leadership opportunities to BIPOC women who share their intersectional identities and can provide guidance and support as they navigate their academic and professional careers.

SPONSOR BREAK

9:15 - 9:30 am

CONCURRENT BREAKOUT SESSION: WHEN A CLINICAL CASE TURNS FORENSIC - WATCH OUT!

9:30 - 11:00 am | 1.5 CE

Presented by Faren Akins, PhD, JD, Joseph B. Stewart, EdD

This program will utilize an expert duo of psychologists to speak to the common pitfalls, ethics and recommendations about how to handle cases which begin as "typical" clinical cases and turn forensic in nature.

Program Level: Intermediate

Learning Objectives

1. Describe two common reasons psychologist's face licensing board complaints related to forensic cases.
2. Identify three risk mitigation steps that psychologists can take in their practices.
3. Identify two issues related to the transition from a clinical case to a forensic case.

CONCURRENT BREAKOUT SESSION: A SAFE SPACE: RECLAIMING COMMUNITY FOR HEALING AND THRIVING

9:30 - 11:00 am | 1.5 CE

Presented by Michelle Melton, PsyD

Psychologist and other mental health providers often grapple with the push-pull of individual and community needs. While valiant and noble work, such practitioners may notice their most skilled assessments and interventions are diminished by Health-Related Social Needs (HRSN) (i.e., social, safety, and health needs), and struggle to address healthcare disparities that impede healing and thriving. Employing community care strategies leverages client(s) and client community strengths to support one another and the broader community. In so doing, client(s) and client groups may be better able to integrate skills learned through engagement with psychology services and increase their agency in addressing HRSNs. The purpose of this talk is to present community care as the next evolution of self-care and position care providers as empowering and collaborative agents of change.

Program Level: Intermediate

Learning Objectives

1. Define Community Care from a trauma-informed, population health perspective.
2. Identify one historical, cultural, and sociopolitical influence on population health and trauma.
3. List four resilience and empowerment strategies to create community-based systems of care in service to client(s) and client groups.



Please note, this session will be recorded.

CONCURRENT BREAKOUT SESSION: USING THE GAMER'S JOURNEY TO HELP CLIENTS ANSWER THEIR CALL TO ADVENTURE IN MEANINGFUL WAYS

9:30 - 11:00 am | 1.5 CE

Presented by Daniel Kaufmann, PhD

This training will review the concept of Joseph Campbell's monomyth, or 'The Hero's Journey', as it relates to video games and how this can be applied as a therapeutic tool for clients. Mental health professionals will gain an understanding of how they can help their clients find meaning in their own personal journeys through playing video games. By attending this session, mental health professionals will gain a deeper understanding of the psychological processes experienced during gameplay (and beyond) and develop the necessary skills to incorporate video game-related topics into their practice. With the knowledge gained from this training, they can better support their clients in developing healthy relationships with video games and their motivations for pursuing goals in life.

Program Level: Advanced

Learning Objectives:

1. Identify two game genres which lend nicely to discussion of growth concepts.
2. Identify three clinical theories which can be used to form effective metaphors with game playing populations.
3. Create opportunities for narrative and existential exploration of growth topics in a therapeutic context.

SPONSOR BREAK

11:00 - 11:15 am

CONCURRENT BREAKOUT SESSION: CONCEPTUALIZING INTEGRATIVE TREATMENT OF COMPLEX POST-TRAUMATIC STRESS DISORDER IN ADULTS WITH CHILDHOOD TRAUMA: A THEORETICAL MODEL

11:15 am - 12:45 pm | 1.5 CE

Presented by Erin J. Buggy, Sheryl W. Harrison, PhD

This presentation intends to review dissertation findings from a study proposing a novel theoretical framework which organizes the underlying needs, clinical challenges, and clinical solutions relevant to conceptualization and treatment of adult clients with complex post-traumatic stress disorder. Qualitative findings centering on themes of Validation, Connection, Safety, and Agency, as well as emerging themes, will be explored. Additionally, the critical importance of advancing an integrated theoretical framework for this under-treated, and even mis-treated population, will be conveyed. This study, titled Conceptualizing integrative treatment of complex post-traumatic stress disorder in adults with childhood trauma: A theoretical model, received a 2022 AzPA Dissertation Award.

Program Level: Intermediate

Learning Objectives:

1. List two reasons why utilization of an integrated, trauma-conscious theoretical model is important to clinical practice.
2. Define four underlying needs associated with conceptualization and treatment of complex post-traumatic stress disorder in adults with childhood trauma.
3. List at least three clinical challenges and three clinical solutions relevant to the treatment of the defined population.

CONCURRENT BREAKOUT SESSION: LEADING FROM THE FRONT: EXPANDING CULTURAL COMPETENCE WITH THE MILITARY COMMUNITY

11:15 am - 12:45 pm | 1.5 CE

Presented by Stacey Krauss, Psy.D., ABPP, Amanda F. Emmerson, B.A.

Arizona has a robust population of Veterans and active-duty Service Members – nearly 1 in 10 adult residents has served. As a result of recent policy and cultural changes, more members of this community than ever are seeking mental health support in the community. This training is designed for mental health providers who seek to gain an overview of military culture and identify resources for continued cultural awareness in this important clinical work. This presentation, led by clinicians who have served in the military, focuses on an orientation to the military's organizational structure, values, mission, and considerations for the treatment and assessment of current and former armed service members.

Program Level: Introductory

Learning Objectives:

1. Identify at least three quality resources to continue learning about military cultural competence in a variety of clinical settings.
2. Describe at least two core values, beliefs, and attitudes of Service Members and Veterans in each major Service Branch that may impact assessment, conceptualization, and treatment.
3. Identify two tools for self-assessment regarding readiness for culturally-competent work with members of the military community.

CONCURRENT BREAKOUT SESSION: WOMEN IN PSYCHOLOGY: EMPOWERMENT THROUGH COMMUNITY

11:15 am - 12:45 pm | 1.5 CE

Presented by Carisa Authier, PsyD, Deborah Partington, MA, MFA, PsyD, Rosalie Hydock, PhD, Amanda Malak, PsyD, Vicky Lomay, PhD, Andrea Annibale, PsyD, Amanda Acevedo-Morales, MA, EdS

Women (and girls) have experienced discrimination in many domains, including barriers to education and job opportunities. The field of psychology is no exception. While men and women enter the psychology workplace in equal numbers, they do not advance equally into senior-level positions. Illustrious prizes such as the Nobel (in any category) and Templeton bear witness to this fact. In both, male recipients vastly outnumber

female recipients. In 2023, women psychologists still face barriers to maximizing their careers, which include educational opportunities, microaggressions, role expectations, and internalized oppression. The landscape is changing and women are finding their professional voices. This panel discussion is one step toward addressing the overall question of why it is necessary for women to support each other, and how to promote the concept of community among women psychologists. The program will end with open discussion and Q&A.

Program Level: Intermediate

Learning Objectives:

1. Identify three barriers that women face entering the psychology workforce.
2. Name at least two examples of how microaggressions are experienced by women that can show up in a variety of psychological settings including therapy sessions and professional organizations.
3. List two major shifts in the field of psychology where feminist psychology has had a major impact.

LUNCH & SPONSOR BREAK

12:45 - 1:30 pm

CONCURRENT BREAKOUT SESSION: ANOTHER WAY TO EMPOWER, BUILD ACCESS AND EQUITY: COMMUNITY ORGANIZING AS RELEVANT FOR PSYCHOLOGY

1:30 - 3:00 pm | 1.5 CE

Presented by Riana Alexander, Kathy Melamed, LCSW, Sami Mericle, Rebecca Riggs, M.Ed., and Daniel Schulte, Ph.D.

The 2023 AzPA Convention theme is “Empowering Through Community, Building Access and Equity.” This theme represents a recognition of the social and cultural context in which all of us as psychologists engage in our work. While we might be responsible for a particular clinical intervention or testing outcome, issues such as funding and access to services are critical parts of the broader context in which we do our work. When engaging with such issues, psychologists may recognize the intersection of advocacy in our professional work. Advocacy, though, implies work on behalf of a group or person. Community organizing, by contrast, is grounded in partnering with communities toward a particular goal. Evidence supports such an approach as not only resulting in improved social outcomes, but concurrently promoting individual psychological factors for those involved, and even associated with broad based improved health outcomes. Unfortunately, community organizing is rarely discussed as part of professional identity, or as part of a professional role for psychologists, and psychologists may have limited connection to, or even awareness of community organizing as relevant for our profession. However, when the goals of community organizing intersect with the those of our profession, then the engagement in community organizing, and connection with groups that do such work may represent an important opportunity for psychology. In this interactive panel presentation, we will hear from leaders in one such entity, and discuss opportunities for psychologists to engage with this or other organizations whose

grass-roots organizing work may be relevant to our broader professional values and goals. Valley Interfaith Project (VIP) is a broad based, non-partisan organization committed to building relational power through organizing people for sustainable social and economic improvement. VIP members are institutions: dues-paying member religious congregations, schools, unions and non-profits. While VIP is engaged in a number of different community organizing projects, of particular relevance to psychologists is their work in the Chandler Unified School district, promoting funding and access to mental health services, reflecting an intersection of 2 of VIP's identified "key strategies" of promoting quality education and health care access.

Program Level: Intermediate

Learning Objectives:

1. List 3 of their own values that may be relevant for their professional work that reflect broader engagement with community organizing.
2. Identify 3 ways in which grassroots organizing groups such as VIP and professional psychologists may be aligned in their values and goals.
3. Articulate 2 strategies that may support promotion of shared values and goals.

CONCURRENT BREAKOUT SESSION: PERFORMATIVE ALLYSHIP: WHAT IS IT? EDUCATION AND STRATEGIES TO NAVIGATE

1:30 - 3:00 pm | 1.5 CE

Presented by Carisa Authier, PsyD, Shannon Dodani, PsyD, Lisa Gutierrez, Fernando Rodriguez

In this session, we will openly discuss experiences with performative allyship through various intersectional lenses. With the intent of empowering through community building, we will focus on both how to find supportive spaces and how to move from performative allyship to true allyship.

Program Level: Intermediate

Learning Objectives:

1. Identify 2 ways that performative allyship perpetuates hate for oppressed populations.
2. Describe 2 strategies to find supportive spaces.
3. Define 2 methods to move from performative allyship to true allyship.

CONCURRENT BREAKOUT SESSION: "LET THE FARM BE YOUR PHARMACY:" A BLEND OF ENERGY PSYCHOLOGY AND NUTRITION FOR PAIN MANAGEMENT

1:30 - 3:00 pm | 1.5 CE

Presented by Sarette Zecharia, Ph.D., DCEP, EHP-C

Food is a very personal experience. According to both Traditional Chinese Medicine (TCM) and Ayurveda Medicine, food plays a central role—in the form of culinary, nutrients and botanicals—in working with anxiety, depression, insomnia and their connection to pain.

For the purpose of this presentation, these traditions will be combined and referred to as Eastern approaches. The World Health Organization (WHO), as well as many Western universities and allopathic doctors, are all taking a keen interest in these Eastern approaches. The gut is where we manufacture most of our neurotransmitters, and it also determines the health of our being – physically and mentally (Elma et al 2022, Tatta et al, 2022, Craner et al, 2022). The phrase “let the farm be your pharmacy” can be very powerful. Combining nutrition with energy psychology, a family of cognitive somatic approaches, provides alternative ways to manage pain and mood (Feinstein 2021). Participants will be invited to reflect on their own beliefs, perceptions, emotions and behaviors around food and pain. This reflection can lead to awareness of some powerful psychological blockages that may be standing in the way of wellbeing physically and mentally, and ways to re-evaluate and overcome them. Through experiential exercises, participants will learn how to safely use nutrition and energy psychology as tools to augment their practices.

Program Level: Introductory

Learning Objectives:

1. Identify four psychological models for pain.
2. List four benefits of mindfulness.
3. Describe two energy psychology techniques to help reduce pain.
4. List four botanicals to aid in alternative pain management.



Please note, this session will be recorded.



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

**REGISTER ONLINE AT
WWW.AZPA.ORG/2023-CONVENTION**

Breakout session selection will be required at the time of registration. Please review this brochure in full before registering. Registration fees can be found online at www.azpa.org/2023-Registration-Fees.
Register by Friday, August 25 to save!

Scholarships are available for students and early career psychologists.
[Click here for more information.](#)

If you are interested in contributing to the scholarship fund, [click here](#).

Registration questions can be answered via email, admin@azpa.org or phone, (480) 675-9477.