

# WPA 2021 Annual Convention Schedule

## Thursday, April 22, 2021

Session #:

1	9:00-10:30	<b>KEYNOTE: Addiction and Change: Understanding the Journey of Initiation and Recovery</b>	DiClemente
2	11:00-12:30	Mechanisms of Change: Understanding the Personal Processes of Change	DiClemente
3		Applied Forensic Psychology: Guardianship Evaluations Utilizing Cognitive Assessment in Subjects With Dementia	Glassman
4		The Remoralization Scale	Montano & Lueger
5		Student Posters Session	Trost
	12:30-1:30	<b>Lunch</b>	
6	1:30-3:00	Hungry Hungry HIPAA	Featherstone & Neff
7		* Having Difficult Discussions About Race in Supervision	Walker & Prado
8		Gestalt Psychotherapy (Existential Behaviorism for the 21st Century)	Elkind
9		Exploring Client Journeys through the Change Process	DiClemente
10	3:30-5:00	Stop Tweaking Out! The impact and treatment of stimulant use disorder.	Marnocha & Smitneek
11		An Examination of the Impact of Diversity on Intelligence Testing	Gust-Brey, Mustafaraj, & Tait
12		Antiracism: Understandings of Equity and Inclusion in the Practice of Psychology	Hintz
13		Radical Change, Uncertainty, Cognitive Dissonance, and Polarization	Dries
	5:00-7:00	<b>Virtual Reception - Via Zoom - Link will be emailed to Attendees</b>	

## Friday, April 23, 2021

Session #:

14	9:00-10:30	<b>KEYNOTE: Be an architect of your experience</b>	Barrett
15	11:00-12:30	Intergenerational Trauma	Hintz
16		* Mentoring: Finding and Becoming a Great Mentor to Promote Professional Growth	Reinders-Saeman & Van Hell
17		Beyond the Therapist Comfort Zone	Barenboim
18		Pivoting During the Pandemic	Trost, Anderson, & Weng Mak
	12:30-1:30	<b>Lunch</b>	
19	1:30-3:00	Ethical Radicals: Psychologists actively Engaging in Advocacy	Skerven, Hintz, Schlehofer, & Grey
20		Drinking Alcohol Does Not Kill COVID-19 But Could Kill You	Marnocha & Smitneek
21		These Times of Uncertainty: The Understated Role of Psychology During a Pandemic	Rader & Zussman
22	3:30-5:00	Consent and Liability for Gender-Affirming Treatment: A New Frontier	Rickman
23		Leadership and Radical Change: An Applied Psychology Approach	Weaver, Vann, & Gurka
24		* Mentoring in Professional Psychology: Process, Experiences, and Ethics	Bespalec, Rusch & Katele
25	5:00-6:00	Roundtable: Consent and Liability for Gender-Affirming Treatment: A New Frontier	Rickman
26		Roundtable: Leadership and Radical Change: An Applied Psychology Approach	Weaver, Vann, & Gurka
27		* Roundtable: Mentoring in Professional Psychology: Process, Experiences, and Ethics	Bespalec, Rusch & Katele

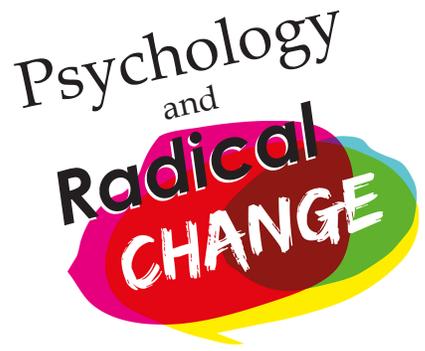
## Saturday, April 24, 2021

Session #:

28	9:00-4:00	* Ethics, self-care, and social justice	Wise
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\* Ethics Credits

# WPA 2021 ANNUAL CONVENTION PROGRAM



THURSDAY, APRIL 22, 2021

## #1 - Keynote Session 9:00 - 10:30am

**Addiction and Change: Understanding the Journey of Initiation and Recovery** - (1.5 Credits)  
Carlo DiClemente, PhD

Initiation and successful recovery from addiction represent a journey through a process of change. This presentation will explore the process and identify how providers can intervene in preventing addiction and promoting recovery. Initiation of addiction often interacts with adverse childhood experiences, mental health challenges, and critical contextual influences. Moving to free oneself from an addictive behavior involves finding the motivation, decision-making, commitment, effective planning and implementation to overcome this well maintained neurobiological and behavioral condition. Significant use of substances affects brain, body, and takes over the life space of the individual. The individual must make the journey through recovery using personal coping mechanism, seeking support and scaffolding for their compromised self-regulation, and re-center their lives. We will explore how outreach and treatment are connected to the personal journey into and out of addiction and the reality of successful recovery.

Learning Objectives:

1. Describe key tasks of each stage of change and how they operate in the initiation and recovery journey.
2. Understand the differences between early and later stages tasks and processes of change.
3. Name and describe the three critical components of use disorders: Neuroadaptation, impaired self-regulation, and salience or narrowing of the behavioral repertoire.
4. Understand how “scaffolding” can be used to support self-control and self-regulation.

## Breakout Sessions 11:00am - 12:30pm

**#2 Mechanisms of Change: Understanding the Personal Processes of Change** - (1.5 Credits)  
Carlo DiClemente, PhD

This workshop will describe Experiential and Behavioral Processes of change that clients use to navigate the tasks of the stages of change. Recognizing these processes can help clinicians understand whether the client is engaged and moving forward in the process of change. Video examples and exercises will be used to illustrate how these processes operate.

Learning Objectives:

1. Identify and name at least two experiential and two behavioral processes of change.
2. Understand how processes interact with stage of change tasks.
3. Describe several strategies that can be used to engage these personal mechanisms of change.

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### #3 Applied Forensic Psychology: Guardianship Evaluations Utilizing Cognitive Assessment in Subjects with Dementia- (1.5 Credits)

Nathan Glassman, PhD, ABN, ABPP

Guardianship evaluations are commonly requested when individuals are not functioning well due to cognitive problems possibly related to dementia, and struggling to manage their personal, property or financial affairs. In this presentation, a framework is presented for organizing the cognitively-based evaluation, and a conceptual model of decision making will be presented, and discussed in terms of examining the process the individual uses to make decisions. In assessing cognitive functioning, several useful neuropsychological tests which are accessible to clinical psychologists. Finally, suggestions are given for when to consult or refer with a neuropsychologist.

Learning Objectives:

1. Participants will learn a model for assessing decision-making for guardianship or capacity assessment evaluations.
2. Participants will learn strategies for data collection in cognitive domains for Guardianship evaluations.

### #4 The Remoralization Scale - (1.5 Credits)

Brianna Montano, PsyD & Robert Lueger, PhD

How do clients change in counseling and psychotherapy? If they arrive for treatment feeling disheartened, and/or see themselves functioning poorly socially, occupationally, or personally, what is the sequence by which they recover in these areas? Are these problem areas distinct enough that we can measure them independently of each other? Finally, can we develop effective and efficient measures for monitoring change in these domains? This dissertation study looked at American normative data for the Dutch-developed Remoralization Scale (RS). The RS is a useful measure for tracking positive outcomes common to psychotherapy and counseling. This study established United States norms for the RS. It confirmed remoralization as a unique construct and different from depression.

Learning Objectives:

1. Participants will be able to describe models and measures of change in psychotherapy outcomes; specifically, symptom measures of change, changes in functioning, positive change versus reduction of negative affect and sequence of change.
2. Participants will be able to describe remoralization and the effect it has on treatment.
3. Participants will be able to describe remoralization as a measure of treatment outcome, with explicit attention to subjective well-being measures, the Demoralization Scale, and the Remoralization Scale.

*Presented by the Wisconsin Psychology Foundation*

### #5 - Student Poster Session - (1.5 Credits)

Undergraduate and graduate students around Wisconsin are conducting interesting research studies and answering complex questions about a wide range of psychological issues. Take this opportunity to discuss their topics, the empirical process and the importance of research to the profession of psychology.

Learning Objectives:

1. Participants will interact with student researchers about the various research topics.
2. Participants will engage with student researchers about the empirical process.
3. Participants will discuss the importance of research to the profession of psychology with the student researchers.

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Breakout Sessions 1:30am - 3:00pm

Presented by the Professional Issues Committee

**#6 - Hungry Hungry HIPAA** - (1.5 Credits)

Leah Featherstone, PsyD & Mary Neff, PsyD

As psychologists, we tend to become laser focused on direct client care and forget some of the other, less comfortable, more overwhelming guidelines that accompany providing therapy and assessments for clients. This breakout session provides information and guidance on how to navigate the privacy and security requirements outlined in HIPAA. The information presented will cover HIPAA basics as well as some of the new changes and requirements that have been added to the various rules. This information is crucial to protect ourselves and our practices from potential breaches and complaints while also protecting our client's protected health information.

Learning Objectives:

1. Participants will be able to explain the difference between the privacy and security rule as well as breach protocols and apply this information in their practices.
2. Participants will be able to demonstrate understanding of different HIPAA requirements for mental health vs. AODA treatment records.
3. Participants will be able to explain the different HIPAA considerations for providing telehealth services to clients.

**#7 - Having Difficult Discussions About Race in Supervision** - (1.5 Ethics Credits)

Keyona Walker, PhD & Laura Prado, MS

Racial injustice has been widely discussed in the media over the past 12 months. Despite the presence of racial dialogue in the media, discussions regarding race remain challenging for many student trainees and clinical supervisors. This 1.5-hour session will discuss the challenges of initiating discussions about race in supervision based on the presenters' experiences. Presenters will also facilitate a discussion with attendees about their experiences having discussions about race in supervision. Best practices from current psychological literature about facilitating these discussions will also be reviewed.

Learning Objectives:

1. Participants will be able to identify successes and challenges with having discussions about race in clinical supervision to foster awareness for their own practices.
2. Participants will be able to list best practices for having discussions about race in supervision.

**#8 - Gestalt Psychotherapy (Existential Behaviorism for the 21st Century): A Survey of the Evolution of Gestalt Therapy from its Roots in the Bohemian Café culture of 1920's Germany to its Current Status as Cutting-edge Psychotherapy Theory** - (1.5 Credits)

Steven Elkind, PhD

Radical is commonly represented as something wildly divergent and different from what came before. But "radical" is derived from the Latin radix (root) meaning going to the origin, essential. Gestalt Therapy invented nothing new. What is original and "radical" about Gestalt Therapy is its rootedness and integration of philosophical and psychological approaches that support a non-analytic, existential/experiential form of psychotherapy that emphasizes awareness, choice, and sensorimotor functioning. The work of Gestalt therapy emphasizes experiencing the present to understand the past and shape the future. Gestalt Therapy theory integrates existentialism and Buddhism to assert that real change (radical change) happens when a person gives up trying to be who they are not and instead embraces who they are.

Arnold Beisser wrote, "change occurs when one becomes what he is, not when he tries to become what he is not. Change does not take place through a coercive attempt by the individual or by another person to change, but it does take place if one takes the time and effort to be what he is – to be fully invested in his or her current positions."

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Radical change is an oxymoron. Forcing change at the expense of authenticity leads to dependence on all-wise expert technicians and undermines the client's ability to self-regulate.

This workshop will organize around the paradoxical theory of change operationalized in therapy through the Dialogic relationship (Martin Buber).

Learning Objectives:

1. Participants will be able to list, and define the three pillars of Gestalt Therapy as they apply to the practice of psychology.
2. Participants will be able to list, and define the primary elements of Dialogic-Existentialism and use this knowledge in practice.
3. Participants will be able to list, define, and utilize the paradoxical theory of change.

### **#9 - Exploring Client Journeys through the Change Process - (1.5 Credits)**

Carlo DiClemente, PhD

This session will be interactive where participants can explore how the process of change perspective can be used to examine of the change journeys of current clients. Participants will participate in a discussion of client problems and the presenting challenges for change. We will explore how this process perspective can be helpful and when it may not apply or be useful. Participants will be encouraged to examine how interventions and treatment interacts with the change process and how that process is affected by the context of the client's life and the provider's setting and approach.

Learning Objectives:

1. Understand how to use the process of change perspective in their practices.
2. Examine limitation of the application of a process perspective to types of change and problems.
3. Understand how the search for mechanisms of change and the focus of treatment research have concentrated on the providers instead of the client.

## **Breakout Sessions 3:30 - 5:00pm**

### **#10 - Stop Tweaking Out! The impact and treatment of stimulant use disorder - (1.5 Credits)**

Mark Marnocha, PhD & Eric Smiltneek, MD

This session will provide updates on increases in stimulant use disorders, including most recent information on regional variations in use of different stimulants. Participants will review most recent findings on the impacts of stimulant use on the brain, as well as mental health symptoms that frequently occur during stimulant intoxication and withdrawal. Distinctions between opioids and stimulants in behavior patterns and overdoses will be covered in detail. Effective therapies for the treatment of stimulant use disorder will be reviewed, with special emphasis on the challenges to treatment programs posed by COVID-19 and by dual diagnoses in the current era.

Learning Objectives:

1. Participants will learn how to recognize an increase in disordered stimulant use and understand how different regions are struggling with different stimulants.
2. Participants will learn how stimulants affect the brain.
3. Participants will be able to identify mental health symptoms that frequently occur with stimulant intoxication and withdrawal.
4. Participants will recognize the differences in behavior patterns and overdoses between stimulants and opioids.
5. Participants will learn how to utilize various therapies for the treatment of stimulant use disorder.
6. Participants will gain awareness of the challenges of COVID-19 and dual diagnoses in treatment programs in the current era.

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**#11 - An Examination of the Impact of Diversity on Intelligence Testing** - (1.5 Credits)

Karyn Gust-Brey, PhD, Adiona Mustafaraj, PsyD, & Mary Tait, MS

This session will examine the research literature on the impact of various factors, including race, ethnicity, socioeconomic status (SES), education of parents/caregivers, and other factors, on one's performance on intelligence testing. Discussion will occur as to the historical and current biases present in the area of intelligence testing. This session will also include an exploratory study of such considerations amongst the test data gathered at a private practice serving a diverse urban population, as well as a discussion of the importance of culturally fair practices in assessment.

Learning Objectives:

1. Participants will be able to identify one demographic factor that has an influence on IQ performance.
2. Participants will be able to identify bias found in an intelligence test.
3. Participants will be able to identify one way to try to minimize the cultural influence in testing.

**#12 - Radical Change, Uncertainty, Cognitive Dissonance, and Polarization** - (1.5 Credits)

Robert Dries, PhD

Where has the voice of the science and discipline of psychology been during the tumultuous political and cultural upheavals before and during Covid-19 other than a call for the need for psychotherapy and reporting on the increase of anxiety, depression, stress, and suicide, etc.? Where is psychology contributing to shared methods to decrease potential police violence, help resolve political polarization, or discuss the psychological dynamics of conspiracy theories? The goal in this session is to examine how radical change (societal, cultural, and professional) is related to uncertainty as a nation and as individuals, and how cognitive dissonance theory, denial, and multiple psychological dynamics influence polarization in our society.

Learning Objectives:

1. Participants will be invited to discuss their experiences with radical change and will be able to define the subtleties, nuances, and pervasiveness of change as it progresses from day to day and year to year, to cumulative, to overwhelming and how that affects uncertainty, anxiety, depression, and individuals' overall stress levels.
2. Participants will be able to give operational definitions of cognitive dissonance and verbalize the subtle implications of this concept (and other related psychological concepts) in their everyday lives and dynamics in society.
3. Participants will be asked to articulate their own theories of polarization in different contexts of their lives and then report progress in this session in both understanding and more successfully encountering differences and listening better to others.

**#13 - Antiracism: Contemporary Understandings of Equity and Inclusion in the Practice of Psychology** - (1.5 Credits)

Vanessa Hintz, PsyD

The goal of this presentation is to introduce attendees to contemporary concepts and terminology associated with equity and inclusion. Research, case studies, and experiential practices will aid attendees in developing understandings of equity-driven clinical practices, to include multicultural counseling and therapy, as well as strategies for incorporating cultural competence into consultation and supervision.

Learning Objectives:

1. Participants will be able to identify concepts and terminology associated with equity and inclusion.
2. Participants will be able to identify and/or evaluate culturally responsive clinical practices.
3. This session will facilitate self-exploration, to include increasing awareness of any interpersonal conflicts that arise as the result of oppression and privilege, as well as from differing worldviews and perspectives.

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#14 Keynote Session 9:00 - 10:30am

**Be an Architect of Your Experience: Lessons from the Theory of Constructed Emotion**

(1.5 Credits)

Lisa Feldman Barrett, PhD

This address will describe recent scientific discoveries about the nature of emotion whose conclusions seem to defy common sense. We'll explore a radically new scientific understanding of what emotions are and how they work, supported by evidence from psychology, neuroscience and evolutionary biology. Emotions are not built into your brain from birth, but are built by your brain, as needed. Whether you know it or not, you are an architect of your experience.

Learning Objectives:

1. Better understand the brain basis of emotion and its relation to mental and physical health.
2. Understand the role of the body and of concepts in constructing emotions and all mental states.
3. Appreciate the predictive brain and its implications for brain-based disorders

Breakout Sessions 11:-00am - 12:30pm

*Presented by the Diversity & Inclusion Committee*

**#15 - Intergenerational Trauma: A Narrative Analysis of the Historical Disenfranchisement of African American Clients** - (1.5 Credits)

Vanessa Hintz, PsyD

The goal of this presentation is to describe the role of intergenerational trauma in the lives of African Americans in the United States. In addition to outlining operational definitions of "Urban Trauma," "Post Traumatic Slave Syndrome," and other aspects related to intergenerational trauma, the presenter will describe strategies for addressing intergenerational trauma in therapy. Narratives found in popular culture that provide insight into historical disenfranchisement will also be discussed.

Learning Objectives:

1. Participants will be able to identify concepts and terminology associated with equity and inclusion, to include "Urban Trauma," as well as "Posttraumatic Slave Syndrome."
2. Participants will be able to evaluate the influence of popular cultural narratives on understandings of intergenerational trauma.
3. Participants will be able to identify and/or evaluate culturally responsive clinical practices aimed at addressing intergenerational trauma, specifically with African American clients.

**#16 - Mentoring: Finding and Becoming a Great Mentor to Promote Professional Growth** -

(1.5 Ethics Credits)

Rachel Reinders-Saeman, PhD & Regina Jean Van Hell, PhD

Mentoring relationships can be extremely important and impactful for students and professionals alike (American Psychological Association, 2019). It has been shown to be effective in promoting student retention, developing leadership skills (Kois, King, LaDuke, and Cook, 2016), and helping psychologists who are in underrepresented groups find support (Chan, Yeh, and Krumboltz, 2015). Mentoring can take many forms, including formal relationships, such as advisors or supervisors, or informal relationships with professionals who give their time in a less structured setting. Finding and building mentoring relationships can be confusing for students and early career professionals. This presentation will use the examples of mentoring programs through the National Latinx Psychological Association and the Wisconsin Psychological Association to discuss how to both be and find a strong mentor in psychology. Specific steps will be given for both mentors and mentees to develop strong mentoring relationships.

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### Learning Objectives:

1. Participants will be able to articulate what mentoring is, how formal and informal mentoring differs, and how mentoring differs from formal supervision.
2. Participants will be able to list appropriate steps to take to find a mentor or mentee, including formal and informal processes.
3. Participants will be able to list factors that contribute to strong mentorship for both mentors and mentees, as well as how mentoring can support students from different racial and cultural groups.

### **#17 - Beyond the Therapist Comfort Zone: Psychodynamic Oriented Couples Therapy with Minority Groups** - (1.5 Credits)

Hernan Barenboim, PhD

The presentation will cover specific examples of negative communication cycles in 3 minority groups (Afro-American, Latinx, LGBTQ). Assessment and interventions will be addressed from an anti-racial and psychoanalytic informed perspective. The projective identification defense mechanism and counter-transference will be analyzed from a systemic perspective. The macro & micro level systemic influences in the couple dynamic will be addressed. Participants will receive guidance on openly talking about race with our patients incorporating the racial beliefs of patients and therapists and differentiating “process” and “content” oriented interventions. A basic approach to working with couples following an antiracial stance will be shared along with specific skills for working with minority couples. Finally, three cases will be presented for discussion (Afro-American, Latinx & LGBTQ).

### Learning Objectives:

1. Participants will be able to describe an anti-racist framework and background of a dynamic and systemic approach to clinical work with minority couples.
2. Participants will be able to list 3 macro & micro level elements that frequently impact minority couples’ stress and conflict.
3. Participants will analyze 3 diverse therapeutic situations from a psychodynamic and anti-racist perspective.

### **#18 - Pivoting During the Pandemic: Challenges and Opportunities in Providing Individual and Group Psychotherapy via Telehealth** - (1.5 Credits)

Sarah Trost, PhD, Rebecca Anderson, PhD, & Tin Weng Mak, MA

The COVID-19 public emergency has required many mental health practitioners to provide psychotherapy via telehealth modalities. This presentation reviews literature on (1) the benefits of telehealth for both clients and providers; (2) client concerns, provider concerns, and ethical concerns to consider when providing telehealth sessions; and (3) strategies for providers to cope with the challenges of telehealth sessions. Concepts will be illustrated with examples from the presenters’ experiences of translating health psychology treatments to virtual formats, including online resources and worksheets.

### Learning Objectives:

1. Participants will be able to list the benefits of telehealth for clients and providers.
2. Participants will be able to identify challenges for clients and providers when providing telehealth sessions, including ethical concerns.
3. Participants will be able to apply strategies to manage telehealth challenges to one’s own clinical practice.

## **Breakout Sessions 1:30 - 3:00pm**

### **#19 - Ethical Radicals: Psychologists Actively Engaging in Advocacy** - (1.5 Credits)

Kim Skerven, PhD, Vanessa Hintz, PsyD, Michele Schlehofer, PhD, & Melissa Grey, PhD

Engaging in advocacy as a psychologist has critical influence on policy and legislation, helping enhance the well-being of individuals, organizations, communities, and the field of psychology itself. Many psychologists are interested in en-

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gaging in advocacy and may even view it as an ethical imperative. At the same time, because most graduate programs do not offer training in advocacy, psychologists may feel unsure about how to effectively engage in advocacy work. This session offers a panel of psychologists who are advocates across multiple settings and will explore the challenges and opportunities of this work. Embedded within the framework of the APA Code of Ethics, presenters will share their experiences in advocacy work within professional organizations, academia, state-level policy and legislation, and consultation. Attendees will learn about various pathways to connect with advocacy as a psychologist, how to obtain formal and informal training, and hopefully be inspired to help create systemic change to enhance the well-being of all.

Learning Objectives:

1. Participants will be able to list multiple ways that psychologists can engage in advocacy work.
2. Participants will be able to define how advocacy work connects with the APA Code of Ethics.

### **#20 - Drinking Alcohol Does not Kill COVID19, but Could Kill You. Addressing Alcohol and Drug use Disorders in a Pandemic** - (1.5 Credits)

Mark Marnocha, PhJD & Eric Smiltneek, MD

This session will provide a general overview of alcohol and drug use disorders in the current era, specifically the impact of COVID19 on factors leading to such disorders, and on barriers to treatment access for substance use disorders. This session will review the factors leading to a significant increase in overdose deaths during 2020, and what contributes to effective substance use disorder treatment during a pandemic. Presenters will provide general updates on expanding concerns, incidence, complications and mortality among addictive disorders within different age groups during COVID19. Potential clinician burnout and the need for self-care during this pandemic will be considered.

Learning Objectives:

1. Participants will. Learn to recognize the factors that lead to substance use disorders and understand how COVID19 has affected these factors.
2. Participants will understand the barriers to accesses treatment for substance use disorder and how COVID19 has affected these barriers.
3. Participants will understand factors leading to an increase in overdose death that occurred in 2020.
4. Participants will learn how to provide effective treatment for substance use disorder during a pandemic.
5. Participants will learn about updates on expanding concerns, incidence, complications, and mortality among addictive disorders during COVID-19 among different age groups.

*Presented by the Public Education Committee*

### **#21 - These Times of Uncertainty: The Understated Role of Psychology During a Pandemic** - (1.5 Credits)

Ben Rader, PsyD & Mike Zussman, PsyD

2020 brought with it anxiety and turmoil on account of an unprecedented global medical pandemic. As psychologists pivoted during these trying times to support the influx of need in the face of new stressors and uncertainties, we were also provided an opportunity to learn from society's myriad of responses, from conspiracy theory to denial. What was a medical crisis for some became a nationwide mental health crisis for all as physical distancing precautions, economic uncertainty, and political division exacerbated existing divisions and animosity. In the midst of this, the WPA's Public Education Committee was tasked with waylaying fears and providing psychological perspective to an area school district regarding risks and concerns pertaining to virtual-learning.

In this presentation, Public Education will share research and initiatives that came out of the pandemic that highlight the role of psychology and mental health during such uncertain times. We will consider psychology's role and relationship to other professions during a pandemic, and highlight how our training and expertise in human thought and emotion can play in calming fears, speaking to emotional reasoning, and encouraging a more adaptive response from others in the world around us.

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### Learning Objectives:

1. Participants will learn about the Caring Communities response model to the COVID-19 pandemic and the role psychology played in this.
2. Participants will learn research findings surrounding psychological factors contributing to conspiracy thinking, denial, and other problematic responses to medical pandemic
3. Participants will be able to identify specific roles and initiatives for psychologists during a medical pandemic.

## BREAKOUT/ROUNDTABLE SESSIONS

### Breakout Sessions 3:30 - 5:00pm

#### **#22 & #25 - Consent and Liability for Gender-Affirming Treatment: A New Frontier** - (2.5 Credits) Maureen Rickman, PhD

Increased acceptance of transgender identity has broadened access to gender-affirming treatments for adults and provided puberty-altering hormone treatments for children and teens. Some medical providers are requiring mental health providers to affirm a diagnosis of gender dysphoria before treatment. What liability might that incur? What role do mental health providers have in obtaining consent for more than the diagnosis? This program will review guidelines for gender-affirming treatments from medical organizations as well as Wisconsin statutes about obtaining informed consent from underage 'mature minors'. Given that this is uncharted terrain, a high level of participant interaction is expected. Bring your questions and case examples.

### Learning Objectives:

1. Participants will identify levels of gender-affirming treatments and their predicted permanence and identify potential liability for recommending various gender-affirming treatments.
2. Participants will be able to list the DSM-V diagnostic criteria of gender dysphoria and describe them in context of individual differences in gender expression.
3. Participants will be able to describe parent involvement in consent to medical care for adolescents seeking gender-affirming treatment and describe relevant interpretations of Wisconsin statutes

### *Presented by the Healthy Workplace Initiative*

#### **#23 & 26 - Leadership and Radical Change: An Applied Psychology Approach** - (2.5 Credits) John Weaver, PsyD, Jennifer Vann, PsyD, & Amy Gurka, PhD

Leadership can be strained in times of radical change. It can also be the source of radical change, for better or worse. The past year has been a time that has pushed leadership to its limits. It has resulted in unexpected radical change. Radical changes may also be spurred intentionally, by decisions consciously chosen by a leader. In either case, there is significant disruption within the normal activity of those within the organization which has implications for relationships as well as for emotional and cognitive processes.

In this session, we will explore the psychology of leadership in the context of the crucible of radical change. Contributions of neuroscience, evolutionary psychology, the psychology of excellence, and organizational change will inform the presentation and subsequent discussion.

### Learning Objectives:

1. Participants will be able to identify the neurobiology that underpins the decision-making process during times of radical change.
2. Participants will be able to distinguish between dissonant styles and resonant styles of leadership and the effects on motivation within the organization
3. Participants will be able identify the key skills that must be developed to successfully guide and organization through times of radical change.

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**#24 & 27 - Mentoring in Professional Psychology: Process, Experiences, and Ethics -**

(2.5 Ethics Credits)

Dale Bispalec, PhD & Kathleen Rusch, PhD

The mentoring relationship in professional development is one of the most critical relationships for successful professional identity development and ethical practice. In psychology, mentors can provide a wealth of experiential knowledge to supplement both classroom and practical experience learning.

In this session, we will explore the ethics of the mentoring relationship as well as key components that make for a successful mentoring experience. Participants will be encouraged to explore their past, current, and future mentoring relationships in active discussion.

Learning Objectives:

1. Participants will be able to identify key components of the mentoring relationship.
2. Participants will be exposed to the characteristics of successful mentors and mentees in professional psychology.
3. Participants will be able to use provided guidelines to promote good structure and ethical practice in mentoring relationships.

**Roundtable Sessions 5:00 - 6:00pm**

**#25 - Roundtable - Consent and Liability for Gender-Affirming Treatment: A New Frontier**

See session #22 for description.

**#26 - Roundtable - Leadership and Radical Change: An Applied Psychology Approach**

See session #23 for description.

**#27 - Roundtable - Mentoring in Professional Psychology: Process, Experiences, and Ethics**

See session #24 for description.

SATURDAY, APRIL 24, 2021

#28 - Full Day Workshop 9:00am - 4:00pm

***Ethics, Self-Care, and Social Justice: Fostering Joyful and Sustainable Practice During (and after) a Pandemic*** - (6.0 Ethics Credits)

Erica Wise, PhD

Principle A of the APA Ethics Code reminds us that “Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work.” For psychologists there are strong links between self-care, professional competence, and social justice advocacy, especially in the current pandemic context. This participatory workshop will provide a theoretical basis for understanding the impact of current stressors on our competence as professional psychologists and outline evidence-based approaches to caring for ourselves and our colleagues. Workshop participants will be asked to complete and discuss a comprehensive self-assessment designed to identify personal and professional sources of stress and resilience. Small group discussion of ethical and multicultural vignettes that reflect the current political and pandemic context will provide participants an opportunity to enhance ethical decision-making and creative problem solving. Self-care, self-compassion, positive engagement with colleagues and social justice activities will be promoted to enhance personal resilience and professional competence. Participants will be encouraged to commit to specific self-care and communitarian-care strategies that focus on their intellectual, emotional, physical, and spiritual selves in the context of positive psychology research findings. Finally, the critical role of psychologists and psychological associations in fostering a more just and humane world will be discussed.

Learning Objectives:

1. Explain how maintaining personal well-being is an ethical responsibility that is directly related to competence in a complex multicultural society.
2. Describe the role of colleagues and social justice engagement in maintaining personal wellness and professional competence.
3. Identify two occupational vulnerabilities common to psychologists and two that are unique to you based on a self-assessment exercise.
4. Develop a clearly articulated plan for implementing two research-supported self-care strategies that are appropriate in the current pandemic context.
5. Develop a clearly articulated plan for engaging in a communitarian or social justice activity in your community.