

11-23-2019

Relationship Health Across Diverse and Underserved Communities: Connecting Theory and Practice to Inform Therapeutic Processes for Couple Distress

Emily Georgia Salivar

Follow this and additional works at: https://nsuworks.nova.edu/cps_facpresentations

 Part of the [Psychology Commons](#)

ABCT

53rd Annual Convention

November 21–24, 2019

*Wisdom
of Purpose
and Perspective*

Extending
the Social
Impact
of Cognitive
Behavioral
Science

ATLANTA

Association for Behavioral and Cognitive Therapies

Board of Directors

President	Bruce F. Chorpita, Ph.D.
President-Elect	Martin M. Antony, Ph.D.
Past President	Sabine Wilhelm, Ph.D.
Secretary-Treasurer	Mary E. Larimer, Ph.D.
Representative-at-Large (2019)	Simon A. Rego, Psy.D.
Representative-at-Large (2020)	Risa B. Weisberg, Ph.D.
Representative-at-Large (2021)	Shireen Rizvi, Ph.D.

Coordinators and Committee Chairs

Convention and Education Issues Committees	Katharina Kircanski, Ph.D.
Continuing Education Committee	Anu Asnaani, Ph.D.
Institutes Committee	Christina L. Boisseau, Ph.D.
Workshops Committee	Lauren Weinstock, Ph.D.
AMASS Committee	Brian Baucom, Ph.D.
Master Clinician Seminar Series	Courtney Benjamin Wolk, Ph.D.
Research and Professional Development	Cole Hooley, Ph.D.
Volunteer Committee	Gabrielle Liverant, Ph.D.
Local Arrangements Committee	Leah Farrell-Carnahan, Ph.D.
Program Committee, 2019	Alyssa Ward, Ph.D.
Program Committee, 2020	Shannon Wiltsey Stirman, Ph.D.

Membership Issues Committees	Kathleen Gunther, Ph.D.
Special Interest Groups Committee	Lance Rappaport, Ph.D.
Membership Committee	Thomas Rodebaugh, Ph.D.
Committee on Student Members	Shannon Blakey, Ph.D.
Committee on Leadership and Elections	David Pantalone, Ph.D.
Committee on Clinical Directory and Referral Issues	Daniella Cavenagh, Ph.D.
List-Serve Committee	Jamie Micco, Ph.D.
Social Networking Media Committee	Shari Steinman, Ph.D.
Fellows Committee	Linda Sobell, Ph.D.

Academic and Professional Issues Committees	Katherine J. W. Baucom, Ph.D.
Committee on International Associates	Lata McGinn, Ph.D.
Committee on Academic Training & Education Standards	Lee Cooper, Ph.D.
Committee on Awards and Recognition	Cassidy Gutner, Ph.D.
Committee on Research Facilitation	Shannon Sauer-Zavala, Ph.D.
Committee on Self-Help Book Recommendations	Erin Ward-Ciesielski, Ph.D.

Publications Committee	Michelle Newman, Ph.D.
Committee on Public Education & Media Dissemination	Emily Bilek, Ed.D.
Editor, <i>Behavior Therapy</i>	Denise Sloan, Ph.D.
Editor, <i>the Behavior Therapist</i>	Kate Wolitzky-Taylor, Ph.D.
Editor, <i>Cognitive and Behavioral Practice</i>	Brian Chu, Ph.D.
Editor, Web	Regine Galanti, Ph.D.

ABCT Staff

Executive Director	Mary Jane Eimer, CAE
Director of Communications	David Teisler, CAE
Convention Manager	Stephen R. Crane
Membership Services Manager	Dakota McPherson
Managing Editor/Advertising Manager	Stephanie Schwartz, M.S.W.
Convention Registrar/Exhibits Manager	Tonya Childers
Publications/Administrative Secretary	Amanda Marmol
Bookkeeper	Kelli Long

Contents

Message From the Program Chair	ii
Convention and Education Issues	v
Program Committee	v
Annual Meeting of Members	xiii
Registration Information	xiv
Continuing Education	xv
ABCT Online Webinars	xvi
ABCT Ambassador	xviii
ABCT Membership	xix
Call for Continuing Education Sessions (54th Annual Convention)	xx
Exhibits Floor Plan	xxi
Special Interest Groups Meetings	xxii
Understanding the ABCT Convention	xxiv
ABCT Awards Recipients and Ceremony	xxvi
Mark Your Calendars	xxviii
Welcome to the 53rd Annual Convention	1
Clinical Intervention Trainings	2
The 2018 ABCT mHealth Preconference	6
Advanced Methodology and Statistics Seminars	8
Institutes	10
Attendee Orientation to the ABCT Convention	28
Friday	28
Saturday	180
Sunday	327
Poster Sessions	
Friday	377
Saturday	440
Sunday	501
Subject Index	511
Author Index	514

Message From the Program Chair

Alyssa Ward, Ph.D., LCP, Virginia Department of Medical Assistance Services & Virginia Commonwealth University School of Medicine



As the 2019 Program Chair, I welcome you to our 53rd Annual Convention with enthusiasm and hope that this year brings us one step closer to our mission and the goals that bind us together. ABCT is committed to enhancing public health and well-being through the application of science, and that promise is reflected in our theme for 2019: "Wisdom of Purpose and Perspective: Extending the Social Impact of Cognitive Behavioral Science."

Working in leadership at a state Medicaid program, I am immersed each day in decisions that drive the social impact of our collective work on a systems level. In Virginia we are implementing a radical redesign of our system to create an evidence-based, trauma-informed, and prevention-oriented array of behavioral health services to our members, who even with expansion are largely women and children. The work of translating scientific findings to policy and regulation is not one that our graduate training traditionally prepares us for, and I believe we have opportunities in organizations such as ours to support the development of critical skills in this area towards expanding our impact. I have brought the passion that fuels me in my work as a public servant to this role as your Program Chair, and it has been my honor to serve our organization in this way.

Developing a program around this theme has been timely as we are convening in a state that has recently passed legislation significantly limiting women's reproductive rights. Many within our organization have voiced concern for the impact of these regulations, our meeting occurring in this state context, and the rights and experiences of women both in our organization and in our world. As Program Chair, it has been my role to work with our committee to consider how we can address these concerns within the relatively relevant program we have sought to create over the past year.

We have some exciting programming specific to the impact of CBT on public health. We are humbled to be joined this year by both international and domestic experts who have made large-scale impact on service systems and vulnerable populations. Dr. Sonja Schoenwald, a trailblazer in the dissemination and implementation of treatments for youth into complex community-based settings, will facilitate a panel discussion involving Ileana Arias, Richard Puddy, and Craig Thomas from the Centers for Disease Control and Prevention. Dr. Vikram Patel is a Harvard psychiatrist whose ground-breaking work has focused on reducing the treatment gap for mental disorders in low-resource countries. He was recently awarded the John Dirks Canada Gairdner Global Health Award, a prestigious honor given to the world's top scientists in global health. His TED Talk on "Mental Health for All by Involving All" has over 1 million views and in 2015 he was named by TIME Magazine as among the world's 100 most influential people. He will be speaking with us on building our workforce to promote global delivery of services. Dr. Matthew Sanders joins us from Australia where over the last four decades he has built an international reputation as a clinical researcher developing treatments that address childhood behavior problems and promote stronger families. Professor Sanders' Triple P parenting system has now helped approximately 4 mil-

lion children and their families. It is used in more than 25 countries and has been translated into 21 languages other than English. More than 75,000 practitioners have been trained in its delivery. He will be speaking with us about his transformational body of work and future opportunities for social impact.

Following the passing of the abortion legislation in Georgia this summer, we worked creatively with our committee to develop an additional invited panel to bring attention to the pressing issue of using psychological science to responsibly inform and advocate policy and regulation development, with special attention to the local context here in Atlanta. We are so grateful for the fast, flexible, and thoughtful efforts of our esteemed colleague and long-time ABCT member Dr. Lynn Bufka, the Associate Executive Director for practice research and policy at the American Psychological Association, and support from our Local Arrangements Chair, Dr. Leah Farrell-Carnahan. This panel will include a diversity of speakers, including women's rights advocates representing the local climate who will address the topic "Realizing ABCT's Mission in a Politicized World."

Finally, in his presidential address, Dr. Bruce Chorpita will speak to us about maximizing the reach of cognitive and behavioral science through strategic coordination of individuals, institutions, and industries.

This year you will notice that we have made some innovations in our program process:

- This is the first year in a very long time that we have offered **child care services** at our convention, and we thank the ongoing advocacy of the Women's Issues SIG and the on-the-ground work of Stephen Crane for this addition. We are committed to making the ABCT an inclusive experience for members who are caregivers and travel to the convention with their families. For the 4th year, we will have a lactation room available for nursing and pumping attendees.
- We invite you to join us for an Instagram-worthy moment at our **Mission Wall** near registration, where we all have an opportunity to share how **YOUR WORK** enhances health and well-being. Contribute, post, and share to social media with the hashtag **#ABCT2019Impact**.
- For the first time ever, you will be able to **VOTE** at the convention! We hope that this will significantly raise our voting participation rates. Look for details in the registration area.
- Submitters noticed that the Cadmium system had several updates this year, including the **ability for you to send notices to co-authors for them to complete their own information in the site**. We also worked with great care to **revise the categories** for submission this year, to assure equity so that each Special Interest Group had an aligned category. We also have edited the key words for the program and encourage you to think of these as **hashtags** that mark a label for each submission to ease the identification of content relevant to your interests.
- The forests of the world rejoice, as **this is the first year that we will not have a**

printed program book and will ask that you rely on the PDF version available, the convention planner, and the smartphone application for navigation of this experience.

- We are also **testing out a new poster template**, developed and made internet viral by a psychology trainee. This new template is intended to improve the presenter and attendee experience, and we will be looking closely at your feedback on this to determine future directions.
- We are grateful to the esteemed **Dr. Judith Beck**, who will be providing a workshop on CBT for depression worth 3 CEUs on Sunday, *for free!* This session will be geared towards students but all are welcome.

It has been my privilege to serve as your Program Chair this year, and I am grateful to my mentor Dr. Bruce Chorpita and the ABCT Board for entrusting me with these duties. I would like to extend a special note of appreciation to Dr. Cameo Stanick, an ABCT colleague turned dear friend, for her support as program assistant. Further, Dr. Chorpita deserves an extra helping of thanks as he rolled up his sleeves (as always) and stepped in to support me during one of the most demanding periods of work when Dr. Stanick had a family emergency. I also would like to thank Dr. Kiara Timpano (2018 Program Chair) and Dr. Katharina Kircanski (Coordinator of Convention and Education Issues and 2017 Program Chair) for their validation and camaraderie. This year I celebrate my 15th year at ABCT and I have to thank Dr. Mike Southam-Gerow for first encouraging me to attend and for his steady support and keeping me laughing for nearly half my life now. This program comes to you via the substantial efforts of virtually hundreds of our members who have contributed to its creation. This includes first the 2019 Program Committee for their expertise, careful reviews, and flexibility during the peer review process. This year we surpassed last year's record number of reviewers, with over 350 members participating in the peer review process and 126 "Super Reviewers," and we simply would not have a convention without their dedication and service. I also thank the chairs of the Convention and Education Issues Committee for their tireless work and exceptional job developing this year's excellent program: Brian Baucom (AMASS), Lauren Weinstock (Workshops), Courtney Benjamin Wolk (Master Clinician Seminars), Cole Hooley (Research & Professional Development), Christina Boisseau (Institutes), and Shannon Wiltsey-Stirman and Dan Cheron (2020 Program Chair and Assistant Program Chair). I have worked for years with ABCT's central office, particularly during my tenure as Chair of the Women's SIG as we worked to implement a lactation room. However, I have never been so closely tied to Mary Jane Eimer and the central office team-especially the steadfast Stephen Crane-who showed devotion to developing the best convention possible. Finally, I am forever grateful to my husband, Geoff, and my two young daughters, who have cheered me on and patiently tolerated the many hours that I spent in dedication to ABCT this year.

We hope that you experience this as an engaging convention that inspires new scientific collaborations that increase our collective impact! Thank you for joining us in Atlanta.

Convention and Education Issues

Coordinator, Convention and Education Issues

Katharina Kircanski, Ph.D.

Program Chair, 2019

Alyssa Ward, Ph.D., LCP

Program Chair Assistant, 2019

Cameo Stanick, Ph.D.

Program Chair, 2020

Shannon Wiltsey Stirman, Ph.D.

Continuing Education Issues Chair

Anu Asnaani, Ph.D.

Institutes Committee Chair

Christina L. Boisseau, Ph.D.

Workshop Committee Chair

Lauren Weinstock, Ph.D.

Advanced Methodology and Statistics Seminars Chair

Brian Baucom, Ph.D.

Master Clinician Seminars Chair

Courtney Benjamin Wolk, Ph.D.

Research and Professional Development Chair

Cole Hooley, Ph.D.

Local Arrangements Chair

Leah Farrell-Carnahan, Ph.D.

Volunteers Committee Chair

Gabrielle Liverant, Ph.D.

Program Committee (*denotes Super Reviewers)

*Amitai Abramovitch, *Texas State University*

*Carla Allan, *Children's Mercy Kansas City/Univ of Missouri-Kansas City School of Medicine*

Lauren Alloy, *Temple University*

Drew Anderson, *University at Albany-SUNY*

Joye Anestis, *University of Southern Mississippi*

Michael Armev, *Butler Hospital and the Alpert Medical School of Brown University*

Anu Asnaani, *University of Utah*

*Marc Atkins, *University of Illinois at Chicago*

David Austern, *NYU Langone Health Military Family Clinic & Department of Psychiatry*

*Dara Babinski, *Pennsylvania State University*
Alisa Bahl, *UVA School of Medicine*
*Amanda Baker, *MGH*
Christina Balderrama-Durbin, *Binghamton University – SUNY*
Miya Barnett, *USCB*
Sara Becker, *Brown University School of Public Health*
*Kimberly Becker, *University of South Carolina*
Emily Becker-Haimes, *University of Pennsylvania*
Rinad Beidas, *University of Pennsylvania*
Kathryn Bell, *Capital University*
*Kristen Benito, *Brown University Medical School*
*Christopher Berghoff, *University of South Dakota*
Noah Berman, *College of the Holy Cross*
*Abby Blankenship, *University of Texas Health Science Center at San Antonio*
Claire Blevins, *Brown University/Butler Hospital*
Jennifer Block-Lerner, *Kean University*
Kerstin Blomquist, *Furman University*
Heidemarie Blumenthal, *University of North Texas*
Christina Boisseau, *Brown Medical School/Butler Hospital*
*Maya Boustani, *University of California Los Angeles*
Melanie Bozzay, *Brown University*
Scott Braithwaite, *Brigham Young University*
Ana Bridges, *University of Arkansas*
Rebecca Brock, *University of Nebraska-Lincoln*
*Lily Brown, *University of Pennsylvania*
*Timothy Brown, *Boston University*
Steven Bruce, *University of Missouri-Saint Louis*
Julia Buckner, *Louisiana State University*
Andrea Busby, *The University of Chicago*
Will Canu, *Appalachian State University*
Matthew Capriotti, *San Jose State University*
Dan Capron, *University of Southern Mississippi*
Kristen Carpenter, *Ohio State University Wexner Medical Center*
Erin Cassidy-Eagle, *Stanford University*
Corinne Catarozoli, *Cornell University*
Mark Celio, *Brown University*
Nadine Chang, *Weill Cornell Medicine*
Ruby Charak, *The University of Texas Rio Grande Valley*
Gregory Chasson, *Illinois Institute of Technology*
*Angela Chiu, *Weill Cornell Medicine*
Joshua Clapp, *University of Wyoming*
*David Clark, *University of New Brunswick*
Rebecca Cobb, *Simon Fraser University*
*Meghan Cody, *Mercer University College of Health Professions*
Bradley Conner, *Colorado State University*

*Elizabeth Connors, *Yale University*
*Travis Cos, *La Salle University*
*Jesse Cogle, *Florida State University*
*Karen Courchaine, *NFL/SG Veterans Health Services*
Torrey Creed, *University of Pennsylvania*
Jessica Cronce, *University of Oregon*
Jeremy Cummings, *Southeastern University*
Lisa Curtin, *Appalachian State*
Kristy Dalrymple, *Rhode Island Hospital/Brown University*
*Pooja Dave, *Cambridge Health Alliance/Harvard Medical School*
Charlie Davidson, *Emory University*
Thompson Davis III, *Louisiana State University*
Alessandro De Nadai, *Texas State University*
*Thilo Deckersbach, *Massachusetts General Hospital/Harvard Medical School*
Tamara Del Vecchio, *St. John's University*
Patricia DiBartolo, *Smith College*
Kelsey Dickson, *UCSD*
Gretchen Diefenbach, *Institute of Living*
David DiLillo, *University of Nebraska at Lincoln*
*Linda Dimeff, *Evidence Based Practice Institute, LLC | Portland DBT Institute, Inc.*
Laura Dixon, *University of Mississippi*
Leonard Doerfler, *Assumption College*
Alex Dopp, *University of Arkansas*
Sheila Dowd, *Rush University Medical Center*
Emily Dworkin, *University of Washington*
Chris Eckhardt, *Purdue University*
Barry Edelstein, *West Virginia University*
*Jill Ehrenreich-May, *University of Miami*
Lee Eshelman, *University of Detroit Mercy*
Flint Espil, *Stanford University*
*Melissa Faith, *Johns Hopkins All Children's Hospital*
Angela Fang, *Massachusetts General Hospital*
*Antonina Farmer, *Randolph-Macon College*
*Brian Feinstein, *Northwestern University*
Thomas Fergus, *Baylor University*
Brooke Fina, *University of Texas Health Science Center San Antonio*
Melanie Fischer, *Universitat Heidelberg*
Aaron Fisher, *UC Berkeley*
Skye Fitzpatrick, *Rutgers University*
Julianne Flanagan, *Medical University of South Carolina*
Nicholas Forand, *School of Medicine at Hofstra/Northwell*
*Stacy Forcino, *California State University, San Bernadino*
Elizabeth Frazier, *Brown University*
*Andrew Freeman, *UNLV*
*Robert Friedberg, *Palo Alto University*

Steven Friedman, *SUNY Downstate Medical*
Patti Fritz, *University of Windsor*
Kristin Gainey, *University of Buffalo*
Matthew Gallagher, *University of Houston*
Richard Gallagher, *NYU Lagone*
*Frank Gardner, *Touro*
Sarah Garnaat, *Alpert Medical School of Brown University*
Brandon Gaudiano, *Brown University*
Douglas Gazarian, *Clark University*
*Emily Georgia Salivar, *Nova Southeastern University*
Meredith Ginley, *East Tennessee State University*
Rachel Goetze, *Mayo Clinic*
*Philippe Goldin, *UC Davis*
*Jeffrey Goodie, *Uniformed Services University*
Cameron Gordon, *Middle Tennessee State University*
Andrea Graham, *Northwestern University*
DeMond Grant, *Oklahoma State University*
Kim Gratz, *University of Toledo*
Kelly Green, *University of Pennsylvania*
Jennifer Greenberg, *MGH/Harvard Medical School*
Jeffrey Greeson, *Rowan University*
*Amie Grills, *Boston University*
*Michelle Grimes, *Southern Utah University*
Karen Guan, *University of California, Los Angeles*
John Guerry, *University of Pennsylvania/Children's Hospital of Philadelphia*
Cassidy Gutner, *Boston University School of Medicine*
Emily Haigh, *University of Maine*
*Lauren Hallion, *University of Pittsburgh*
Lindsay Ham, *University of Arkansas*
David Hansen, *University of Nebraska-Lincoln*
*Rochelle Hanson, *Medical University of South Carolina*
Audrey Harkness, *University of Miami*
Tae Hart, *Ryerson University*
Trevor Hart, *Ryerson University*
Sarah Hayes-Skelton, *U. Massachusetts Boston*
*Alexandre Heeren, *Université Catholique de Louvain, Belgium*
 & *Belgian National Science Foundation*
Sarah Helseth, *Brown University*
*Aude Henin, *Massachusetts General Hospital/Harvard Medical School*
*Debra Herman, *Brown University*
Nathaniel Herr, *American University*
Kathleen Herzig, *Plymouth State University*
Melanie Hetzel-Riggin, *Penn State*
*Charmaine Higa McMillan, *University of Hawaii*
*Joseph Himle, *University of Michigan*

Michiyo Hirai, *The University of Texas Rio Grande Valley*
Daniel Hoffman, Northwell Health, Long Island Jewish Medical Center
*Joseph Hovey, *The University of Texas Rio Grande Valley*
Jennifer Hughes, *UT Southwestern Center for Depression Research and Clinical Care*
Megan Hughes-Feltenberger, *Weill Cornell Medicine*
Michael Itzkowitz, *Hofstra University*
*Andre Ivanoff, *Columbia University*
Ryan Jacoby, *Massachusetts General Hospital*
Anna Jaffe, *University of Washington*
Rebecca Kamody, *Yale University*
Kathryn Kanzler, *University of Texas Health San Antonio*
Heather Kapson, *Private Practice*
*Maria Karekla, *University of Cyprus*
Amy Keefer, *Kennedy Krieger Institute*
Robert Kern, *University of California, Los Angeles*
Connor Kerns, *University of British Columbia*
Elizabeth Kiel, *Miami University*
*Katharina Kircanski, *Emotion and Development Branch, National Institute of Mental Health*
*John Klocek, *Department of Veterans Affairs*
Nancy Kocovski, *Wilfrid Laurier University*
Ernst Koster, *Ghent University*
Steven Kurtz, *Kurtz Psychology Consulting PC*
*Caleb Lack, *University of Central Oklahoma*
Sara Landes, *Central Arkansas Veterans Healthcare System*
 & *University of Arkansas for Medical Sciences*
David Langer, *Boston University*
*Jennifer Langhinrichsen-Rohling, *University of South Alabama*
Cathy Lau-Barraco, *Old Dominion University*
*Sean Lauderdale, *Texas A&M-Commerce*
Matthew Lehman, *ABA Group*
Penny Leisring, *Quinnipiac University*
Greg Lengel, *Drake University*
*Michelle Leonard, *University of Michigan*
*Marie LePage, *Converse College*
Matthew Lerner, *Stony Brook University*
*Adam Lewin, *University of South Florida*
*Bruce Liese, *University of Kansas*
Crystal Lim, *UMMC*
Kristen Lindgren, *University of Washington*
Richard Liu, *Brown University*
Sandra Llera, *Towson University*
Patricia Long, *University of New England*
Ari Lowell, *Columbia University / NYSP*
Aaron Lyon, *University of Washington*

Helen MacDonald, *Emmanuel College Boston*
Brenna Maddox, *University of Pennsylvania*
*Joshua Magee, *Miami University*
*Jessica Malmberg, *University of Colorado/Children's Hospital Colorado*
Stephanie Manasse, *Drexel University*
* Maria Mancebo, *Brown University*
Sarah Markowitz, *Wells College*
*Donald Marks, *Kean University*
*Patrick McGrath, *AMITA Health Alexian Brothers*
*Joseph McGuire, *Johns Hopkins University School of Medicine*
*Carmen McLean, *National Center for PTSD, Palo Alto VA*
*Alison McLeish, *University of Louisville*
* Julia McQuade, *Amherst College*
Elizabeth Meadows, *Central Michigan University*
*Ellen Meier, *University of Minnesota*
Douglas Mennin, *Teachers College, Columbia University*
*Robert Meyers, *Private Clinician*
Jamie Micco, *Harvard Medical School*
Alec Miller, *Cognitive and Behavioral Consultants*
John Mitchell, *Duke University Medical Center*
*Angela Moreland, *Medical University of South Carolina*
John Moring, *UT Health San Antonio*
Sandra Morissette, *University of Texas San Antonio*
Laura Murray, *Johns Hopkins Bloomberg School of Public Health*
Helen Murray, *Massachusetts General Hospital/Harvard Medical School*
Taryn Myers, *Virginia Wesleyan University*
Cy Nadler, *Children's Mercy Kansas City*
*Brad Nakamura, *University of Hawaii at Manoa*
Douglas Nangle, *University of Maine*
*Amie Newins, *University of Central Florida*
*Michelle Newman, *The Pennsylvania State University*
Mary Neyland, *Uniformed Services University*
Thomas Northrup, *University of Texas Health Science Center at Houston*
*Shannon O'Flinn, *VA Los Angeles Health Care System*
Roisin O'Connor, *Concordia University*
Kelsie Okamura, *State of Hawaii Department of Health*
Bunmi Olatunji, *Vanderbilt University*
*Tom Olino, *Temple University*
Maggie O'Reilly Treter, *Duke University*
*Camilo Ortiz, *Long Island University-Post*
Mandy Owens, *University of Washington*
Julie Owens, *Ohio University*
*David Pantalone, *University of Massachusetts, Boston*
Jill Panuzio Scott, *VA Boston Healthcare System*
Rebecca Pasillas, *VISN 5 MIRECC*

*Laura Payne, *UCLA*
Andrew Peckham, *McLean Hospital/Harvard Medical School*
Nicholas Perry, *Brown University*
*Jacqueline Persons, *Oakland CBT Center and University of California at Berkeley*
Sandra Pimentel, *Montefiore Medical Center/Albert Einstein College of Medicine*
Elisabeth Pollio, *Rowan University*
Antonio Polo, *DePaul University*
Kristina Post, *University of La Verne*
Loren Prado, *Center for Dialectical and Cognitive Behavioral Therapies*
Mark Prince, *Colorado State University*
*Mitch Prinstein, *University of North Carolina at Chapel Hill*
*Amy Przeworski, *Case Western Reserve University*
Marc Puccinelli, *Miami University*
Jae Puckett, *Michigan State University*
Amanda Raines, *Southeast Louisiana Veterans Health Care System*
Lance Rappaport, *University of Windsor*
Carla Rash, *UConn Health*
*Sheila Rauch, *Emory University*
Judy Reaven, *University of Colorado Anschutz Medical Campus*
*Neil Rector, *Sunnybrook Health Sciences Centre*
Hannah Reese, *Bowdoin College*
*Greg Reger, *Madigan Army Medical Center*
Simon Rego, *Montefiore Medical Center*
*Jazmin Reyes-Portillo, *Montclair State University*
*Bradford Richards, *Cognitive Behavioral Institute of Albuquerque*
Jessica Richards, *University of Maryland*
*John Richey, *Virginia Tech*
Lane Richey, *University of Michigan*
*Ronald Rogge, *University of Rochester*
*Kelly Rohan, *University of Vermont*
Anthony Rosellini, *Boston University*
Barbara Rothbaum, *Emory University*
*David Rozek, *University of Utah*
*Steven Safren, *University of Miami*
Dustin Sarver, *University of Mississippi Medical Center*
Steven Sayers, *University of Pennsylvania, CMC VA Medical Center*
Heather Schatten, *Butler Hospital | Warren Alpert Medical School of Brown University*
Katherine Schaumberg, *University of Wisconsin*
Brad Schmidt, *Florida State University*
*Sonja Schoenwald, *Oregon Social Learning Center*
Casey Schofield, *Skidmore College*
Kelly Scott, *Brown University*
*Laura Seligman, *University of Texas Rio Grande Valley*
*Kathy Sexton-Radek, *Elmhurst College*
Ashley Shaw, *University of Miami*

Andrew Sherrill, *Emory University*
*Josephine Shih, *Saint Joseph's University*
Ryan Shorey, *University of Wisconsin- Milwaukee*
*Nicholas Sibrava, *Baruch College - The City University of New York*
Jedidiah Siev, *Swarthmore College*
April Smith, *Miami University*
Lisa Smith Kilpela, *University of Texas Health Science Center San Antonio*
Moria Smoski, *Duke University Medical Center*
Jennifer Snyder, *Oregon State Hospital*
Laura Sockol, *Davidson College*
Kristen Sorocco, *University of Oklahoma Health Sciences Center*
Michael Southam-Gerow, *Virginia Commonwealth University*
Claire Spears, *Georgia State University*
*Amanda Spray, *NYU Langone Health/NYU School of Medicine*
Susan Sprich, *MGH/Harvard Medical School*
Jonathan Stange, *University of Illinois at Chicago*
Kimberly Stanton, *Ralph H. Johnson VAMC*
Gail Steketee, *Boston University*
*Jessica Stern, *NYU Langone Steven A. Cohen Military Family Clinic*
Jill Stoddard, *The Center for Stress and Anxiety Management*
*Lauren Stutts, *Davidson College*
*Maureen Sullivan, *Oklahoma State University*
*Jeff Temple, *UTMB Health*
Alix Timko, *University of Pennsylvania*
*Kiara Timpano, *University of Miami*
Kathryn Tomasino, *Northwestern University*
Theodore Tomeny, *The University of Alabama*
Casey Trainor, *Augustana University*
*Kimberli Treadwell, *University of Connecticut*
*Emily Treichler, *VA San Diego MIRECC/University of California, San Diego*
Joseph Trombello, *UT Southwestern Medical Center*
Matthew Tull, *University of Toledo*
Cynthia Turk, *Washburn University*
Hannah Tyler, *University of Texas Health Science Center San Antonio*
*David Valentiner, *Northern Illinois University*
Anna Van Meter, *The Feinstein Institute for Medical Research*
*Shona Vas, *The University of Chicago*
*Clorinda Velez, *Quinnipiac University*
Jason Vogler, *Division of Mental Health, Developmental Disabilities and Substance Abuse Services*
Suzanne Vrshek-Schallhorn, *University of North Carolina at Greensboro*
*Anka Vujanovic, *University of Houston*
Thomas Waltz, *Eastern Michigan University*
Shirley Wang, *Harvard University*
Abyssa Ward, *Virginia Department of Medical Assistance Services & Virginia Commonwealth University School of Medicine*

Jessica Watrous, *Naval Health Research Center*
Christian Webb, *Harvard Medical School & McLean Hospital*
*Elliot Weiner, *NYCBT*
Hilary Weingarden, *Massachusetts General Hospital*
*Jeremiah Weinstock, *Saint Louis University*
Risa Weisberg, *Boston University*
Tony Wells, *Oklahoma State University*
Susan Wenze, *Lafayette College*
*Michael Wheaton, *Barnard College*
*Kamila White, *University of Missouri, St. Louis*
*Jamie Winters, *VA Ann Arbor & U. Michigan*
Courtney Wolke, *University of Pennsylvania*
*Erica Woodin, *University of Victoria*
Edward Wright, *Massachusetts General Hospital/Harvard*
Michael Wydo, *Federal Bureau of Prisons*
M. Scott Young, *University of South Florida*
Chelsie Young, *Rowan University*
Matthew Young, *University of Chicago Medicine*
Alexandra Zagoloff, *University of Minnesota Medical School*
Alyson Zalta, *Rush University Medical Center*
Laurie Zandberg, *University of Pennsylvania School of Medicine*

ANNUAL MEETING *of* MEMBERS

Saturday, 12:30–1:30 P.M., L504-L505, Lobby Level

All ABCT members are encouraged to attend this meeting. Learn about the Association's 2020 Strategic Plan and our priorities for the next several years. Hear about our accomplishments throughout the 2019 membership year and what is on the agenda for 2020. Meet the newest members of the ABCT governance and help thank your colleagues who have contributed so much to ABCT's success over the past year. And don't forget to VOTE in the 2020 elections! See your addendum for details.

Registration

To receive member registration fees, members *must* renew for 2020 before completing their registration process or to join as a New Member of ABCT. To renew, go to <https://www.abctcentral.org/eStore/index.cfm> or visit the membership counter in the registration area onsite.

- **Preconvention Ticketed Sessions & Registration** Preconvention sessions will be held on Thursday, November 21 at the Atlanta Marriott Marquis. All preconvention sessions are designed to be intensive learning experiences. Registration for all preconvention sessions (AMASS, Clinical Intervention Seminars, Institutes) will take place in the Atlanta Marriott Marquis at the ABCT onsite registration area in the International Ballroom South, International Level.

- **Thursday, November 21: 7:30 a.m. – 6:30 p.m.**

- **General Registration** Upon arrival at the Atlanta Marriott Marquis, you can pick up the program addendum and additional convention information, ribbons, and your “I Voted” sticker at the preregistration desk in the International Ballroom South.

Onsite Registration AND Preregistration pickup will be open:

- **Thursday, November 21: 7:30 a.m. – 6:30 p.m.**
- **Friday, November 22: 7:30 a.m. – 6:30 p.m.**
- **Saturday, November 23: 7:30 a.m. – 6:30 p.m.**
- **Sunday, November 24: 7:30 a.m. – 1:00 p.m.**

The general registration fee entitles the registrant to attend all events from November 21–24 except for ticketed sessions. Your canceled check is your receipt. You will also receive an automatic email receipt if you register onsite. (If you do not receive an email within 2 hours of registering, check with the registration personnel.)

You must wear your badge at all times to be admitted to all official ABCT sessions, events, and the exhibits. If you lose your badge there will be a \$15 charge for the replacement.

All presenters (except for the first two presenters of ticketed CE sessions) must pay the general registration fee. Leaders of ticketed sessions will receive information regarding their registration procedure from the ABCT Central Office.

Admission to all ticketed sessions is by ticket only. Preregistration is strongly advised as ticketed sessions are sold on a first-come, first-served basis.

- **Refund Policy/Cancellation** Refund requests must have been made in writing. Refunds were made until October 15, and a \$40 handling fee deducted. *Because of the many costs involved in organizing and producing the Convention, no refunds are given after October 15.*

- **Payment Policy** All fees must be paid in U.S. currency on a U.S. bank. Any bank fees charged to the Association will be passed along to the attendee. Please make checks payable to ABCT.

Continuing Education at ABCT

ABCT is proud to offer you opportunities to learn from proven educators. Here is an efficient and effective way to hone your clinical skills, learn the results of the latest research, and earn continuing education credits as well.

The continuing education fee must be paid (see registration form) for a personalized continuing education credit letter to be distributed. Those who have included CE in their preregistration will receive a booklet/PDF via e-mail. Others can still purchase CE at the registration area during the convention. The current fee is \$99.00.

Ticketed sessions require an additional payment beyond the general registration fee. For ticketed events, attendees must scan in and scan out, and complete and return an individual evaluation form. It remains the responsibility of the attendee to scan in at the beginning of the session and out at the end of the session. CE will not be awarded unless the attendee scans in and out. General session attendees must scan in and scan out and answer particular questions in the CE booklet regarding each session attended. The booklets will be distributed electronically as a PDF and must be returned to ABCT by December 30.

PSYCHOLOGY ABCT is approved by the American Psychological Association to sponsor continuing education for psychologists. ABCT maintains responsibility for this program and its content. Attendance at each continuing education session in its entirety is required to receive CE credit. No partial credit is awarded; late arrival or early departure will preclude awarding of CE credit. For ticketed events attendees must scan in and scan out and complete and return an individual evaluation form. For general sessions attendees must scan in and scan out and answer particular questions in the CE booklet regarding each session attended. It remains the responsibility of the attendee to scan in at the beginning of the session and out at the end of the session. The booklets will be distributed electronically as a PDF and must be returned to ABCT by December 30.

SOCIAL WORK ABCT program is approved by the National Association of Social Workers (Approval # 886427222) for 28 continuing education contact hours.

COUNSELING ABCT is approved by the National Board of Certified Counselors (NBCC) Approved continuing education provider. ACEP No. 5797 and may offer NBCC-approved clock hours for events that meet NBCC requirements. Programs that do not qualify for NBCC credit are clearly identified. ABCT is solely responsible for all aspects of the program.

LICENSED PROFESSIONALS ABCT is approved by the California Association of Marriage and Family Therapist (CAMFT) to sponsor continuing education for counselors and MFT's. This conference will provide up to 26 hours of continuing education credit for LMFT's, LCSW's LPCC's and/or LEPs required by the California Board of Behavioral Sciences, ABCT maintains responsibility for this program/course and its contents. (Approval #133136).

ABCT ONLINE WEBINARS

Learning doesn't need to stop at the Convention! ABCT is proud to provide webinars for psychologists and other mental health professionals. Our webinars can be attended live or viewed online at your convenience. Visit our website (abct.org) to view live, recorded, or archived webinars. CE opportunities are available for many! E-mail Dakota at dmcpherson@abct.org for more information.

Recorded Webinars

JILL EHRENREICH-MAY

An Introduction to the Unified Protocols for Transdiagnostic Treatment of Emotional Disorders in Children and Adolescents

MELBA VASQUEZ

Dilemmas in Ethical Practice and Strategies for Decision Making

NANCY J. KEUTHEN

CBT for Trichotillomania and Excoriation Disorder

ANNE MARIE ALBANO

Anxiety in the Transition to Adulthood

R. KATHRYN McHUGH

Effective Treatment of Opioid Use Disorder: Recognition, Referral and Treatment

ED WATKINS

Rumination-Focused CBT for Depression and Anxiety

ANDREW CHRISTENSEN

Acceptance and Change in Couple Therapy: Integrative Behavioral Couple Therapy

SABINE WILHELM

Cognitive Behavioral Treatment of Body Dysmorphic Disorder

ABCT Recorded Webinars

DAVID MANDELL

Changing Practice and Outcomes in Low-Resource Public Schools

JULIA REYNOLDS and STEPHEN SCHUELLER

Practical Guidance for Using Technology to Enhance Behavioral and Cognitive Treatments

LYNN McFARR

Stuck Points in CBT Training in Community Mental Health

ARI LOWELL and MARCO BONGIOANNI

Working with Military Service Members and Veterans:
Assessment and Cultural Competency 101

KIM MUESER and SUSAN McGURK

The Thinking Skills for Work Programs: Cognitive Enhancement and
Employment for People with Serious Mental Illness

STEVEN SAFREN

Evidence-Based Approaches for Treating Depression and HIV/AIDS

JOHN PACHANKIS

Implementing LGB-affirmative CBT: A Transdiagnostic
Minority Stress Treatment Approach

CRAIG BRYAN

Brief Cognitive Behavioral Therapy for Suicidal Military Personnel

ROZ SHAFRAN

OCD/Perfectionism

JACQUELINE B. PERSONS

Overcoming Treatment Failure

STEVEN HAYES

Acceptance and Commitment Therapy

>>> *and many more, at www.abct.org*

A M B A S S A D O R S

Recognition

- Be recognized as a role model who has had a positive impact on colleagues, students, and community by encouraging participation and membership within ABCT
- Help your students and colleagues understand more about ABCT and supporting your professional home
- Be the local resource of association knowledge and be “in-the-know”

New: Student Ambassador Program

- Interested? Contact Amie Grills, Ph.D., at agrills@bu.edu

Rewards

- Be listed as an Ambassador on our website and listed in *tBT*
- Receive a ribbon to wear at convention

Join a growing group of members and convention attendees who support the association by renewing their memberships, attending annual conventions, and providing related information. The time commitment is small, no more than 30 minutes per month.

It's easy to become an ABCT ambassador

- Visit the Help Desk in the registration area during the Atlanta convention for more information
- Attend the Ambassadors' Meeting during the convention (day and room to be announced)
- Learn about the ABCT Ambassadors Program at <http://www.abct.org/Members/?m=mMembers&fa=ambassador>



Visit the Help Desk (Registration area) for more information.

ABCT Membership

Added value for your membership dollars

[For a full listing of membership benefits, visit www.abct.org]

Your annual ABCT membership gives you the most from your dues dollars for all stages of your career. Members receive more than just the lowest registration rates at the Atlanta Convention:

- Stay connected and updated with your colleagues and the latest developments in mental health research through our list serve, the ABCT membership directory, and our online resources. Join one of 40 SIGs, “like” us on Facebook, and follow us on Twitter! Share photos on our Instagram account and sign up for the convention app.
- Participate in our Find-a-CBT-Therapist online referral network at www.findcibt.org. It continues to be our most frequently visited web page. To expand your listing and include your practice particulars, pay just \$50 more per year.
- FREE on-line access to all issues of *the Behavior Therapist*, featuring articles and reviews of research and clinical import, and our outstanding journals *Cognitive and Behavioral Practice* and *Behavior Therapy* (BT is 6 issues per year; the Institute for Scientific Information now ranks us 13th out of 121 clinical psychology journals, with an impact factor of 3.243).
- Expand your skill sets and earn CE with our growing list of webinars—attend live sessions or view online at your convenience. Planning for 2020 sessions is under way! Let us know what you’d like to see by responding to the survey right after the Atlanta convention.
- Enrich the training growth of others by participating in our Mentorship Directory, where students in graduate programs can learn from your experiences as a mentor.
- Our on-line Job Bank connects job seekers with the best employment opportunities in CBT. Reasonable rates for employer listings.
- Access our growing library of syllabi and other teaching tools for the latest techniques and principles among CBT teaching resources.

Call for Continuing Education Sessions

54th Annual Convention • November 19–22, 2020 | Philadelphia

Submissions will be accepted through the online submission portal, which will open after January 1, 2020. Submit a 250-word abstract and a CV for each presenter. For submission requirements and information on the CE session selection process, please visit www.abct.org and click on “Convention and Continuing Education.”

Workshops & Mini Workshops | Workshops cover concerns of the practitioner/ educator/researcher. Workshops are 3 hours long, are generally limited to 60 attendees, and are scheduled for Friday and Saturday. Please limit to no more than 4 presenters. Mini Workshops address direct clinical care or training at a broad introductory level. They are 90 minutes long and are scheduled throughout the convention. Please limit to no more than 4 presenters. When submitting for Workshops or Mini Workshop, please indicate whether you would like to be considered for the other format as well.

► For more information or to answer any questions before you submit your abstract, contact the **Workshop Committee Chair**, workshops@abct.org

Institutes | Institutes, designed for clinical practitioners, are 5 hours or 7 hours long, are generally limited to 40 attendees, and are scheduled for Thursday. Please limit to no more than 4 presenters.

For more information or to answer any questions before you submit your abstract, contact the **Institute Committee Chair**, institutes@abct.org

Master Clinician Seminars | Master Clinician Seminars are opportunities to hear the most skilled clinicians explain their methods and show taped demonstrations of client sessions. They are 2 hours long, are limited to 40 attendees, and are scheduled Friday through Sunday. Please limit to no more than 2 presenters.

► For more information or to answer any questions before you submit your abstract, contact the **Master Clinician Seminar Committee Chair**, masterclinicianseminars@abct.org

Research and Professional Development | Presentations focus on “how to” develop one’s own career and/or conduct research, rather than on broad-based research issues (e.g., a methodological or design issue, grantsmanship, manuscript review) and/or professional development topics (e.g., evidence-based supervision approaches, establishing a private practice, academic productivity, publishing for the general public). Submissions will be of specific preferred length (60, 90, or 120 minutes) and format (panel discussion or more hands-on participation by the audience). Please limit to no more than 4 presenters, and be sure to indicate preferred presentation length and format.

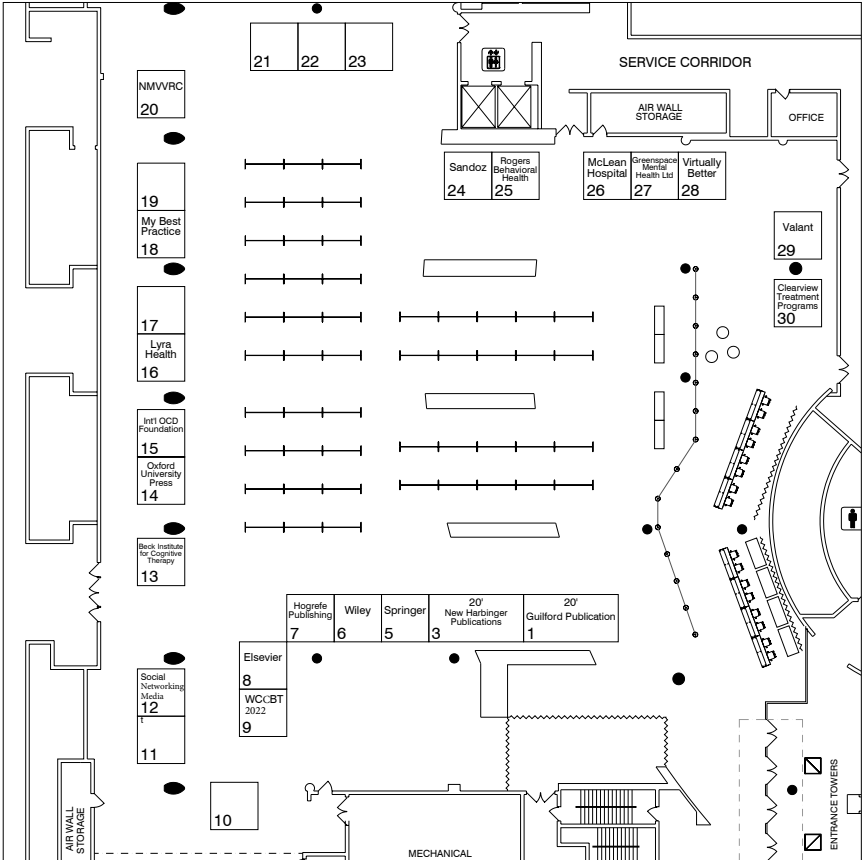
► For more information or to answer any questions before you submit your abstract, contact the **Research and Professional Development Chair** researchanddevelopmentseminars@abct.org

Submission deadline: February 13, 2020

ASSOCIATION FOR BEHAVIORAL AND COGNITIVE THERAPIES

NOVEMBER 21-24, 2019

INTERNATIONAL HALL - SOUTH - ATLANTA MARRIOTT MARQUIS
ATLANTA, GEORGIA



Special Interest Groups

Attendance at an ABCT Special Interest Group meeting is a wonderful networking opportunity. The SIGs focus on a diverse range of topics, including treatment approaches, specific disorders, or unique populations. SIGs are open to ABCT members only, so be sure to join or renew. The Friday-night Cocktail Party/SIG Exposition, 6:30 – 8:30 P.M. (Atrium Ballroom A, B, C) is a fabulous chance to get an overview of ABCT's SIG program in a friendly, networking atmosphere.

To learn more about the SIGs, including how to join or to form a SIG, visit our website at www.abct.org/Members/?m=mMembers&fa=SIG.

Addictive Behaviors

Friday, 12:30 p.m.- 2:00 p.m.,
Embassy C, Embassy Level

African Americans in Behavior Therapy

Friday, 8:30 a.m.- 10:00 a.m.,
Embassy E, Embassy Level

Anxiety Disorders

Saturday, 9:30 a.m.- 11:00 a.m.,
International North, Ballroom Level

Asian American Issues in Behavior Therapy and Research

Saturday, 11:30 a.m. - 12:30 p.m.,
International North, Ballroom Level

Attention-Deficit/Hyperactivity Disorder

Saturday, 4:00 p.m.- 5:30 p.m.,
Embassy C, Embassy Level

Autism Spectrum and Developmental Disabilities

Friday, 10:30 a.m.- 12:00 p.m.,
Embassy E, Embassy Level

Behavioral Medicine and Integrated Primary Care

Saturday, 9:30 a.m.- 11:00 a.m.,
Embassy A, Embassy Level

Behavioral Sleep Medicine

Saturday, 4:00 p.m.- 5:30 p.m.,
Embassy A, Embassy Level

Bipolar Disorders

Saturday, 4:00 p.m.- 5:30 p.m.,
International North, Ballroom Level

Child and Adolescent Anxiety

Saturday, 2:00 p.m.- 3:30 p.m.,
Embassy D, Embassy Level

Child and Adolescent Depression

Friday, 8:30 a.m.- 9:30 a.m.,
Embassy B, Embassy Level

Child Maltreatment and Interpersonal Violence

Friday, 10:30 a.m.- 12:00 p.m.,
Embassy D, Embassy Level

Clinical Psychological Science

Saturday, 4:00 p.m.- 5:30 p.m.,
Embassy D, Embassy Level

Child and School-Related Issues

Friday, 8:30 a.m.- 9:30 a.m.,
Embassy C, Embassy Level

Clinical Psychology at Liberal Arts Colleges

Saturday, 4:00 p.m.- 5:30 p.m.,
Marietta, Conference Level

Clinical Research Methods and Statistics

Friday, 1:45 p.m.- 2:45 p.m.,
Marietta, Conference Level

Cognitive Therapy

Friday, 10:30 a.m.- 11:30 a.m.,
Marietta, Conference Level

Couples Research and Treatment

Friday, 9:00 a.m.- 10:00 a.m.,
Embassy F, Embassy Level

Dissemination and Implementation Science

Friday, 3:30 p.m.- 5:00 p.m.,
International North, Ballroom Level

Forensic Issues and Externalizing Behaviors

Friday, 4:30 p.m.- 6:00 p.m.,
Marietta, Conference Level

Hispanic Issues in Behavior Therapy

Saturday, 9:30 a.m.- 11:00 a.m.,
Embassy D, Embassy Level

Men's Mental and Physical Health

Friday, 12:00 p.m.- 1:00 p.m.,
Marietta, Conference Level

Military and Veterans Psychology

Friday, 8:30 a.m.- 10:00 a.m.,
Marietta, Conference Level

Mindfulness and Acceptance

Friday, 4:00 p.m.- 5:30 p.m.,
Embassy E, Embassy Level

Native American Issues in Behavior Therapy and Research

Saturday, 2:00 p.m.- 3:30 p.m.,
International North, Ballroom Level

Neurocognitive Therapies/ Translational Research

Saturday, 9:30 p.m.- 10:30 a.m.,
Embassy C, Embassy Level

Obesity and Eating Disorders

Friday, 4:00 p.m.- 5:30 p.m.,
Embassy F, Embassy Level

Oppression and Resilience: Minority Mental Health

Friday, 2:00 p.m.- 3:30 p.m.,
Embassy F, Embassy Level

Parenting and Families

Friday, 2:00 p.m.- 3:30 p.m.,
Embassy E, Embassy Level

Psychosis and Schizophrenia Spectrum

Friday, 10:15 a.m.- 11:45 a.m.,
Embassy C, Embassy Level

Sexual and Gender Minority

Saturday, 2:00 p.m.- 3:30 p.m.,
Embassy A, Embassy Level

Spiritual and Religious Issues in Behavior Change

Friday, 10:30 a.m.- 11:30 a.m.,
Embassy F, Embassy Level

Student

Friday, 9:00 a.m.- 10:00 a.m.,
Embassy D, Embassy Level

Suicide and Self-Injury

Friday, 2:00 p.m.- 3:30 p.m.,
Embassy D, Embassy Level

Technology and Behavior Change

Saturday, 2:00 p.m.- 3:30 p.m.,
Embassy C, Embassy Level

Tic & Obsessive-Compulsive Related Disorders

Saturday, 11:30 a.m.- 1:00 p.m.,
Embassy A, Embassy Level

Trauma and PTSD

Saturday, 11:30 a.m.- 12:30p.m.,
Embassy C, Embassy Level

Women's Issues in Behavior Therapy

Friday, 3:30 p.m.- 4:30 p.m.,
Embassy B, Embassy Level

**Gender-Neutral Restrooms**

Gender-neutral restrooms are located on the Marquis level Rear, near M100's restroom closest to the walkthrough to the Hilton Hotel.

Understanding

the ABCT Convention

The ABCT Annual Convention is designed for practitioners, students, scholars, and scientists. All of the ABCT members involved in making the convention have as their central goals the provision of opportunities to meet the needs of the diverse audiences interested in the behavioral and cognitive therapies. Attendees have varying disciplines, varying levels of experience, varying theoretical orientations, as well as special clinical concerns. Just as important are the opportunities to meet people with similar interests for social as well as professional networking.

Some presentations will offer the chance to see and hear what is new and exciting in behavioral and cognitive work from our dynamic and vibrant presenters. Other presentations will address the clinical-scientific issues of how we develop empirical support for our work.

General Sessions and Ticketed Events

• GENERAL SESSIONS

Symposia: Presentations of data, usually investigating efficacy of treatment protocol or particular research. Symposia are either 60 minutes or 90 minutes in length. They have one or two chairs, one discussant, and between three and five papers.

Panel Discussions and Clinical Round Tables: Discussions (sometimes debates) by informed individuals on an important topic. These are organized by a moderator and have between three and six panelists who bring differing experience and attitudes to the subject matter.

Membership Panel Discussions: Organized by representatives of the Membership Committees, these events generally have a particular emphasis on training or career development.

Special Sessions: These events are designed to provide useful information regarding professional, rather than scientific, issues. For more than 25 years our Internship Overview and Postdoctoral Overview have been helping people find their educational paths.

Research and Professional Development (RPD): Presentations explicitly focused on broad-based research issues (e.g., a methodological or design issue, grantsmanship, manuscript review) and/or professional development topics (e.g., evidence-based supervision approaches, establishing a private practice, academic productivity, publishing for the general public).

Mini Workshops: Mini Workshops address direct clinical care or training at a broad, introductory level. They are 90 minutes in length and occur throughout the meeting.



After reviewing the 2019 Program, we hope you will turn to the online Itinerary Planner and begin to build your ultimate ABCT convention experience!

- ▶ *SEARCH* by topic, presenter, session, type, day/time
- ▶ *BROWSE* by day and view the entire program in time/day order
- ▶ *DEVELOP* your personal ABCT convention schedule

www.abct.org/conv2019

Clinical Grand Rounds: Master-level clinicians give simulated live demonstrations of therapy. Clients may be portrayed by graduate students studying with the presenter and specializing in the problem area to be treated.

Poster Sessions: One-on-one discussions between researchers, who display graphic representations of the results of their studies, and interested attendees. Because of the variety of interests and research areas of the ABCT attendees, between 1,200 and 1,500 posters are presented each year.

Special Interest Group Meetings: Nearly 40 SIGs meet each year to renew relationships, accomplish business (such as electing officers), and often offer presentations. SIG talks are not peer-reviewed by the Association, nor are they eligible for CE credit.

• **TICKETED EVENTS** *These listings—located throughout the program book—include a level of experience to guide attendees and offer CE credit.*

Workshops: Covering concerns of the practitioner/educator/researcher, Workshops are an anchor of the Convention. These sessions are 3 hours long and are generally limited to 60 attendees.

Master Clinician Seminars: The most skilled clinicians explain their methods and show video demonstrations of client sessions. Offered throughout the Convention, these seminars are 2 hours long and are generally limited to 40 attendees.

Advanced Methodology and Statistics Seminars: Designed to enhance researchers' abilities, these are 4 hours long and limited to 40 attendees.

Institutes: Leaders and topics for Institutes are taken from previous ABCT Workshop and Master Clinician Seminar presentations in which a longer format is beneficial. They are offered as 8-hour or 5-hour sessions on Thursday, and are generally limited to 40 attendees.

Clinical Intervention Training: One-day event emphasizing the “how-to” of clinical intervention. The extended length allows for exceptional interaction. Participants attending a full-day session can earn 7 continuing education credits.

AWARDS & RECOGNITION

Lifetime Achievement Award

Philip C. Kendall, Ph.D., ABPP, *Temple University*

Outstanding Clinician

Cory F. Newman, Ph.D., *University of Pennsylvania,
Center for Cognitive Therapy*

Outstanding Training Program

Jesse R. Cougle, Ph.D., *Director, Florida State
University's Clinical Psychology Ph.D. Program*

Outstanding Service to ABCT

Carmen McLean, Ph.D., *National Center for PTSD*

Distinguished Friend to the Behavioral and Cognitive Therapies

- Rod Holland, D.Clin.Psych., *WCCBT and EABCT*
- Philip Tata, D.Clin.Psych., *WCCBT and EABCT*

President's New Researcher

Jessica L. Schleider, Ph.D., *Stony Brook University*

Anne Marie Albano Early Career Award for the Integration of Science and Practice

Jami M. Furr, Ph.D., *Center for Children and
Families, Florida International University*

Virginia A. Roswell Dissertation Award

Amy R. Sewart, M.A., *UCLA*

Leonard Krasner Dissertation Award

Michael Best, M.Sc., *Queen's University*

AWARDS CEREMONY:

Friday, 5:30–6:30 p.m., L401-L403, Lobby Level

John R. Z. Abela Dissertation Award

Natalie Rodriguez-Quintana, M.P.H., *Indiana University*

Student Research Grant

Colin M. Bosma, M.A., *University of Maine*

HONORABLE MENTION: Shirley Wang, B.A., *Harvard University*

Student Travel Award

Poppy Brown, *University of Oxford*

“Beliefs About the Self and Others in Paranoia”

Elsie Ramos Memorial Student Poster Awards

- Abel Mathew, *University of Wisconsin-Milwaukee*, “Evaluating the Role of the Approach Avoidance Training on Action Tendencies in Individuals With Skin Picking Disorder”
- John McKenna, *Suffolk University*, “Sexual Assertiveness as a Predictor of Consent Attitudes and Beliefs Among LGBTQ+/ Non-Binary Young Adults”
- Oliver G. Johnston, *University of Connecticut*, “Identifying Intervention Targets for Oppositional Defiant Disorder Symptoms in College Students”

Spotlight on Mentors

- Elise M. Clerkin, Ph.D., *Miami University*
- Genelle K. Sawyer, Ph.D., *The Citadel*
- Norman B. Schmidt, Ph.D., *Florida State University*

ADAA Travel Awards

- Christal Badour, Ph.D., *University of Kentucky*
- Nicholas Jacobson, M.S., *Massachusetts General Hospital/Harvard Medical School*

Mark Your Calendars

- November 1** 2020 Membership year begins
- January 1** Submission portal opens for submitting Continuing Education sessions
- January 31** Deadline for 2020 membership renewal without late fee penalty
- February 13** Deadline for CE Submissions (AMASS, Workshop, Institute, and Master Clinician Seminars)
- February 16** Call for General Sessions (Symposia, Panel Discussions, Clinical Roundtables)
- March 2** Deadline for ABCT award nominations
- March 16** Deadline for Call for General Sessions (Symposia, Panel Discussions, Clinical Roundtables)
- September 3** Deadline for ABCT officer nominations
- November** Election month: time to vote!
- November 19-22** 54th Annual Convention, Philadelphia, PA

Learn more about ABCT
Visit www.abct.org

Welcome to the 53rd Annual ABCT Convention

Wisdom of Purpose and Perspective:
Extending the Social Impact of Cognitive
Behavioral Science

Bruce Chorpita, Ph.D., President
Alyssa Ward, Ph.D., LCP, Program Chair

Descriptions follow of several hundred events to be presented November 21–24, 2019. There are sessions on a large array of topic areas and all familiarity levels.

If this is your first ABCT Convention, we recommend you attend the orientation session from 8:00 A.M. to 9:00 A.M. on Friday (A601-A602, Atrium Level).

Having opportunities to discuss your clinical concerns or research interests with colleagues is essential to a rewarding convention experience. Events that are particularly conducive to networking are indicated with this symbol:



Thursday Clinical Intervention Training 1

ticket

Applying Exposure Principles to the Treatment of Depression: Exposure-Based Cognitive Therapy

Thursday, 8:30 a.m. – 5:00 p.m.
L401-L403, Lobby Level

Adele Hayes, Ph.D., University of Delaware
Carly Yasinski, Ph.D., Emory University School of Medicine

Earn 7 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Adult Depression, Treatment-CBT

Key Words: *Depression, Exposure, Change Processes/Mechanisms*



ADELE
HAYES



CARLY
YASINSKI

Antidepressants and psychotherapy are only about 50% effective, and recurrence rates are as high as 90% by the third episode. Holtzheimer and Mayberg (2011) urge a rethinking of depression as a persistent tendency to become “stuck in a rut” when negative mood states are activated. Treatment must therefore disrupt the processes associated with entering and staying in that rut. Exposure-based cognitive therapy (EBCT) integrates cognitive behavioral therapies for depression with principles of exposure, emotional processing, and inhibitory learning from the treatment of anxiety disorders. EBCT targets key factors that maintain depression (unproductive processing, avoidance, and impaired reward sensitivity and processing). It also facilitates their more adaptive counterparts (constructive emotional processing, distress tolerance, and the ability to sustain and process positive emotions), which together can serve inhibitory functions to prevent relapse. Exposure principles are applied in: (a) weekly narratives to facilitate processing of depressive material, (b) mindfulness exercises to promote distress tolerance, (c) imaginal exposure exercises to facilitate constructive processing of memories related to defectiveness, worthlessness, and failure, and (d) exposure exercises to activate and process positive emotions and related fear and avoidance. CIT participants will learn techniques to reduce depression-maintaining processes and promote emotional processing and inhibitory learning.

At the end of this session, the learner will be able to:

- Describe the foundational principles of exposure, emotional processing, and inhibitory learning from the treatment of anxiety disorders.
- Adapt these principles to depression, given the problems of hopelessness, rumination, overgeneralization, and suicidality.
- Practice techniques to reduce chronic unproductive processing and improve distress tolerance, problem-solving, and healthy lifestyle behaviors.
- Apply exposure principles to facilitate emotional processing and inhibitory learning in depression.
- Engage and strengthen positive emotion system in depression.

Recommended Readings: Aafjes-van Doorn, K., & Barber, J.P. (2017). Systematic review of in-session affect experience in cognitive behavioral therapy for depression. *Cognitive Therapy and Research*, 41, 807-828. Hayes, A. M. (2015). The application of principles of exposure to the treatment of depression. In C. Beevers (Ed.), *Depression*, special issue of *Current Opinion in Psychology*, 4, 61-66. Hayes, A. M., Feldman, G., Beevers, C., Laurenceau, J. P., Cardaciotto, L., & Lewis-Smith (2007). Discontinuities and cognitive changes in exposure-based cognitive therapy for depression. *Journal of Consulting and Clinical Psychology*, 75, 409-421. Hayes, A. M., Ready, C. B., & Yasinski, C. (2014). Exposure to emotion in depression: Exposure-based cognitive therapy. In N. Thoma & D. McKay (Eds.), *Working with emotion in cognitive behavioral therapy: Techniques for clinical practice* (pp. 121-145). New York: Guilford. Hayes, A. M., Yasinski, C., & Barnes, J. B., & Bockting, C. (2015). Network destabilization and transition in depression: New methods for studying the dynamics of therapeutic change. *Clinical Psychology Review*, 41, 27-39.

Clinical Intervention Training 2

THURSDAY

ticket

Integrative Behavioral Couple Therapy: Acceptance and Change in Couple Therapy

Thursday, 8:30 a.m. – 5:00 p.m.

M101, Marquis Level

Andrew Christensen, Ph.D., University of California Los Angeles

Brian Doss, Ph.D., University of Miami

Earn 7 continuing education credits

Moderate level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples/Close Relationships, Treatment, Technology/Mobile Health*



ANDREW
CHRISTENSEN



BRIAN
DOSS

Integrative Behavioral Couple Therapy (IBCT) is an evidence-based approach to the treatment of couples developed by Andrew Christensen and the late Neil S. Jacobson. IBCT is integrative in that it brings together the twin goals of emotional acceptance and behavior change. Also, it integrates a variety of treatment strategies under a consistent behavioral theoretical framework. In this training, Christensen will describe the theoretical notions that distinguish IBCT from traditional and cognitive behavioral couple therapies. Then he will describe the four stages of treatment: assessment, feedback, active intervention, and termination. He will illustrate some of the assessment and treatment strategies with videotaped examples of couples in IBCT. He will also briefly describe the empirical support for IBCT. Brian Doss will describe the translation of IBCT into an online version (OurRelationship.com). Doss will describe and illustrate the three main phases of the intervention captured by the acronym OUR: observe, understand, and respond. He will then discuss two nationwide clinical trials that demonstrate the effectiveness of the intervention. He will conclude with discussion of the integration of the online program with in-person therapy.

At the end of this session, the learner will be able to:

- Describe the DEEP conceptualization of couple problems in Integrative Behavioral Couple Therapy (IBCT).
- Describe the evaluation procedures in IBCT.
- Describe the feedback process in IBCT.
- Distinguish between the treatment strategies of empathic joining and unified detachment.
- Describe the three core components of the OurRelationship.com program

Recommended Readings: Briggs, J. G., Finley, M. A., & Sprenkle, D. H. (2015) A substantive and methodological review of the integrative behavioral couple therapy research program: Clinical implications for a research informed practice. *Journal of Couple & Relationship Therapy*, 14, 219-253. Christensen, A., Atkins, D. C., Baucom, B., & Yi, J. (2010). Marital status and satisfaction five years following a randomized clinical trial comparing traditional versus integrative behavioral couple therapy. *Journal of Consulting and Clinical Psychology*, 78, 225-235. Christensen, A., Doss, B. D., & Jacobson, N. S. (2014). Reconcilable differences. New York: Guilford. Christensen, A., Wheeler, J. G., Doss, B. D., & Jacobson, N. S. (2014). Couple distress. In D. H. Barlow (Ed.), *Clinical handbook of psychological disorders* (5th ed., pp. 703 - 731). New York: Guilford. Doss, B. D., Cicila, L. N., Georgia, E. J., Roddy, M. K., Nowlan, K. M., Benson, L. A., & Christensen, A. (2016). A randomized controlled trial of the web-based ourrelationship program: Effects on relationship and individual functioning. *Journal of Consulting and Clinical Psychology*, 84, 285-296.

Clinical Intervention Training 3

THURSDAY

ticket

Working With Anxious Youth: Clinical Strategies Within Empirically Supported Treatment

Thursday, 8:30 a.m. – 5:00 p.m.

M102, Marquis Level

Philip C. Kendall, Ph.D., Temple University

Earn 7 continuing education credits

Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Anxiety

Key Words: *Anxiety, Adolescent, Treatment*



EMILY
LATTIE

This CIT will provide an initial description of the theory that guides the intervention and an overview of the nature, symptoms, and experience of anxiety in youth. We will consider when anxiety is developmentally reasonable and when it is disordered. Cognitive, behavioral, family (parenting), and emotional factors will be addressed. The bulk of the CIT will address intervention strategies. Each of the strategies (e.g., coping modeling, changing self-talk, affect education, exposure tasks) will be described in detail and illustrated with case examples and some video illustrations. A flexible implementation of the manual-based approach will be described and encouraged. Sample videos of actual sessions and reenacted sessions will be available to be played and discussed, and small groups of CIT participants will have an opportunity to engage in a role-play activity. Research outcomes that inform decisions regarding the provision of clinical services for anxious youth will be considered and these findings highlight both (a) what we know and (b) what we do not yet know about the treatment of anxiety disorders in youth.

At the end of this session, the learner will be able to:

- Accurately identify anxiety disorders in youth.
- Describe the nature of anxiety disorders in youth, including developmental, cognitive, behavioral, and familial forces.
- Acquire intervention skills for the provision of empirically supported mental health services for youth suffering from anxiety disorders.
- Practice empirically supported intervention skills for the provision anxiety treatment for youth.
- Gain a more detailed understanding of the flexible application of cognitive-behavioral treatment for anxiety disorders in youth.

Recommended Readings: Kendall, P. C., & Frank, H. (2018). Implementing evidence-based treatment protocols: Flexibility within fidelity. *Clinical Psychology: Science and Practice*, 25, 1-12. DOI: 10.1111/cpsp.12271. Mendlowitz, S., Manassis, K., Bradley, S., Scapillato, D., Miezitis, S., & Sha, B. (1999). Cognitive-behavioral group treatments in childhood anxiety disorders: The role of parental involvement. *Journal of the American Academy of Child & Adolescent Psychiatry*, 38, 1223-1229. Silk, J., Tan, P., Ladouceur, C., Meller, S., Siegle, G., McMakin, D., . . . Ryan, N. (2018). A randomized clinical trial comparing individual Cognitive Behavioral Therapy and Child-Centered Therapy for child anxiety disorders. *Journal of Clinical Child and Adolescent Psychology*, 47, 542-554. Swan, A., Kendall, P. C., Olino, T., Ginsburg, G., Keeton, C., Compton, S., . . . Albano, A. M. (2018). Results from the Child/Adolescent Anxiety Multimodal Extended Long-term Study (CAMELS): Functional outcomes. *Journal of Consulting and Clinical Psychology*, 86, 738-750. Villabø, M., Narayanan, M., Compton, S., Kendall, P. C., & Neumer, S. (2018). Cognitive-behavioral therapy for youth anxiety: An effectiveness evaluation in community practice. *Journal of Consulting and Clinical Psychology*, 86, 751-764.

AMASS 1

ticket

Open Science Practices For Clinical Researchers: What You Need to Know and How to Get Started

Jessica L. Schleider, Ph.D., Stony Brook University
Michael Mullarkey, M.A., University of Texas at Austin

Earn 4 continuing education credits

Basic level of familiarity with the material

Primary Category: Research Methods and Statistics

Key Words: *Research Methods, Statistics, Professional Development*

Clinical psychology is undergoing a revolution where hypotheses, data, materials, and papers are shared more openly than ever before, improving the credibility, accessibility, and transparency of the science we produce. Additionally, an increasing list of top-tier outlets for clinical trials now require (e.g., *Journal of Consulting and Clinical Psychology*, *Archives of General Psychiatry/JAMA Psychiatry*) or strongly encourage (e.g., *Clinical Psychological Science*) primary hypotheses to be pre-registered in order to be considered for publication.

Secondary analyses are also being subjected to ever-increasing scrutiny, with credibility of research findings becoming an integral part of the review process. However, clinical psychology has lagged behind other areas in adopting credibility-enhancing research practices. This may be at least partially because adopting such practices are often framed as a communal good, but a personal sacrifice of time and effort. The landscape is evolving such that open science practices are no longer optional and policies at leading clinical journals suggest that this will only increase over the near term (e.g., Davila, 2019; <https://www.apa.org/pubs/journals/features/ccp-ccp0000380.pdf>). This AMASS will teach easy-to-adopt strategies for enhancing the transparency, accessibility, and credibility of your research—and ways in which these practices actually save both personal time and effort. We will highlight: (a) using pre-registration tools to boost odds of publication acceptance, regardless of your study results; (b) tools for staying even more up to date in your field; (c) earning credit, and disseminating your work, earlier in the paper-writing process; (d) creating easy-to-reproduce analyses that meet current publication standards for data transparency. This session will include hands-on practice with free, credibility-increasing tools such as preprint servers, open data repositories, open source analysis tools (R & JAMOVI), and the Open Science Framework. This AMASS will also focus on immediate translation of at least one open science practice into each participant's workflow by the following day, no matter the type of research you conduct—from work on basic mechanisms of psychopathology to clinical trials to dissemination and implementation science.

At the end of this session, the learner will be able to:

- Learn how and why various credibility-enhancing practices can support and strengthen your (and your lab's) research.
- Establish a quicker ideas-to-paper pipeline (using preprint servers to disseminate research earlier).
- Download and apply at least one tool (including a point and click interface) that helps ensure your analyses are easy for others to reproduce.
- Explain how preregistration and registered reports can facilitate publication regardless of results.
- Discover at least one way you can apply open science practices in your research starting the next day, regardless of your research area within clinical psychology.

Recommended Readings: JAMOVI User Manual to Create Reproducible R Code Using a Point and Click Interface: <https://www.jamovi.org/user-manual.html> Nelson, L. D., Simmons, J., & Simonsohn, U. (2018). Psychology's renaissance. *Annual Review of Psychology*, 69(1), 511-534. Nosek, B. A., Ebersole, C. R., DeHaven, A. C., & Mellor, D. T. (2018). The preregistration revolution. *Proceedings of the National Academy of Sciences of the United States of America*, 115(11), 2600-2606. Srivastava, S. (2018). Sound Inference in Complicated Research: A Multi-Strategy Approach. <https://doi.org/10.31234/osf.io/bwr48> Tackett, J. L., Brandes, C. M., King, K. M., & Markon, K. E. (2019). Psychology's replication crisis and clinical psychological science. *Annual Review of Clinical Psychology*, 15, 579-604.

Institute 1

ticket

Desirable Difficulties: Optimizing Exposure Therapy for Anxiety Through Inhibitory Learning

Ryan Jacoby, Ph.D., Massachusetts General Hospital
Shannon Blakey, Ph.D., VA Mid-Atlantic Mental Illness Research, Education
& Clinical Center (MIRECC)/Durham VA Health Care System
Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill

Earn 7 continuing education credits

Moderate to advanced level of familiarity with the material

Primary Category: Adult Anxiety

Key Words: *Exposure, Anxiety, Phobias*

Individuals with clinical anxiety and fear comprise a large proportion of many therapists' caseloads. Although exposure therapy is highly effective for these conditions, many individuals fail to benefit or experience a return of fear at some point. New directions in the field of exposure therapy focus on an inhibitory learning model of fear extinction as derived from research on learning and memory. This model points to specific techniques for implementing exposure that can optimize short- and long-term gains. Collectively, inhibitory learning strategies emphasize fear tolerance, as opposed to habituation, for protecting against return of fear. Moreover, they introduce "desirable difficulties" into exposure sessions by challenging patients to consolidate and generalize learning via novel therapeutic strategies to foster more durable outcomes (i.e., long-term maintenance). This institute aims to help clinicians understand and apply this model to optimize exposure therapy. Incorporating attendee feedback from our 2018 ABCT institute that received extremely enthusiastic evaluations (100% recommended offering it again in 2019), the inhibitory learning model will first be described and distinguished from traditional approaches to exposure. Numerous strategies to optimize inhibitory learning will then be introduced and illustrated in detail. These strategies include framing exposure to disconfirm threat-based expectations, introducing variability to decontextualize extinction learning, deepening extinction by combining fear cues, augmenting learning with affect labeling and attentional focus, selectively using cognitive therapy to consolidate learning, and options for the elimination or judicious use of safety behaviors. The institute will be interactive and include numerous complex case examples, video demonstrations, and experiential exercises.

At the end of this session, the learner will be able to:

- Distinguish the inhibitory learning approach to exposure from the traditional emotional processing approach

- Explain why it is important to foster fear tolerance during exposure, as opposed to relying solely on fear reduction and habituation
- Describe methods of tracking changes in expectations during exposure therapy, rather than SUDS;
- Describe how to introduce variability into exposure sessions
- Describe how to implement cognitive therapy during exposure sessions to promote extinction learning

Recommended Readings: Craske, M. G., Treanor, M., Conway, C. C., Zbozinek, T., & Vervliet, B. (2014). Maximizing exposure therapy: an inhibitory learning approach. *Behaviour research and therapy*, 58, 10-23. Abramowitz, J. S., & Arch, J. J. (2014). Strategies for improving long-term outcomes in cognitive behavioral therapy for obsessive-compulsive disorder: insights from learning theory. *Cognitive and Behavioral Practice*, 21(1), 20-31. Jacoby, R. J., & Abramowitz, J. S. (2016). Inhibitory learning approaches to exposure therapy: A critical review and translation to obsessive-compulsive disorder. *Clinical psychology review*, 49, 28-40. Arch, J. J., & Abramowitz, J. S. (2015). Exposure therapy for obsessive-compulsive disorder: An optimizing inhibitory learning approach. *Journal of Obsessive-Compulsive and Related Disorders*, 6, 174-182. Deacon, B., Kemp, J. J., Dixon, L. J., Sy, J. T., Farrell, N. R., & Zhang, A. R. (2013). Maximizing the efficacy of interoceptive exposure by optimizing inhibitory learning: A randomized controlled trial. *Behaviour Research and Therapy*, 51(9), 588-596.

Institute 2

ticket

Motivational Interviewing For Health Behavior Change

Daniel McNeil, Ph.D., West Virginia University

Trevor Hart, Ph.D., Ryerson University

Nate Mitchell, Ph.D., Spalding University

Earn 7 continuing education credits

Moderate level of familiarity with the material

Primary Category: Health Psychology / Behavioral Medicine - Adult

Key Words: *Motivational Interviewing, Health Psychology*

Motivational Interviewing (MI) is a client-centered, evidence-based, and semi-structured method for enhancing intrinsic motivation to change by exploring and resolving ambivalence. This intermediate-level institute/workshop is designed for helping professionals and trainees working in primary care and other health care settings who are interested in learning additional MI skills to increase patients' motivation to engage in healthy behavior change. The training is provided by experienced trainers in MI, including one who is a member of the Motivational Interviewing Network of Trainers (MINT). Participants will learn and practice methods to assist patients regarding the promotion of healthy lifestyle behaviors (e.g., diet and exercise, medical adherence, tobacco cessation, oral health). The workshop will review the conceptual model for understanding MI, identify the key principles of MI, provide an operational definition of "MI spirit," and describe the evidence base for the use of MI for promoting health behaviors. Using demonstrations and role-play, the application of specific techniques to increase patient motivation (and respond to resistance) will be covered. As "change talk" (in contrast to "sustain talk" and avoidance) has been demonstrated to be associated with future behavior change, methods will be described to elicit, identify, and reinforce it. The workshop will include experiential components in which participants work in dyads and small groups, and with the trainers, to practice skills in a comfortable, interactive, and supportive learning environment. Integrating MI in primary care and other health care settings will be addressed, including how to utilize brief interventions

At the end of this session, the learner will be able to:

- Conceptualize the MI model and the evidence base for the use of MI in health behavior change with patients in health care settings.
- Employ specific MI methods for eliciting change talk in clients in the context of health behavior.

- Utilize MI in primary care and other health care settings in working with adult, adolescent, and older adult patients.
- Apply specific MI interventions to increase patient motivation for healthy behavior change, including brief interventions.
- Learn specific techniques for managing patient ambivalence regarding health behavior change.

Recommended Readings: Miller, W. R., & Rollnick, S. (2013). *Motivational Interviewing: Helping people change* (3rd ed.). New York: Guilford. McNeil, D. W., Addicks, S. H., & Randall, C. L. (2017). *Motivational Interviewing and Motivational Interactions for health behavior change and maintenance*. Oxford Handbooks Online. Miller, W. R., Rollnick, S., & Butler, C. C. (2008). *Motivational Interviewing in health care: Helping patients change behavior*. New York: Guilford. Rosengren, D. B. (2009). *Building Motivational Interviewing skills: A practitioner workbook*. New York: Guilford. Arkowitz, H., Westra, H. A., Miller, W. R., & Rollnick, S. (2015). *Motivational Interviewing in the treatment of psychological problems* (2nd ed.). New York: Guilford.

AMASS 2

ticket

Incorporating Intensive Measurement and Modeling into Clinical Trials

Jonathan Butner, Ph.D., University of Utah

Earn 4 continuing education credits

Basic level of familiarity with the material

Primary Category: Research Methods and Statistics

Key Words: *Clinical Trial, Statistics, Research Methods*

Intensive data collection methods and their analytic counterparts have become commonplace in basic psychological science. Despite their tremendous value for application to clinical trials, these methods have yet to be widely adopted in efficacy or effectiveness studies of psychological interventions. For example, these methods can be used to ask questions about not only whether clients have improved to sub-clinical levels but also about the stability of that pattern of improvement. Being able to differentiate patients who have stably improved from those who have improved but are not yet stable has promise in preventing relapse and increasing the longevity of treatment gains (e.g., Hayes & Strauss, 1998). Other applications include the study of complex change processes (e.g., Hayes et al., 2015; Hawe et al., 2009) and contextual factors associated with less prolonged/less severe symptomatology (e.g., Masten, 2004). This AMASS will (a) introduce attendees to a conceptual perspective for thinking about clinically meaningful, distinct patterns of change that psychotherapy can create (dynamical systems theory; DST), (b) compare and contrast this way of conceptualizing change with current standard practices (e.g., repeated measures ANOVA and growth curve modeling), (c) describe how ideas from DST can be integrated into common research designs, and (d) build on knowledge of descriptive statistics and ordinary least squares regression to estimate single case dynamic systems models. Depending on the statistical background of attendees, single case estimation methods will be expanded to modeling entire data sets using either multilevel modeling (MLM) or structural equation modeling (SEM). Basic familiarity with MLM or SEM is recommended for attendees. Participants are encouraged to bring their own data, and we will work through annotated examples. Simulated data and code for annotated examples will be provided.

At the end of this session, the learner will be able to:

- Develop a conceptual framework for distinguishing types of clinically meaningful patterns of change.
- Apply and interpret statistical methods that parallel the conceptual framework thereby enhancing the clinical implications drawn.

- Compare current statistical approaches indicating what translates and what is not known given the DST conceptual framework.
- Create a protocol for how these models change to parallel various research designs.
- Explore how the ideas expand, with practical examples, with other advanced statistical considerations including MLM and SEM.

Recommended Readings: Butner, J. E., Gagnon, K. T., Geuss, M. N., Lessard, D. A., & Story, T. N. (2015). Utilizing topology to generate and test theories of change. *Psychological Methods*, 20, 1. Perry, N. S., Baucom, K. J., Bourne, S., Butner, J., Crenshaw, A. O., Hogan, J. N., ... Baucom, B. R. (2017). Graphic methods for interpreting longitudinal dyadic patterns from repeated-measures actor-partner interdependence models. *Journal of Family Psychology*, 31, 592. Thelen, E., & Smith, L. B. (2007). Dynamic systems theories. In W. Damon & R.M. Lerner (Eds.), *Handbook of child psychology*, Sixth Edition. Vol 1, pp. 258-308. <https://doi.org/10.1002/9780470147658.chpsy0106>

Institute 3

ticket

Written Exposure Therapy: A Brief Treatment For PTSD

Brian Marx, M.A., Ph.D., Boston University School of
Medicine & National Center for PTSD
Denise Sloan, Ph.D., Boston University School of
Medicine & National Center for PTSD

Earn 5 continuing education credits

Moderate level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorder and Disasters

Key Words: CBT, Trauma, Exposure

This institute provides training in Written Exposure Therapy (WET), an evidence-based treatment for PTSD. It presents the theory underlying WET, a brief overview of WET's empirical support, and step-by-step instructions in the WET protocol techniques. Throughout the workshop strategies for conceptualizing and dealing with comorbidity, managing avoidance, and keeping patients optimally engaged are provided.

At the end of this session, the learner will be able to:

- Explain barriers to implementing first-line PTSD treatment approaches
- Identify critical elements of written exposure therapy.
- Describe the efficacy data for written exposure therapy.
- Describe situations when it is appropriate to use written exposure therapy.
- Apply skills learned to deliver written exposure therapy.

Recommended Readings: Sloan, D. M. & Marx, B. P. (2019). Written Exposure Therapy for PTSD: A Brief Treatment Approach for Mental Health Professionals. Washington, DC: American Psychological Press. Asnaani, A., McLean, C. P., & Foa, E. B. (2016). Updating Watson & Marks (1971): How has our understanding of the mechanisms of extinction learning evolved and where is our field going next? *Behavior Therapy*, 47, 654-669. doi:10.1016/j.beth.2016.02.003 Finley, E. P., Garcia, H. A., Ketchum, N. S., McGeary, D. D., McGeary, C. A., Stirman, S. W., & Peterson, A. L. (2015). Utilization of Evidence-Based Psychotherapies in Veterans Affairs Posttraumatic Stress Disorder Outpatient Clinics. *Psychological Services*, 12, 73-82. doi:10.1037/ser0000014 Imel, Z. E., Laska, K., Jakupcak, M., & Simpson, T. L. (2013). Meta-analysis of dropout in treatments for post-traumatic stress disorder. *Journal of Consulting and Clinical Psychology*, 81(3), 394-404.

doi:10.1037/a0031474 Pennebaker, J. W., & Beall, S. K. (1986). Confronting a traumatic event: Toward an understanding of inhibition and disease. *Journal of Abnormal Psychology*, 95, 274–281. doi:10.1037/0021-843X.95.3.274

Institute 4

ticket

Treating OCD in Children and Adolescents: A Cognitive Behavioral Approach

Martin E. Franklin, Ph.D., Perelman School of Medicine at the University of Pennsylvania

Earn 5 continuing education credits

Moderate to Advanced level of familiarity with the material

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: *OCD (Obsessive Compulsive Disorder), Treatment, CBT*

In the last twenty years, the evidence base for cognitive behavioral therapy involving exposure plus response prevention for treating youth with obsessive-compulsive disorder has grown substantially. Treatment typically involves in vivo and imaginal exposure to situations and thoughts that provoke obsessional anxiety, along with response prevention, which is aimed at reducing and ultimately eliminating compulsions and other more passive forms of avoidance. Randomized controlled trials conducted around the world now support the efficacy of exposure-based interventions, and effectiveness trials have since provided evidence that robust and durable outcomes can be achieved outside the academic medical contexts in which these treatments were developed and validated. These advances notwithstanding, response to treatment is still neither universal nor complete, and this subspecialty expertise remains difficult to find in many if not most clinical settings. This workshop will focus on common issues that arise in providing CBT for children and adolescents, and clinical strategies to address these challenges will be presented. Psychiatric comorbidity, family accommodation, motivational readiness, and other challenges to within and between-session protocol adherence will be addressed in turn, and ample time will be made available for discussion of clinical cases in which optimal outcomes are proving difficult to achieve.

At the end of this session, the learner will be able to:

- Articulate the expected trajectories of response to CBT for pediatric OCD, which serve as a guide for treatment.
- Identify common clinical challenges to achievement of optimal outcomes, including psychiatric comorbidity, family accommodation, and motivational readiness.
- Describe clinical strategies to address these common clinical challenges.
- Suggest common pathways forward for the clinical management of accommodation.
- Generate clinical strategies to identify and treat tic-like OCD symptoms

Recommended Readings: Franklin, M. E., Diefenderfer, H. E., Coogan, C. G., Garcia, A. M., Sapyta, J. J., & Freeman, J. (2013). Cognitive behavioral therapy for pediatric obsessive compulsive disorder: Development of expert-level competence and implications for dissemination. *Journal of Anxiety Disorders* 27, 745-753.2. Franklin, M. E., Freeman, J. B., & March, J. S. (2019). Treating OCD in children and adolescents: A cognitive-behavioral approach. New York, NY: Guilford Press. Franklin, M., Sapyta, J., Freeman, J., Khanna, M., Compton, S., Almirall, D., et al. (2011). Cognitive behavior therapy augmentation of pharmacotherapy in pediatric obsessive-compulsive disorder: The Pediatric OCD Treatment Study II (POTS II). *Journal of the American Medical Association* 306, 1224-1232.4. Leonard, R. C., Franklin, M. E., Wetterneck, C. T., Riemann, B. C., Simpson, H. B., Kinnear, K., . . . Lake, P. M. (2016). Residential treatment outcomes for adolescents with obsessive-compulsive disorder. *Psychotherapy Research*, 26, 727-736. Benito, K. G., Machan, J., Freeman, J. B., Garcia, A. M., Walther, M., Frank, H., . . . Franklin, M. (2018). Measuring fear change within exposures: Functionally-defined habituation predicts outcome in three randomized controlled trials for pediatric OCD. *Journal of Consulting and Clinical Psychology*, 86(7), 615-630.

Institute 5

ticket

Tricking Coyote: Cutting-Edge Strategies For Harnessing Motivation and Achieving Goals*Michael W. Otto, Ph.D., Boston University***Earn 5 continuing education credits**

All levels of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Motivation*

After clarifying values and stating intentions, what are ways to help your patients, employees, or consultees get to, complete, and maintain behavioral change? This workshop focuses on translating advances in motivational research into stepwise interventions to enhance and maintain motivation, taking into account both strategic and habitual processing (your dual nature). Changing contexts to change or prime motivations, adding in concurrent motivators, attending to process motivations, and arranging appropriate consequences will be discussed from the perspective of introducing multiple motivational interventions across ongoing behavioral chains. Novel strategies for reducing impulsivity and other derailing processes will also be discussed. In sum, motivational interventions will be presented from a transdiagnostic perspective, so that no matter whether your patients/consultees are focusing on weight loss, reducing procrastination/avoidance, completing behavioral assignments, employee management, or maintaining healthy behaviors, this workshop will address core processes underlying goal achievement.

At the end of this session, the learner will be able to:

- Recognize common cognitive and affective factors that derail goal pursuit, especially across longer intervals.
- Attend to the role of context in behavioral self-control, and the importance of manipulating context to influence motivation.
- Evaluate motivational factors across chains of behavior, focusing on antecedent, concurrent, and consequent events.
- Delineate factors that influence the ability to apply strategic processing, and alternative self-control strategies.

Recommended Readings: Bickel, W.K., Jarmolowicz, D.P., Mueller, E.T., Koffarnus, M.N., Gatchalian, K.M. (2015). Excessive discounting of delayed reinforcers as a trans-disease process contributing to addiction and other disease-related vulnerabilities: emerging evidence. *Pharmacology & Therapeutics*, 134(3), 287-297. Lin, H., & Epstein, L. H. (2014). Living in the moment: Effects of time perspective and emotional valence of episodic think-

ing on delay discounting. *Behavioral Neuroscience*, 128(1),12-19. Otto, M. W., Eastman, A., Lo, S., Hearon, B. A., Bickel, W. K., Zvolensky, M., Smits, J. A. J., Doan, S. N. (2016). Anxiety sensitivity and working memory capacity: Risk factors and targets for health behavior promotion. *Clinical Psychology Review*, 49, 67-78. Tice, D. M., Batslavsky, E., & Baumeister, R. F. (2001). Emotional distress regulation takes precedence over impulse control. If you feel bad, do it! *Journal of Personality and Social Psychology*, 8, 53-67.

Institute 6

ticket

Anxiety and Emerging Adults: Incorporating Caregiver Involvement and Enhancing Exposures in the Treatment of Adolescents and Young Adults With Anxiety Disorders

Shannon Bennett, Ph.D., Weill Cornell Medicine
Lauren Hoffman, Psy.D., Columbia University Medical Center
Schuyler Fox, B.A., Columbia University Medical Center
Anne Marie Albano, ABPP, Ph.D., Columbia University Medical Center

Earn 5 continuing education credits

Moderate to Advanced level of familiarity with the material

Primary Category: Adult Anxiety

Key Words: *Anxiety, Exposure, Families*

Emerging adulthood is a developmental stage characterized by uncertainty, anxiety, optimism and growth (Arnett, 2014). For youth with pre-existing or new anxiety disorders, this stage is often compounded by an inability to achieve independence. Although effective treatments for anxiety in youth exist (Walkup, et al., 2008), long-term remission through emerging adulthood is uncommon (Ginsburg et al., 2018). Our model argues that parent involvement, development, and salient exposures are critical for remission. Parents are often minimally involved in studies and clinical care. Age-appropriate functioning has also not been a primary target of treatment. Hence, we developed a systematic approach to assisting youth and parents to understand and meet developmental tasks while treating anxiety. Central is for youth to take on the challenges of anxiety and daily living with appropriate parental guidance and support. In this workshop, we discuss a model for integrating core components of effective CBT for anxiety with novel components designed to address patient-caretaker dependency, role transitions, and attainment of behaviors necessary for independent functioning. This developmentally-informed treatment is aimed at anxiety relief and improved functioning, based on our experiences in treating transition-aged youth and informed by critical reviews of the developmental literature. We will dive deep into practical aspects of the model, demonstration, and practice of techniques to address caregiver involvement in young adult treatment. We will provide instruction on developmental assessment that is central to our unique parent-youth ‘transition’ sessions. Participants will be taught how to implement the transition component, where youth and parents address overprotection, fears and concerns, conflict, and the transfer of responsibility to youth for meeting developmental milestones. We address parents’ fears of letting

their youth struggle, demonstrate transition sessions, and review our short term (5-session) caregiver group. We focus on exposure for this population (i.e. contextually rich exposures, virtual reality and apps, community based exposures), demonstrate and practice the unique components of the program.

At the end of this session, the learner will be able to:

- Recognize the tasks of development necessary for adolescents to transition to adulthood
- Devise strategies for addressing parental over involvement and adolescent dependency including family communication and problem solving
- Develop exposures that maximize the use of context and address developmental stage issues to increase ecological validity and reduce or develop tolerance of anxiety
- Implement caregiver-youth transition sessions
- Assess developmental milestones and form goals for increasing youth independence

Recommended Readings: Arnett, Jeffrey Jensen (2004). *Emerging adulthood: The winding road from late teens through the twenties*. New York: Guilford Press. Ginsburg G.S., Becker E.M., Keeton C.P., Sakolsky D., Piacentini J., Albano A.M., Compton S.N., Iyengar S., Sullivan K., Caporino N., Peris T., Birmaher B., Rynn M., March J, Kendall P.C. (2014). Naturalistic Follow-up of Youths treated for Pediatric Anxiety Disorders, *JAMA Psychiatry*. Guerry, J., Hambrick, J., & Albano, A.M. (2015). Adolescent social phobia in clinical services. In K Ranta, A M. La Greca, L-J Garcia-Lopez, and M Marttunen (Eds.), *Social Anxiety and Phobia in Adolescents*. Springer, USA. Albano, AM, & Hoffman, L. (2018). Treatment of social anxiety disorder. In PC Kendall (Ed), *Cognitive Therapy with Children and Adolescents: A casebook for clinical practice*, 3rd ed, pp. 15-49. New York: Guilford Press. Walkup, J., Albano, A.M., Piacentini, J.P., Birmaher, B., Compton, S., Sherrill, J., Ginsburg, G., Rynn, M., McCracken, J., Waslick, B., Iyengar, S., March, J.S., & Kendall, P.C. (2008). Cognitive behavioral therapy, sertraline, or a combination for childhood anxiety. *New England Journal of Medicine*, 359, 2753-2766.

Institute 7

ticket

Parent-Child Interaction Therapy: A Robust Intervention for Early Childhood Mental Health

Cheryl B. McNeil, Ph.D., West Virginia University

Earn 5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Externalizing

Key Words: *PCIT (Parent Child Interaction Therapy), Parent Training, Child*

This institute describes Parent Child Interaction Therapy (PCIT), an evidence-based behavioral treatment for families of young children with disruptive behavior disorders. PCIT is based on Baumrind's developmental theory, which holds that authoritative parenting—a combination of nurturance, good communication, and firm limits—produces optimal child mental health outcomes. In PCIT, parents learn authoritative parenting skills through direct therapist coaching of parent child interactions, guided by observational data collected in each session. Parents receive immediate guidance and feedback on their use of techniques such as differential social attention and consistency as they practice new relationship enhancement and behavioral management skills. Videotape review, slides, handouts, and experiential exercises will be used to teach participants the basic interaction skills and therapist coding and coaching skills used during treatment sessions. Applications of PCIT for children on the autism spectrum and other special populations will be discussed.

At the end of the session, the learner will be able to:

- Describe the theoretical background underlying PCIT.
- Demonstrate the PRIDE skills that are used for relationship-enhancement component of PCIT.
- Explain the importance of coding parent-child interactions as a mechanism for assisting caregivers in mastering skills.
- Demonstrate the basic skills of discipline in PCIT.
- Discuss the research base for PCIT.

Recommended Readings: Hood, K. K., & Eyberg, S. M. (2003). Outcomes of parent-child interaction therapy: Mothers' reports on maintenance three to six years after treatment. *Journal of Clinical Child and Adolescent Psychology*, 32, 419-429. McNeil, C. B., & Hembree-Kigin, T. (2010). *Parent-Child Interaction Therapy: Second Edition*. New York: Springer. PCIT International Inc [webpage]. Get certified by PCIT International. Available from: <http://www.pcit.org/pcit-certification>. Thomas, R., Zimmer-Gembeck, M.J.

(2007). Behavioral outcomes of Parent-Child Interaction Therapy and Triple P - Positive Parenting Program: A review and meta-analysis. *Journal of Abnormal Child Psychology*, 35(3), 475-495. Forum. 2016;45:675-690. Ward, M.A., Theule, J., & Cheung, K. (2016). Parent-Child Interaction Therapy for child disruptive behaviour disorders: A meta-analysis. *Child Youth Care Forum*, 45, 675-690. Thomas R, Zimmer-Gembeck MJ. Behavioral outcomes of Parent-Child Interaction Therapy and Triple P - Positive Parenting Program: a review and meta-analysis. *J Abnorm Child Psychol*. 2007;35(3):475-495.

Institute 8

ticket

Supervision Essentials in Cognitive-Behavioral Therapy

Danielle A. Kaplan, Ph.D., New York University School of Medicine
Cory F. Newman, ABPP, Ph.D., Perelman School of Medicine at the
 University of Pennsylvania

Earn 5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Workforce Development / Training / Supervision

Key Words: *Supervision, CBT, Education and Training*

Drawing on recent findings from evidence-based programs of CBT supervision, this presentation will highlight the essential contents and processes of CBT supervision. The following major areas of interest will be described: (1) The supervisory relationship, (2) The chief responsibilities and teaching methods of a CBT supervisor, (3) Promoting ethical behavior and cross-cultural sensitivity in supervisees, (4) Facilitating supervisee competency across different levels of supervisee development, (5) Managing important administrative tasks, and (6) Providing feedback and formal evaluations in a timely, constructive manner. Multi-modal aspects of the methods of supervision will be highlighted, including the use of readings, audio-visual recordings, role-modeling, and role-playing. This 5-hour pre-conference Institute is designed for early career professionals who anticipate or have recently commenced providing CBT supervision to trainees, as well as more experienced CBT supervisors looking for a refresher course. Demonstration role-plays, video, and interactive discussion of challenging supervision scenarios will be utilized, along with didactics.

At the end of the session, the learner will be able to:

- Enact the multiple professional responsibilities of a clinical supervisor, and to impart multiple skills that the clinical trainee must learn.
- Model professionalism, ethical behavior, cross-cultural sensitivity, and relational skills to trainees.
- Teach trainees to conceptualize cases and use the techniques of CBT competently.
- Evaluate and give feedback to trainees.
- Provide supervisees with direct support in times of crisis with a client, while still giving the supervisees room to make decisions and respond effectively.

Recommended Readings: Corrie, S., & Lane, D. A. (2015). CBT supervision. London, United Kingdom: Sage. Milne, D. (2009). Evidence-based clinical supervision: Principles

and practice. Leicester, United Kingdom: BPS Blackwell. Newman, C. F., & Kaplan, D. A. (2016). *Supervision essentials for cognitive-behavioral therapy*. Washington: American Psychological Association. Sudak, D. M., Codd, R. T., Ludgate, J., Sokol, L., Fox, M. G., Reiser, R., & Milne, D. L. (2015). *Teaching and supervising cognitive-behavioral therapy*. Hoboken, NJ: Wiley. Watkins, C. E., & Milne, D. L. (Eds.) (2014) *The Wiley international handbook of clinical supervision*. Chichester, West Sussex, United Kingdom: Wiley Blackwell.

Friday

8:00 a.m. – 9:00 a.m.

A601-A602, Atrium Level

New Attendee Orientation

Maximize your ABCT convention experience by joining us first thing Friday morning. Enjoy a cup of coffee or tea and get your personal blueprint to getting the most out of the Atlanta Convention! Whether you are a new member, first-time convention attendee, or just want to refresh your memory on how to navigate the convention, all are welcome. Learn how to take full advantage of earning continuing education credits and the documentation required, note networking opportunities, gain insights into the convention program addendum; how to utilize the online itinerary planner, and/or master the convention app. You will learn how to stay connected to ABCT throughout the year via our website, Facebook page, Special Interest Groups, and other networking opportunities. Plus be on the lookout for members wearing Ambassador ribbons. They can answer any lingering questions about ABCT in general. We look forward to personally meeting you!

8:30 a.m. – 10:00 a.m.

M301-M302, Marquis Level

Special Session

Internship Training Site Overview

Key Words: *Career Development, Education, Training*

PRESENTERS: *Jeanette Hsu, Ph.D., VA Palo Alto Health Care System*
Crystal S. Lim, Ph.D., University of Mississippi Medical Center

The Internship Training Site Overview is designed to help students learn about the internship application and selection process, including what to look for when applying to or selecting an internship, how to prepare for internship interviews, and how to find a good internship “fit.” The program will consist of two parts. The first 90 minutes will feature a panel discussion by behaviorally oriented internship directors from American and Canadian institutions. These presenters will address both the training director and the student perspectives of the application process, including the criteria used to assess applicants. Questions from the audience will be accepted at the end of the segment. The second section will consist of informal meetings between internship site representatives and prospective internship applicants. A list of participating sites will be published in the program addendum distributed at the convention registration desk. If you are a student and are either just beginning to learn about internships and the application process or are in the process of applying for internship now, we encourage you to attend.

8:30 a.m. – 10:00 a.m.



Embassy E, Embassy Level, Hyatt Regency Atlanta

African Americans in Behavior Therapy SIG

Black Lives STILL Matter: The Impact of Police Violence on Black Mental Health
Many studies have shown that exposure to violence produces long-term negative consequences for victims. We know that these negative consequences are not only experienced by the victims, but also by the witnesses, families, and often the entire Black community. In 2018, The Lancet published a study that analyzed over 100,000 Black adults after exposure to police killings of unarmed Black Americans. Unsurprisingly, they found adverse effects among participants with the most significant effects having occurred one to two months post-exposure. These types of events can have widespread implications for Black Americans at large in ways that spans beyond the DSM-5's conceptualization of trauma. This presentation will discuss these challenges and suggest coping strategies for the mental and overall well-being of Black Americans in light of this traumatic political climate. There will also be an opportunity for SIG members to network and share information about their experiences and research/clinical work. All are welcome to attend.

8:30 a.m. – 9:30 a.m.



Embassy B, Embassy Level, Hyatt Regency Atlanta

Child and Adolescent Depression SIG

The Child and Adolescent Depression SIG Annual Membership Meeting will include a presentation by our honored guest and an update to members on SIG projects and upcoming initiatives. We invited you to join us to share ideas and connect with colleagues!

8:30 a.m. – 9:30 a.m.



Embassy C, Embassy Level, Hyatt Regency Atlanta

Child and School Related Issues SIG

8:30 a.m. – 10:00 a.m.



Marietta, Conference Level, Hyatt Regency Atlanta

Military and Veterans Psychology SIG

FRIDAY

Master Clinician 4

ticket **Helping Suicidal Teens Build Lives Worth Living:
Key Elements to Orienting and Committing Teens
to DBT**

Alec Miller, Psy.D., Cognitive Behavioral Consultants

Earn 2 continuing education credits

Basic level of familiarity with the material

Primary Category: Suicide and Self-Injury, Treatment- Other

Key Words: *DBT (Dialectical Behavior Therapy), Suicide, Adolescents*

Suicide is the second leading cause of death among youth, with suicide attempts, nonsuicidal self-injurious behaviors, and suicidal ideation becoming increasingly prevalent. Clinicians are often loath to treat suicidal youth in outpatient settings due to the inherent clinical challenges associated with working with suicidal youth. DBT has recently become an established evidence-based therapy for suicidal adolescents in outpatient settings since the results from two randomized controlled trials have been published by different investigators from two countries (McCauley et al., 2018; Mehlum et al., 2014). Effectively engaging suicidal adolescents in psychotherapy requires the use of a number of DBT strategies, including orientation, commitment, dialectical, validation, and stylistic, to name a few (Miller, Rathus, & Linehan, 2007). One of the challenges for many DBT therapists working with adolescents is figuring out a way to more formally “connect the dots” between the teen’s problem behaviors, his or her life worth living goals, and showing how DBT therapy bridges the two. Targeting this problem along with other potential orientation/commitment challenges are highlighted in this seminar. This session is intended to help participants learn numerous key DBT strategies to engage and retain suicidal youth and their families in outpatient treatment. The seminar leader will use didactic teaching, role-playing, and video clips, to convey the material.

At the end of this session, the learner will be able to:

- Discuss the biosocial theory and how it helps to explain adolescents’ emotional dysregulation.
- Discuss how to build and strengthen client’s commitment by more effectively orienting them-by connecting the dots between clients’ problem behaviors, clients’ life worth living goals, and DBT treatment.
- Identify and employ key orientation, commitment, dialectical and stylistic strategies utilized in the first several individual DBT sessions with teens and families.

Recommended Readings: Mehlum, L., Tormoen, A., Ramberg, M., Haga, E., Diep, L., Laberg, S., . . . Groholt, B. (2014). Dialectical behavior therapy for adolescents with repeated suicidal and self-harming behavior: A randomized trial. *Journal of the American Academy of Child and Adolescent Psychiatry*, 53(10), 1082-1091. Miller, A.L., Rathus, J.H., & Linehan, M.M. (2007). *Dialectical behavior therapy with suicidal adolescents*. New York: Guilford Press. Rathus, J.H., & Miller, A.L. (2015). *DBT skills manual for adolescents*. New York: Guilford Press. Swenson, C.R. (2018). *DBT principles in action*. New York: Guilford Press.

8:30 a.m. – 10:00 a.m.

M102, Marquis Level

Mini Workshop 1

CBT Express for Young Patients: Bite-sized Versions of Conventional Procedures

Jessica M. McClure, Psy.D., Cincinnati Children's Hospital Medical Center
Robert D. Friedberg, Ph.D., Palo Alto University

Earn 1.5 continuing education credits

Moderate to Advanced level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Child, Transdiagnostic, Treatment Development*

Textbooks and journal articles are filled with empirical data supporting CBT with young patients experiencing various emotional difficulties. Workbooks and manuals for delivering CBT to young patients diagnosed with singular and co-morbid diagnoses are widely available. Clinical care contexts are undergoing rapid changes requiring behavioral health care providers to provide treatments in various contexts (e.g. specialty behavioral health clinics, schools, correctional institutions, integrated pediatric primary care settings, etc.). Additionally, other health care professionals (pediatricians, nurses, psychiatrists, counselors, social workers, etc.) are increasingly asked to provide CBT in their work. Payment premiums are increasingly allocated to brief and effective interventions that facilitate return to health/better functional adaptation. Consequently, there is a need to learn effective, efficient, and flexible CBT procedures that fit diverse patients, care context, delivery formats, and providers. This is precisely the aim of this mini-workshop. The brief interventions presented in this mini-workshop are called CBT EXPRESS skills. The toolkit is like an express train; efficient but guided by a track. CBT formulation directs the CBT Express. Accordingly, a simple yet robust conceptual rubric is presented. The main focus of the mini-workshop is explaining some CBT techniques that could be delivered in approximately 15 minutes. The interventions are grouped into basic behavioral tasks, cognitive restructuring, and experiment/exposure modules. More specifically, attendees

will learn procedures such as “Don’t sink the boat,” “My Worry Tree,” “Fox Talk,” “I Spy,” “Amp Up Your Feelings,” “Double Dribble,” and “It Ain’t Necessarily So.” In this practitioner friendly mini-workshop, attendees will obtain portable CBT techniques for use in a variety of clinical settings. Finally, this mini-workshop is entirely consistent with the 2019 ABCT program goals to build novel and scalable ways to extend CBT’s reach. More specifically, the mini-workshop emphasizes personalized applications of brief CBT procedures in emerging service contexts such as integrated pediatric care and school-based behavioral health.

At the end of this session, the learner will be able to:

- Develop a personalized and portable case conceptualization suitable for multiple emerging service contexts caring for young patients
- Apply 5-7 brief CBT techniques that can be applied in approximately 15 minutes when treating young patients in pediatric, school-based, inpatient, and traditional outpatient behavioral health settings.
- Extend the reach of CBT with youth to novel contexts that demand brief scalable assessment and treatment

Recommended Readings: McClure, J.M., Friedberg, R.D., Thordarson, M.A., & Keller, M. (In Press). CBT-Express. New York: GuilfordKendall, P. C., Makeover, H., Swan, A., Carper, M. M., Mercado, R., Kagan, E., & Crawford, E. (2016). What steps to take?: How to approach concerning anxiety in youth. *Clinical Psychology: Science and Practice*, 23, 211-229. Becker-Haimes, E.M., & Beidas, R.S. (In Press). Playing dissemination limbo-How low can we go?: A commentary on Strosahl and Robinson (2018). *Clinical Psychology: Science and Practice*

Mini Workshop 2

Sports, Superheroes, Star Wars and Beyond: Strategies for Teaching Cognitive and Behavioral Principles to Anxious Youth and Making Therapy Fun

Janina Scarlet, Ph.D., Center for Stress and Anxiety Management
Sandra Pimentel, Ph.D., Montefiore Medical Center

Earn 1.5 continuing education credits

Basic level of familiarity with the material

Primary Category: Child / Adolescent - Anxiety

Key Words: *Child, CBT, Anxiety*

Cognitive behavioral treatment for youth anxiety is an effective intervention approach (Crowe & McKay, 2017). While manual-based approaches offer structure for the delivery of intervention strategies, there is ample room for flexibility to “breathe life” into the treatment (Kendall, Chu, & Gifford, 1998; Kendall, Gosch, Furr, & Sood, 2008). CBT components include, for example, psychoeducation, rapport-building, affective education, self-monitoring, cognitive restructuring, problem solving, somatic management, role play, modeling, skills rehearsal, behavioral experiments, exposure, reinforcement and rewards that require an understanding and integration cognitive and behavioral principles with development, family, culture, and multiple other relevant variables. This is no easy task! As such, and in working with children and adolescents in particular, CBT therapists are teachers, storytellers, coaches, collaborative empiricists, and producers as well who must utilize creativity and fun. In this interactive mini-workshop the presenters will demonstrate how to use sports, superhero narratives, and pop culture references to supercharge how to teach children and families about feelings, coping, and problem solving, and engage in practice and exposures. Participants will participate in exercises and receive sample clinical materials. Crowe, K., & McKay, D. (2017). Efficacy of cognitive behavioral therapy for childhood anxiety and depression. *Journal of Anxiety Disorders*, 49, 76-87. Kendall, P.C., Chu, B., & Gifford, A. (1998). Breathing life into a manual: Flexibility and creativity with manual-based treatments. *Cognitive and Behavioral Practice*, 5, 177-198. Kendall, PC, Gosch, E. Furr, J., & Sood, E. (2008). Flexibility Within Fidelity. *Journal of the American Academy of Child and Adolescent Psychiatry*, 47, 987-993

At the end of this session, the learner will be able to:

- Demonstrate at least three strategies for incorporating sports and pop culture into teaching youth about the CBT model.

- Demonstrate at least three strategies for incorporating sports and pop culture examples into multiple CBT components such as cognitive restructuring and exposures.
- Create and utilize at least three elements of a superhero narrative for youth with anxiety disorders.

Recommended Readings: Podell, J.L., Mychailyszyn, M., Edmunds, J., Puleo, C., Kendall, P.C. (2010). The Coping Cat Program for Anxious Youth: The FEAR Plan Comes to Life. *Cognitive and Behavioral Practice*, 17, 132-141. Scarlet, J. (2017). *Superhero Therapy*. Instant Help Books, New Harbinger Publications. Oakland, CA. Sinyor, M., Fegergrad, M., Cheung, A.H., Selchen, S., Zaretsky, A. (2017). The Boy Who Lived Well: Harry Potter as a Novel Tool for Teaching Cognitive-Behavioral Therapy Skills to Youth. *JAACAP Connect*, 4, 15-21.

8:30 a.m. – 10:00 a.m.

Marquis Salon D, Marquis Level

Mini Workshop 12

Bringing ERP From the Classroom to the Treatment Room: A Guide for Students and New Therapists to Motivate Patients to do ERP.

Patrick B. McGrath, Ph.D., Amita Health Alexian Brothers

Earn 1.5 continuing education credits

Basic level of familiarity with the material

Primary Category: Adult Anxiety

Key Words: *Anxiety, CBT, Exposure*

For the beginning therapist, anxious patients can be intimidating, as can the idea of exposing someone to the very thing that they fear. The treatment of anxiety disorders will be reviewed in this talk through the lens of Exposure and Response Prevention (ERP) therapy. Instead of focusing on diagnosing of anxiety, this workshop will be a practical application of how to utilize ERP to treat anxiety disorders in your very first sessions after you go home from the conference. Specific CBT and ERP techniques for Panic, OCD, PTSD, Social Anxiety, School Anxiety, and Specific Phobias will be reviewed, as well as how to present it to a patient so they will actually understand the rationale for it. If you are a student, no matter what level, attend this talk to see how to take what you have learned in the textbooks and really apply it to your patients. Be ready to have some fun and learn the practical uses of humor, self-disclosure, YouTube, and props. This talk will be entertaining and educational.

At the end of this session, the learner will be able to:

- Apply basic theory behind ERP to actual, real world cases.
- Describe how ERP works and reasons why it may not in order to not make the same mistakes that seasoned professionals made when they were first starting out using ERP.
- Recall specific ways to introduce ERP to their patients so that their patients will actually look forward to doing ERP.

Recommended Readings: The OCD Answer Book, McGrath, P.B. (2007). The OCD answer book: Professional answers to more than 250 top questions about obsessive-compulsive disorder. Naperville, IL.: Sourcebooks.Burns, D. D. (1999). The feeling good handbook (Rev. ed.). New York, N.Y.: Plume.Abramowitz, J, Deacon, B. J., & Whiteside, S. P.H., (2012) Exposure Therapy for Anxiety: Principles and Practice. New York, NY.: Guilford.

8:30 a.m. – 10:00 a.m.

M202, Marquis Level

Panel Discussion 1

Having Faith in Acceptance-based Science: Are the Spiritual Foundations of Mindfulness Compatible With Behavior Therapy?

MODERATOR: *Alexander L. Chapman, Ph.D.*, Simon Fraser University

PANELISTS: *Emily Cooney, Ph.D.*, Yale School of Medicine

Philippe R. Goldin, Ph.D., University of California, Davis

Steven C. Hayes, Ph.D., University of Nevada, Reno

Stefan G. Hofmann, Ph.D., Boston University Center for Anxiety and Related Disorders

Lynn C. Waelde, Ph.D., Palo Alto University; Stanford University School of Medicine

Randy Wolbert, MSW, Behavioral Tech LLC

Earn 1.5 continuing education credits

Primary Category: Spirituality and Religion

Key Words: *Mindfulness, Behavior Analysis, Spirituality and Religion*

A range of distinct psychotherapies incorporate aspects of mindfulness, and many of these approaches draw on concepts and practices from various spiritual traditions. A central controversy focuses on whether contemporary applications of mindfulness to psychological problems should be secular or retain their spiritual origins (Waelde & Thompson, 2016), particularly regarding moral action (Baer, 2015). This tension has major implications for the accessibility of such therapies across cultures with conflicting religious beliefs (Deluca, Kelman & Waelde, 2018). Both directing and excluding spirituality from mind-

fulness interventions can alienate patients (Linehan, 2015). The tension also extends to expectations for practitioners. DBT, MBSR, and MBCT have regulatory bodies or charters that require psychotherapists to attend retreats and maintain a regular spiritual practice (DBT-LBC, 2019, Center for Mindfulness, 2017). However, it seems contradictory that empirically-based therapies would prescribe a spiritual practice.

The 6 panelists all have expertise in therapies targeting mindfulness as a process; all of them include some contemplative or attentional training. Some speakers also have a background within a relevant spiritual tradition. The interface between their professional practice and spiritual path is one that they have grappled with on a personal and professional level. The main objectives for this panel are to synthesize theory, personal experience, and existing data from behavior therapy and affective neuroscience to (1) describe the convergence and divergence of concepts underlying behavior therapy with the spiritual tenets underpinning contemplative practice (2) discuss the position of each therapy on contemplative practice requirements for practitioners, and (3) generate principles to navigate the inherent tension in providing interventions grounded in clinical science that have been influenced by specific spiritual practices and beliefs.

8:30 a.m. – 10:00 a.m.

M105, Marquis Level

Panel Discussion 29

Responding to #FakeNews With #RealScience: How to Disseminate Clinical Science to the Media

MODERATOR: *Ilyse Dobrow DiMarco, Ph.D.*, North Jersey Center for Anxiety and Stress Management

PANELISTS: *Ilyse Dobrow DiMarco, Ph.D.*, North Jersey Center for Anxiety and Stress Management

L. Kevin Chapman, Ph.D., Private Practice

Mitchell Prinstein, Ph.D., University of North Carolina - Chapel Hill

Simon A. Rego, ABPP, Psy.D., Montefiore Medical Center/ Albert Einstein College of Medicine

Yael C. Schonbrun, Ph.D., Alpert Medical School of Brown University

Earn 1.5 continuing education credits

Primary Category: Dissemination & Implementation Science

Key Words: *Dissemination, Technology / Mobile Health, Professional Development*

The lay public is eager to consume information about psychology and mental illness. Unfortunately, much of what we see about mental health in print, on TV, and in social media amounts to “fake news,” often heavy on pseudoscience but light on substance. As

highly trained, evidence-based practitioners, it is incumbent upon us to disseminate cutting-edge clinical science to wider audiences. In so doing, we can educate large numbers of people about mental illness, thereby helping to reduce stigma, and point people towards effective treatments. We can also raise the public profile of CBT, which can potentially impact national policy and funding decisions. Unfortunately, few evidence-based practitioners regularly engage with wider audiences, largely because they have not been trained to do so and feel unprepared and intimidated as a result. The aim of this panel is to inspire more clinicians to engage with the wider public, by featuring five professionals from diverse backgrounds who work to improve knowledge delivery through different mediums. These include: blogs and popular websites (Dr. Ilyse Dobrow DiMarco); popular press books, op-eds, and news articles (Dr. Mitch Prinstein); social media (Dr. Simon Rego); television (Dr. Kevin Chapman); and podcasting (Dr. Yael Schonbrun). Panelists will address the following issues: a) How to establish yourself as a writer/television personality/social media presence/podcaster; b) Potential barriers to cultivating a media presence; c) Pros and cons of interfacing with the media; d) How to successfully navigate media interactions; and e) How to effectively market yourself and your message.

8:30 a.m. – 10:00 a.m.

A702, Atrium Level

Research and Professional Development 1

Improving Support for Parents During Psychology Training

PANELISTS: *Stevie N. Grasseti, Ph.D.*, West Chester University of Pennsylvania
 Keith D. Renshaw, Ph.D., George Mason University
 Lauren Weinstock, Ph.D., Brown University & Butler Hospital
 Lynn McFarr, Ph.D., Harbor-UCLA Medical Center & CBT California
 Aleesha Young, M.A., University of Hartford
 Jedidiah Siev, Ph.D., Swarthmore College
 Gabriela Khazanov, M.A., Corporal Michael J. Crescenz VA

Earn 1.5 continuing education credits

Basic level of familiarity with the material

Primary Category: Professional / Interprofessional Issues

Key Words: *Career Development, Professional Issues, Training / Training Directors*

Completing a graduate degree in psychology is a long process – the median age for receiving a doctorate is 32 (Bailey, 2004). For this reason, about 25% of women and men enrolled in doctoral programs have dependent children (Mason, 2006). Research and policy efforts have focused on supporting faculty members who are parents, yet less atten-

tion has been paid to the needs of graduate student parents, who have similar challenges balancing coursework, research, and often teaching and/or clinical responsibilities— all on a tighter budget. In the field of clinical psychology, the requirements for internship and licensure add to these difficulties. Graduate student parents are often not included in universities' family friendly policies, likely contributing substantially to attrition rates, particularly for women (Council of Graduate Schools, 2008), as well as delays in having children for those who want them (Mason, 2006). This presentation will focus on identifying challenges faced by trainee parents, as well as proposing and evaluating solutions for training programs to better support them. First, Stevie Grasseti will present data collected from psychology trainees who recently shared their experiences balancing parenting and training. Data collection is ongoing, but current data (N = 166) were provided by individuals pursuing PhDs (49%) and PsyDs (35%) in clinical psychology, and doctoral degrees in counseling psychology (16%). The sample is largely female (83%), and includes those who identify as only Caucasian (68%), as well as Hispanic (10%), Asian (10%), African American (5%), and Other (7%). Respondents reported that only 18% of training programs had accessible, specific policies regarding parental leave, compared to 25% of programs with general guidelines and 42% of programs without any guidelines or policies. Findings regarding trainees' ability to take paid and unpaid parent leave, along with their experiences speaking with clinical and research supervisors will be described.

At the end of this session, the learner will be able to:

- Identify challenges faced by psychology trainees who are also parents at each step of the training process (graduate school, practica placements, internship, and postdoctoral fellowship).
- Propose and discuss solutions to providing better support for parents during the psychology training process.
- Discuss benefits and drawbacks of implementing these solutions in psychology training programs.

Recommended Readings: Springer, K. W., Parker, B. K., & Leviten-Reid, C. (2009). Making space for graduate student parents: Practice and politics. *Journal of Family Issues*, 30(4), 435-457. Theisen, M. R., McGeorge, C. R., & Walsdorf, A. A. (2018). Graduate Student Parents' Perceptions of Resources to Support Degree Completion: Implications for Family Therapy Programs. *Journal of Feminist Family Therapy*, 30(1), 46-70. McCutcheon, J. M., & Morrison, M. A. (2018). It's "like walking on broken glass": Pan-Canadian reflections on work-family conflict from psychology women faculty and graduate students. *Feminism & Psychology*, 28(2), 231-252. Grasseti, S.N., Pereira, L., Hernandez Suffern, E., & Fritzges-White, J. (in press). Conquering the maternal wall: Trainee perspectives on supervisory behaviors that assist in managing the challenges of new parenthood during clinical internship. Manuscript accepted for publication in *Training and Education in Professional Psychology*.

Atrium Ballroom A, Atrium Level

Symposium 1

Markers of Internalizing Disorders in Youth: The Interplay between Cognitive, Psychophysiological, and Affective Processes

CHAIR: *Michelle Rozenman, Ph.D., University of Denver*

DISCUSSANT: *Robin Weersing, Ph.D., San Diego State University*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Child / Adolescent - Anxiety

Key Words: *Cognitive Processes, Psychophysiology, Emotion Regulation*

Associations Between Observed Parenting Behavior, Performance-based Youth Interpretation Bias, and Child Anxiety Levels

Christina Logan, B.A., California State University Long Beach

Michelle Rozenman, Ph.D., University of Denver

Araceli Gonzalez, Ph.D., California State University Long Beach

Global and Content-Specific Biased Interpretations Differentially Predict Physiological Arousal in Anxious Youth and Emerging Adults

Marisela Iglesias, B.A., UCLA

Pauline Goger, M.A., SDSU/UCSD Joint Doctoral Program in Clinical Psychology

Araceli Gonzalez, Ph.D., California State University Long Beach

Michelle Rozenman, Ph.D., University of Denver

Emotion Regulation and Cognitive Function: Mechanisms of Risk in an Adolescent Inpatient Sample

Jennifer Wolff, PhD, Alpert Medical School of Brown University

Richard Liu, Ph.D., Alpert Medical School of Brown University

Alexandra Bettis, Ph.D., Alpert Medical School of Brown University

Physiologic and Cognitive-behavioral Responses to Stress as Predictors of Internalizing Problems in Youth With and Without Trauma Histories

Kelly H. Watson, Ph.D., Vanderbilt University

Lauren Henry, B.A., Vanderbilt University

Allison Vreeland, M.S., Vanderbilt University

Rachel Siciliano, B.A., Vanderbilt University

Allegra Anderson, B.A., Vanderbilt University

Lindsay Dickey, B.A., Vanderbilt University

Jon Ebert, Psy.D., Vanderbilt University

Tarah Kuhn, Ph.D., Vanderbilt University

Bruce Compas, Ph.D., Vanderbilt University

Meredith Gruhn, M.A., Vanderbilt University

Symposium 2

Barriers and Facilitators to Implementing Evidence-Based Interventions for Sleep Problems

CHAIR: *Jessica C. Levenson, Ph.D.*, University of Pittsburgh School of Medicine

DISCUSSANT: *Sairam Parthasarathy, M.D.*, University of Arizona

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Sleep / Wake Disorders

Key Words: *Stakeholder Relevant, Treatment, Vulnerable Populations*

Barriers and Facilitators to Implementing Early Childhood Behavioral Sleep Intervention in Urban Primary Care

Bethany Watson, M.A., University of Pennsylvania

Izabela Milaniak, M.A., University of Pennsylvania

Alexander Fiks, M.D., MSCE, Children’s Hospital of Pennsylvania/University of Pennsylvania

Thomas Power, Ph.D., Children’s Hospital of Philadelphia & Pearlman School of Medicine at the University of Pennsylvania

Jodi Mindell, PhD, CBSM, Children’s Hospital of Philadelphia/Saint Joseph’s University

Rinad Beidas, Ph.D., University of Pennsylvania

Frances Barg, PhD, MEd, University of Pennsylvania

Katharine Rendle, PhD, MSW, MPH, University of Pennsylvania

Ariel A. Williamson, Ph.D., Children’s Hospital of Philadelphia

Stakeholder-informed Development of a Sleep Promotion Intervention For Adolescents

Hanna Ford, Ph.D., UPMC Children’s Hospital of Pittsburgh

Zoe Maria Dominique M. Reyes, B.S., University of Pittsburgh

Aishwarya Mukundan, High School Diploma, University of Pittsburgh

Garima Patel, High School Diploma, University of Pittsburgh

Elizabeth A. Miller, M.D., Ph.D., University of Pittsburgh School of Medicine

Jessica C. Levenson, Ph.D., University of Pittsburgh School of Medicine

Findings of a Hybrid Trial to Increase Access to Insomnia Treatment in Primary Care

Adam Bramoweth, Ph.D., VA Pittsburgh Healthcare System

Lisa Lederer, M.A., VA Pittsburgh Healthcare System

Ada Youk, Ph.D., VA Pittsburgh Healthcare System

Keri Rodriguez, Ph.D., VA Pittsburgh Healthcare System

Anne Germain, Ph.D., Department of Psychiatry, University of Pittsburgh

Matt Chinman, Ph.D., VA Pittsburgh Healthcare System

Adam Bramoweth, Ph.D., VA Pittsburgh Healthcare System

Adapted Behavioral Sleep and Yoga Interventions For Adults in Low-income and Racial/ethnic Minority Communities

Eric Zhou, Ph.D., Harvard Medical School

Xinye Qiu, Harvard T.H. Chan School of Public Health

Christine Spadola, Ph.D., MS, LMHC, Florida Atlantic University

Rebecca Rottapel, M.S., MPH, Brigham and Women's Hospital

Na Guo, M.S., Brigham and Women's Hospital

Michael Rueschman, MPH, Brigham and Women's Hospital

Jarvis Chen, ScD, Harvard T.H. Chan School of Public Health

Susan Redline, M.D., MPH, Harvard Medical School/Brigham and Women's Hospital

Suzanne Bertisch, M.P.H., M.D., Brigham and Women's Hospital / Harvard Medical School

8:30 a.m. – 10:00 a.m.

A705, Atrium Level

Symposium 3

Extending the Wisdom and Purpose of Mindfulness Across Couple and Families

CHAIR: *Katherine A. Lenger, M.A., University of Tennessee, Knoxville*

DISCUSSANT: *Kristina Coop Gordon, Ph.D., University of Tennessee - Knoxville*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Mindfulness*

Mindfully Flexible Couples: Linking Mindfulness to Change in Relationship Satisfaction via the Unified Model of Mindful Flexibility

Jennifer Daks, M.A., University of Rochester

Ronald D. Rogge, Ph.D., University of Rochester

Not Just Two Peas in a Pod: Mindfulness Operates Differently for Each Spouse in a Marriage

Robyn Sessler, B.A., Middle Tennessee State University

Cameron L. Gordon, Ph.D., Middle Tennessee State University

Is Mindfulness Only For the Fortunate?: The Utility of a Brief-Mindfulness Intervention Among Low-Income Couples

Kristina Gordon, Ph.D., University of Tennessee, Knoxville

Patricia Roberson, Ph.D., University of Tennessee, Knoxville

Katherine A. Lenger, M.A., University of Tennessee, Knoxville

Parent Experiential Avoidance and Mindful Parenting in Low-Income Families

Wesley Bullock, Ph.D., University of Toledo

Sarah Francis, Ph.D., University of Toledo

Susan J. Doyle, M.S., University of Toledo

8:30 a.m. – 10:00 a.m.

L504-L505, Lobby Level

Symposium 4

Cognitive and Electrophysiological Advances in Anxiety and Related Disorders

CHAIRS: *Hani Zainal, Ph.D., The Pennsylvania State University*

Michelle G. Newman, Ph.D., The Pennsylvania State University

DISCUSSANT: *Lauren S. Hallion, Ph.D., University of Pittsburgh*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Adult Anxiety

Key Words: *Neuroscience, Cognitive Processes, Longitudinal*

Dynamic Within-Persons Trait Worry-Working Memory Relations Across 23 Years

Michelle G. Newman, Ph.D., The Pennsylvania State University

Hani Zainal, Ph.D., The Pennsylvania State University

A Comprehensive Neurocognitive Study of Generalized Anxiety Disorder in Young Adults

Kiara Leonard, B.S., Texas State University

Amitai Abramovitch, Ph.D., Texas State University

The Cognitive Price of Perfectionism: Insight from a Comprehensive Neuropsychological Study

Amitai Abramovitch, Ph.D., Texas State University

Anthony Robinson, M.A., Texas State University

Intolerance of Uncertainty and Perceived Attentional Control Synergistically Predict Anxious Apprehension

Nicholas Allan, PhD, Ohio University

Kateryna Kolnogorova, M.A., Ohio University

Nathan Hager, B.S., Old Dominion University

Kristin Heron, Ph.D., Old Dominion University

Matt Judah, Ph.D., Old Dominion University

8:30 a.m. – 10:00 a.m.

L508, Lobby Level

Symposium 5

Maternal Depression, Parenting Behavior, and Interventions: Relation to Children's Outcomes

CHAIRS: *Judy Garber, Ph.D., Vanderbilt University*

Katherine Cullum, M.A., Emory University

DISCUSSANT: *Sherryl Goodman, Ph.D., Emory University*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Parenting / Families

Key Words: *Depression, Parenting, Child*

A Micro-intervention to Enhance Positive Parenting in Mothers With a History of Depression

Sherryl Goodman, Ph.D., Emory University

Judy Garber, Ph.D., Vanderbilt University

Susanna Sutherland, M.S., Vanderbilt University

Katy Korelitz, Ph.D., University of North Carolina

Jennifer Stewart, M.S., Vanderbilt University

Katherine Cullum, M.A., Emory University

Association of Parental Depression Symptoms with Parenting Behaviors and Child Internalizing and Externalizing Symptoms

Allison Vreeland, M.S., Vanderbilt University

Robin Weersing, Ph.D., San Diego State University

Judy Garber, Ph.D., Vanderbilt University

Bruce E. Compas, Ph.D., Vanderbilt University

Allison Vreeland, M.S., Vanderbilt University

Effectiveness of an Attachment-Based Intervention on Parental Sensitivity: The Mediating Role of Maternal Depression

Allison Dash, B.A., Stony Brook

Steven Imrisek, M.A., Stony Brook

Melanie Rodriguez, B.A., Stony Brook University

Kristin Bernard, Ph.D., Stony Brook University

The Care Project: A Randomized Controlled Trial Testing the Effects of Reducing Prenatal Maternal Depression on Infant Risk Mechanisms for Psychopathology

Nancy Grote, Ph.D., MSW, University of Washington

Sarah Garcia, Ph.D., University of Denver

Marquis Salon A, Marquis Level

Symposium 6

Treatment Fidelity Assessment: Developing Efficient Measurement Tools

CHAIR: *Nicole B. Gumpert, M.A., University of California, Berkeley*

DISCUSSANT: *Shannon Dorsey, Ph.D., University of Washington*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Integrity, Implementation, Community-Based*

Does Fidelity Predict Outcomes? Examining the Impact of Clinician Adherence and Competence on Family Behaviors in a Statewide Implementation of Parent-Child Interaction Therapy

Amy Herschell, Ph.D., Community Care Behavioral Health Organization, UPMC Insurance Services Division

David J. Kolko, Ph.D., University of Pittsburgh School of Medicine

Beverly Funderburk, Ph.D., The University of Oklahoma

Mira D. Snider, M.S., West Virginia University

Distinguishing Between Technical and Global Competence in Youth Treatment

Stephanie Violante, B.S., Virginia Commonwealth University

Bryce McLeod, Ph.D., Virginia Commonwealth University

Michael Southam-Gerow, Ph.D., Virginia Commonwealth University

John Weisz, Ph.D., Harvard University

Bruce F. Chorpita, Ph.D., UCLA

Jennifer Cecilione, B.A., Virginia Commonwealth University

Comparing Multiple Perspectives of CBT Competency

Jamie Serrano, Ph.D., VA Northern California Health Care System

Brigid Marriott, M.A., University of Missouri,

Kelli Scott, Ph.D., Brown University

Brian Hickman, B.S., Washington University St Louis

Brittany Brothers, Ph.D., Indiana University

Cara C. Lewis, Ph.D., Kaiser Permanente Washington Health Research Institute

Anne Simons, Ph.D., University of Oregon

David Rozek, Ph.D., University of Utah School of Medicine

The Validation of a Provider-Reported Fidelity Measure For the Transdiagnostic Sleep and Circadian Intervention (Trans-C)

Stephanie Yu, B.A., University of California, Los Angeles

Alice Mullin, B.A., University of California, Berkeley

Isaac Mirzadegan, B.A., Florida State University

Allison Harvey, Ph.D., University of California, Berkeley

Nicole B. Gumpert, M.A., University of California, Berkeley

Family Therapy in the Real World: Developing a Training System From Empirically Derived Core Elements

Nicole Piazza, B.A., Center on Addiction

Aaron Hogue, Ph.D., The National Center on Addiction and Substance Abuse

Sarah Dauber, Ph.D., The National Center on Addiction and Substance Abuse

Molly Bobek, LCSW, Center on Addiction

8:30 a.m. – 10:00 a.m.

Marquis Salon B, Marquis Level

Symposium 7

**Cognition and Emotion in Self-injury and Suicide:
Evidence For Novel State and Trait Risk Markers
Using Objective Assessment Methods and Intensive
Longitudinal Designs**

CHAIR: *Kenneth J.D. Allen, Ph.D., Alpert Medical School of Brown University*

DISCUSSANT: *Brooke Ammerman, Ph.D., University of Notre Dame*

Earn 1.5 continuing education credits

Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Risk / Vulnerability Factors, Self-Injury, Suicide*

Inhibitory Control Over Emotion Mediates the Relationship Between Childhood Trauma and Suicidal Behaviors: Evidence For a Neurobehavioral “Scar” of Early Abuse and Neglect From an Inpatient Sample

Heather Schatten, Ph.D., Alpert Medical School of Brown University

Nicole Nugent, Ph.D., Alpert Medical School of Brown University

Michael F. Arney, Ph.D., Butler Hospital & Warren Alpert Medical School of Brown University

Kenneth J.D. Allen, Ph.D., Alpert Medical School of Brown University

Ecological Momentary Assessed Repetitive Negative Thinking Predicts Experienced Suicidal Ideation Following Psychiatric Hospitalization
Leslie Brick, Ph.D., Quantitative Science Program, Departments of Psychiatry & Human Behavior and Neurology, Alpert Medical School of Brown University
Michael F. Armev, Ph.D., Butler Hospital & Warren Alpert Medical School of Brown University

Impaired Response Inhibition to Self-Harm Stimuli Interacts With Negative Affect and Urgency to Predict Nonsuicidal Self-Injury Urges: An Ecological Momentary Assessment Study

Kenneth J.D. Allen, Ph.D., Alpert Medical School of Brown University

Ryan Carpenter, Ph.D., Brown University

Marin Kautz, B.A., Temple University

David Siegel, B.A., Temple University

Lauren Alloy, Ph.D., Temple University

Taylor A. Burke, M.A., Alpert Medical School of Brown University

Emotion Detection in Personal Phone Calls: A Computational Analysis of Speech Features and Ecologically-assessed Affect in Suicide

John Gideon, M.S., University of Michigan

Emily Mower provost, Ph.D., University of Michigan

Melvin McInnis, M.D., University of Michigan

Ivan W. Miller, Ph.D., Brown University

Michael F. Armev, Ph.D., Butler Hospital & Warren Alpert Medical School of Brown University

Heather Schatten, Ph.D., Alpert Medical School of Brown University

Symposium 8

Individualized Assessment and Treatment: What Wisdom Does Ecological Momentary Assessment Offer to Clinician and Client Stakeholders?

CHAIRS: *Thomas Rodebaugh, Ph.D.*, Washington University in St. Louis
Madelyn Frumkin, B.A., Washington University in St. Louis
DISCUSSANT: *Bethany A. Teachman, Ph.D.*, University of Virginia

Earn 1.5 continuing education credits

Moderate level of familiarity with the material

Primary Category: Technology

Key Words: *Technology / Mobile Health, Treatment, Methods*

Idiographic Models in the Clinic: Client and Clinician Attitudes Towards the Utility and Feasibility of Idiographic Assessment

Madelyn Frumkin, B.A., Washington University in St. Louis
Marilyn Piccirillo, M.A., Washington University in St. Louis
Thomas Rodebaugh, Ph.D., Washington University in St. Louis
Madelyn Frumkin, B.A., Washington University in St. Louis

Examining the Effect of Treatment on Symptom Network Connectivity: A Case Series of Bereaved Adults With Complicated Grief and Suicidal Thoughts

Emily O'Day, B.A., Temple University
Naomi M. Simon, M.D., Anxiety and Complicated Grief Program, NYU Langone
Donald J. Robinaugh, Ph.D., Massachusetts General Hospital

Acceptance and Commitment Therapy in Daily Life for Psychosis: A Mobile Health Approach

Inez Myin-Germeys, Prof., KU Leuven
Thomas Vaessen, Ph.D., KU Leuven
Evelyne Van Aubel, Master, KU Leuven
Ulrich Reininghaus, Prof., Zentralinstitut für Seelische Gesundheit
Inez Myin-Germeys, Prof., KU Leuven

A Large Global Open Trial of a Personalized Smartphone Intervention: Personalized Feedback Leads to Large Reductions in Anxiety and Depression in a Transdiagnostic Sample

Nicholas C. Jacobson, M.S., Massachusetts General Hospital

Marquis Salon D, Marquis Level

Symposium 9

Participatory Action in Research (PAR): Building Interventions From the Ground Up

CHAIR: *Grace Lee Simmons, B.S., The University of Alabama*

DISCUSSANT: *Brad J. Nakamura, Ph.D., University of Hawaii at Manoa*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, Anxiety, Dissemination*

Involving Students, Parents, and Educators in the Development of a College Transition Program for Students With Autism

Susan White, Ph.D., The University of Alabama

Applying Business Innovation Methodology to the Development of a Technology to Facilitate Child Mental Health Treatment

Stephen Whiteside, Ph.D., Mayo Clinic

Patient Engagement in iCBT for Child and Adolescent Anxiety

Muniya Khanna, Ph.D., The OCD and Anxiety Institute

AutGO: Engaging Community, Clinical and Scientist Stakeholders in Research Hypothesis Development

Zohreh Talebizadeh, Ph.D., Children's Mercy Hospital

Development of Virtual Reality Environments for College-age Youth With Anxiety: Who Needs Funding When You have Grit, a Bit of Sociopathy, and a Team of Devoted Collaborators!

Anne Marie Albano, ABPP, Ph.D., Columbia University Medical Center

Symposium 10

Untangling the Intricate Relationship Between Alcohol Use and Social Anxiety: A Focus on Cognitive, Behavioural, and Emotional Processes in a Mixed-Method Framework

CHAIR: *Jean-Philippe Gagné, M.A.*, Concordia University

DISCUSSANT: *Julia Buckner, Ph.D.*, Louisiana State University

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Addictive Behaviors

Key Words: *Alcohol, Social Anxiety, Risk / Vulnerability Factors*

Impulsivity Impedes Maturing Out Among Socially Anxious Emerging Adults

Elena Bilevicius, B.A.H., M.Sc., University of Manitoba

Chantal Van Landeghem, B.A., University of Manitoba

Sherry Stewart, Ph.D., Dalhousie University

Simon Sherry, Ph.D., Dalhousie University

Matthew Keough, Ph.D., University of Manitoba

Examining the Link Between Social Anxiety and Alcohol Use: The Role of Post-Event Processing

Emmanuel Kuntsche, Ph.D., La Trobe University

Roisin O'Connor, Ph.D., Concordia University

Avital Ogniewicz, Ph.D., Concordia University

Drinking and Thinking: Do Alcohol and Depression Affect Ruminative Thought Valence in Social Anxiety?

Marie-Eve Couture, Ph.D., Nova Scotia Health Authority

Susan Battista, Ph.D., Western University

Sherry Stewart, Ph.D., Dalhousie University

Amanda Hagen, B.S., Dalhousie University

Examining the Effects of Event-Level Mood Shifts on Alcohol Use and Problems in Socially Anxious Young Adults

Ghislaine Badawi, M.Sc., Concordia University

Alexandre Morin, Ph.D., Concordia University

Roisin O'Connor, Ph.D., Concordia University

Mayesha Khan, B.S., Concordia University

Manipulating Alcohol Expectancies in Social Phobia: A Focus on Beliefs About Losing Control

Roisin O'Connor, Ph.D., Concordia University

Adam Radomsky, Ph.D., Concordia University

Jean-Philippe Gagné, M.A., Concordia University

8:30 a.m. – 10:00 a.m.

Imperial Salon B, Marquis Level

Symposium 11

How Can I Help this Angry Patient? Developments in the Understanding and Treatment of Dysregulated Anger

CHAIR: *Clair Cassiello-Robbins, Ph.D., Duke University Medical Center*

DISCUSSANT: *Raymond DiGiuseppe, Ph.D., St. John's University*

Earn 1.5 continuing education credits

Basic level of familiarity with the material

Primary Category: Anger

Key Words: *Anger / Irritability, Emotion Regulation*

Increasing Risk for Negative Urgency: The Facilitative Roles of the Sympathetic Nervous System and Hostile Reactivity to Stress

Tory Eisenlohr-Moul, Ph.D., University of Illinois at Chicago, Department of Psychiatry

Erin C. Walsh, Ph.D., University of North Carolina at Chapel Hill

Karen Derefinko, Ph.D., University of Tennessee Health Sciences Center, Department of Preventative Medicine

Jessica Peters, Ph.D., Alpert Medical School of Brown University, Department of Psychiatry and Human Behavior

Anger, Not Anxiety or Sadness, Moderates the Naturalistic Use and Effects of Emotion Regulation Strategies

Jane Heiy, Ph.D., VA Portland Health Care System

Jennifer Cheavens, Ph.D., The Ohio State University

Matthew Southward, M.A., The Ohio State University

Exploring the Effects of Two Modules From the Unified Protocol for Transdiagnostic Treatment of Emotional Disorders on Dysregulated Anger

Shannon Sauer-Zavala, Ph.D., Boston University

Leslie Brody, Ph.D., Boston University

David Barlow, Ph.D., Boston University

Clair Cassiello-Robbins, Ph.D., Duke University Medical Center

Integrating Mobile Technology and Social Support With Cognitive Behavioral Therapy for Anger in Veterans With PTSD

Hilary Aralis, Ph.D., UCLA Fielding School of Public Health Department of Biostatistics

Clair Cassiello-Robbins, Ph.D., Duke University Medical Center

Patricia Lester, M.D., UCLA Semel Institute for Neuroscience and Human Behavior

William Saltzman, Ph.D., California State University Long Beach

Greg Barish, Ph.D., Cal State East Bay

Eric Elbogen, Ph.D., Durham VA Medical Center, Duke University

8:30 a.m. – 10:00 a.m.

M104, Marquis Level

Symposium 12

The Feasibility of Exposure Therapy For Eating Disorders

CHAIR: *Jamal H. Essayli, Ph.D., Penn State College of Medicine*

DISCUSSANT: *Carolyn B. Becker, Ph.D., Trinity University*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Exposure, Eating, Implementation*

Patients' Attitudes About Exposure Therapy, Open Weighing, and Other Treatments For Eating Disorders

Hana Zickgraf, Ph.D., University of Chicago

Susan Lane-Loney, Ph.D., Penn State College of Medicine

Jamal H. Essayli, Ph.D., Penn State College of Medicine

Eating Disorder Clinicians' Perceptions of Exposure Therapy For Eating Disorders

Caroline Christian, B.S., University of Louisville

Iriana Vanzhula, M.S., University of Louisville

Cheri A. Levinson, Ph.D., University of Louisville

Feasibility and Outcomes of Interoceptive Exposure For Disordered Eating: A Single-Case Experimental Design

James Boswell, Ph.D., University at Albany, State University of New York

Lisa Anderson, Ph.D., University of Minnesota

Drew Anderson, Ph.D., University at Albany, State University of New York

Jennifer M. Oswald, M.A., University at Albany, State University of New York

FRIDAY

New Kid on the Block: Assessing the Effectiveness and Feasibility of Exposure-Based Treatment For Avoidant/Restrictive Food Intake Disorder in Youth

Colleen Naegele, M.S.W., Rogers Behavioral Health

Stephanie Eken, M.D., Rogers Behavioral Health

Bradley Riemann, Ph.D., Rogers Behavioral Health

Eric A. Storch, Ph.D., Baylor College of Medicine

Nicholas R. Farrell, Ph.D., Rogers Behavioral Health

8:30 a.m. – 10:00 a.m.

M106-M107, Marquis Level

Symposium 13

Evidence Based Treatments to Everybody: Feasibility and Efficacy of the Unified Protocol for Transdiagnostic Treatment of Emotional Disorders Around the World

CHAIR: *Jorge Osma, Ph.D., Universidad de Zaragoza e Instituto de Investigaci'on Sanitaria de Aragon*

DISCUSSANT: *Shannon Sauer-Zavala, Ph.D., Boston University*

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Transdiagnostic, Emotion Regulation, CBT*

Adaptation of the Unified Protocol (UP) With Vulnerable Populations: Contextual Adaptation Process, Outcomes and Future Directions With Victims of Armed Conflict in Colombia

Leonidas Castro-Camacho, ABPP, Ph.D., University of Los Andes

Current Status of Research on the Unified Protocol for the Transdiagnostic Treatment of Emotional Disorders in Japan

Masaya Ito, Ph.D., National Center for Cognitive Behavior Therapy and Research,
National Center of Neurology and Psychiatry

hiroko Fujisato, Ph.D., National Center for Cognitive Behavior Therapy and Research,
National Center of Neurology and Psychiatry

Mitsuhiro Miyamae, Ph.D., National Center for Cognitive Behavior Therapy and
Research, National Center of Neurology and Psychiatry, National Institute of
Neuroscience, National Center of Neurology and Psychiatry

Yuko Shigeeda, Ph.D., National Center for Cognitive Behavior Therapy and Research,
National Center of Neurology and Psychiatry

Masaru Horikoshi, Ph.D., National Center for Cognitive Behavior Therapy and
Research, National Center of Neurology and Psychiatry

Noriko Kato, Ph.D., National Center of Cognitive Behavior Therapy and Research
National Center of Neurology and Psychiatry

Efficacy and Feasibility of the Unified Protocol in Group Format in Public Health Settings in Spain: Preliminary Results at 6 Months Follow-up

Oscar Peris, Ph.D. student, Instituto de Investigacion Sanitaria de Aragon

Carlos Suso-Ribera, Ph.D., Universitat Jaume I

Alba Quilez-Orden, Master student, Universidad de Zaragoza

Cristina Acuses, Master student, Universidad de Zaragoza

Jorge Osma, Ph.D., Universidad de Zaragoza e Instituto de Investigaci'on Sanitaria de
Aragon

**Trans-diagnostic Versus Diagnosis-specific Group Cognitive Behavior Therapy
For Depression and Anxiety Disorders: A Two-armed, Non-inferiority,
Randomized Controlled Trial**

Nina Reinholt, Ph.D., Mental Health Centre Copenhagen, Copenhagen University Hospital. Department of Clinical Medicine, Faculty of Health and Medical Science, University of Copenhagen

Morten Hvenegaard Pedersen, Ph.D., Mental Health Centre Copenhagen, Copenhagen University Hospital

Anne Bryde Christensen, Ph.D., Psychiatric Hospital Slagelse, Region Zealand Mental Health Services. Department of Clinical Medicine, Faculty of Health and Medical Science, University of Copenhagen

Anita Eskildsen, Ph.D., Department of PTSD and anxiety disorders, Aarhus University Hospital, Risskov

Stig Poulsen, Ph.D., Department of Psychology, Faculty of Social Sciences, University of Copenhagen

Carsten Hjorthøj, Ph.D., Psychiatric Research Unit Gentofte, Copenhagen University Hospital

Nicole K. Rosenberg, Ph.D., Mental Health Centre Copenhagen, Copenhagen University Hospital

Mikkel Arendt, Ph.D., Department of PTSD and Anxiety Disorders, Aarhus University Hospital

Jasmin Reyaje Gryesten, Ph.D., Mental Health Centre Copenhagen, Copenhagen University Hospital

Ruth Aharoni Nielsen, Ph.D., Mental Health Centre Copenhagen, Copenhagen University Hospital,

Anja Johnsen Alroe, Ph.D., Department of Depression and Mania, Aarhus University Hospital

Clas Winding Christensen, Ph.D., Mental Health Centre Copenhagen, Copenhagen University Hospital

Sidse M. Arnfred, Ph.D., Psychiatric Hospital Slagelse, Region Zealand Mental Health Services. Department of Clinical Medicine, Faculty of Health and Medical Science, University of Copenhagen

Nina Reinholt, Ph.D., Mental Health Centre Copenhagen, Copenhagen University Hospital. Department of Clinical Medicine, Faculty of Health and Medical Science, University of Copenhagen

Symposium 14

Strategies to Increase Caregiver Involvement in Treatment: Novel Workforces, Delivery Models, and System Reforms to Reach Underserved Populations

CHAIR: *Miya Barnett, Ph.D., University of California, Santa Barbara*

DISCUSSANT: *Marc S. Atkins, Ph.D., University of Illinois at Chicago*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Parenting / Families

Key Words: *Parenting, Community-Based, Service Delivery*

Caregiver Attendance as a Quality Indicator Within a System-Driven Implementation of Multiple Children’s Evidence-Based Practices

Anna Lau, Ph.D., UCLA

Teresa Lind, Ph.D., University of California, San Diego

Blanche Wright, M.A., University of California, Los Angeles

Nicole Stadnick, Ph.D., University of California, San Diego

Lauren Brookman-Frazer, Ph.D., University of California, San Diego

Miya Barnett, Ph.D., University of California, Santa Barbara

Impact of Peer Support Partners on Parent Engagement in Family Therapy

David Sommerfeld, Ph.D., MSW, University of California, San Diego

Rachel Haine-Schlagel, Ph.D., CASRC/San Diego State University

Engagement Strategies in Non-Traditional Service Models: Findings From Community Health Workers Implementing a School-Based Early Intervention Program

Marc S. Atkins, Ph.D., University of Illinois at Chicago

Dana Rusch, Ph.D., university of illinois at chicago

Davielle Lakind, Ph.D., University of South Carolina

Angela Walden, Ph.D., University of Illinois at Chicago

Erika Gustafson, M.A., Univeristy of Illinos at Chicago

Community Health Worker Perspectives on Engaging Latinx Parents: Differences for Mothers and Fathers

Miya Barnett, Ph.D., University of California, Santa Barbara

Juan Carlos Gonzalez, B.S., University of California, Santa Barbara

Symposium 15

What Protects or Harms the Mental Health of Sexual and Gender Minorities?: Examinations of Psychological Inflexibility, Experiencing Sexual Racism, and Religiosity

CHAIR: *Brooke Catlin*, Metropolitan State University of Denver

DISCUSSANT: *Matthew D. Skinta, ABPP, Ph.D.*, Roosevelt University

Earn 1 continuing education credit

All levels of familiarity with the material

Primary Category: LGBTQT+

Key Words: *LGBTQ+, Spirituality and Religion, Measurement*

Examining Rejection, Internalized Stigma, Life Satisfaction, and Depression Among Transgender Individuals: The Moderating Role of Psychological Flexibility and Psychological Inflexibility

Yash Bhambhani, M.A., University of Mississippi

Maureen K. Flynn, Ph.D., Metropolitan State University of Denver

The Development and Validation of the Experienced Sexual Racism Scale

John Bentley, Ph.D., University of Mississippi

Karen Kellum, Ph.D., University of Mississippi

Kelly Wilson, Ph.D., University of Mississippi

Yash Bhambhani, M.A., University of Mississippi

Love the Sinner, Hate the Sin? The Impact of Religiosity on the Psychological Well-Being of LGBT Christians

Alan Gross, Ph.D., University of Mississippi

Shilpa Boppana, M.A., University of Mississippi

Workshop 1

ticket

**Risk Reduction Through Family Therapy (RRFT):
An Evidence-Based Treatment For Co-Occurring
Substance Use Problems and PTSD Among Adolescents**

Zachary Adams, Ph.D., Indiana University
Carla K. Danielson, Ph.D., MUSC

Earn 3 continuing education credits

Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Trauma / Maltreatment

Key Words: *Adolescents, PTSD (Posttraumatic Stress Disorder), Addictive Behaviors*

Despite high rates of comorbidity between PTSD and substance use problems (SUP) in adolescents and adults, few integrated treatments have been rigorously evaluated to date. This slow pace of scientific advancement has left the state of practice stymied. Reasons for this limited progress include compartmentalized mental health and addiction fields, long-standing clinical lore that it is unsafe to engage a youth or adult with SUP in exposure-based treatment due to concerns that exposure-induced distress will exacerbate SUP; and the challenges of doing comorbidity treatment outcome research. Risk Reduction through Family Therapy (RRFT) was developed and evaluated over the past 15 years to address this gap (Danielson et al., 2010, 2012). RRFT is an exposure-based treatment that integrates evidence-based treatments for PTSD (TF-CBT) and substance use disorders (MST principles) to address these commonly co-occurring problems in an integrative fashion. Outcomes from 3 clinical trials, including a recently completed Stage II RCT (124 adolescents with co-occurring SUP and PTSD followed through 18-month post-baseline; Danielson, Adams, et al, under review), support the feasibility, safety, and efficacy of RRFT. Given the high rate in which SUP and PTSD co-occur in trauma-exposed adolescents, this Institute is offered to help meet the need for clinicians who serve this vulnerable population. The aim of this Institute is to provide attendees with an overview of and foundation in the RRFT treatment model. In the first part of the training, Drs. Danielson and Adams will briefly review SUP and other high-risk behaviors commonly observed in adolescents who have experienced traumatic events and will briefly describe the results from completed RRFT clinical trials. Next, the majority of the workshop will be dedicated to clinical training in the ecologically-based RRFT model. The trainers will describe the goals of each of the 7 RRFT treatment components and skills targeted in these components. Key interventions used in the Substance Abuse component and PTSD component will be of largest focus. The trainers will use a combination of activities, case

examples, and practice role plays to promote learning among attendees. Prior training in TF-CBT is highly recommended.

At the end of this session, the learner will be able to:

- Describe the associations among substance use problems, other high-risk behaviors, trauma, and PTSD among adolescents
- Explain the clinical and empirical rationale for taking an integrated and risk reduction approach to treatment with adolescents with co-occurring substance use problems and PTSD.
- List the Fundamentals in implementing RRFT
- Identify the goals and key skills targeted in each of the seven RRFT treatment components.
- Complete an Ecological Functioning Assessment and Substance Use Problem Fit Circle as key interventions applied in RRFT

Recommended Readings: Danielson, C. K., McCart, M., Walsh, K., de Arellano, M. A., White, D., & Resnick, H. S. (2012). Reducing substance use risk and mental health problems among sexually assaulted adolescents: A pilot randomized controlled trial. *Journal of Family Psychology*, 26, 628-635. Dorsey, S., McLaughlin, K. A., Kerns, S. E., Harrison, J. P., Lambert, H. K., Briggs, E. C., ... & Amaya-Jackson, L. (2017). Evidence base update for psychosocial treatments for children and adolescents exposed to traumatic events. *Journal of Clinical Child & Adolescent Psychology*, 46(3), 303-330. Hogue, A., Henderson, C. E., Ozechowski, T. J., & Robbins, M. S. (2014). Evidence base on outpatient behavioral treatments for adolescent substance use: Updates and recommendations 2007–2013. *Journal of Clinical Child & Adolescent Psychology*, 43(5), 695-720. Suárez, L., Belcher, H., Briggs-King, E., & Titus, J. (2012). Supporting the Need for an Integrated System of Care for Youth with Co-occurring Traumatic Stress and Substance Abuse Problems. *American Journal of Community Psychology*, 49, 430-440. Adams, Z. A., McCauley, J. L., Back, S. E., Flanagan, J. C., Hanson, R. F., Killeen, T. K., & Danielson, C. K. (2016). Clinician Perspectives on Treating Adolescents with Comorbid Posttraumatic Stress Disorder, Substance Use, and Other Problems. *Journal of Child & Adolescent Substance Abuse*, 25, 575-583.

Workshop 2

ticket

How to Apply Cognitive Behavioral Principles to Transgender Care: An Evidence-based Transdiagnostic Framework

Danielle S. Berke, Ph.D., Hunter College, City University of New York (CUNY) & The CUNY Graduate Center

Colleen A. Sloan, Ph.D., VA Boston Healthcare System & Boston University School of Medicine

Earn 3 continuing education credits

Basic level of familiarity with the material

Primary Category: LGBTQ+

Key Words: LGBTQ+, Transdiagnostic, Case Conceptualization / Formulation

Transgender individuals are disproportionately burdened by pervasive discrimination, marginalization, and other oppressive social forces (e.g., transphobia). These stressors contribute to well-documented mental health disparities including elevated rates of suicide, anxiety, and depression. While many mental health professionals and ABCT attendees alike are motivated to use the tools of cognitive-behavioral science to address these disparities, far fewer feel prepared to effectively treat clinical distress in transgender people in a culturally affirming, tailored, and evidence-based manner. This gap maintains disparities for this marginalized group and limits the social impact and reach of cognitive-behavioral science and practice. This workshop is designed to provide basic knowledge of clinical distress in transgender populations along with strategies to conceptualize and intervene in presenting problems, utilizing cognitive-behavioral and minority stress (Meyer, 2003) frameworks. Presenters will demonstrate how to effectively apply cognitive-behavioral treatment strategies to directly address presenting problems and symptoms of transgender clients. The workshop aims to develop and/or enhance application of basic cognitive behavioral strategies (e.g., cognitive restructuring, behavioral activation) and third-wave CBT principles (e.g., mindfulness, compassion, acceptance) to the needs of a marginalized community. The workshop is intended for audiences who have some to little knowledge regarding transgender health. In order to enhance participants' engagement and learning, case vignettes, experiential exercises and role-plays, will be embedded throughout this workshop, and will be offered in an affirming, non-judgmental, and supportive environment. The broader implications and social impact of addressing transgender mental health disparities will be emphasized.

At the end of this session, the learner will be able to:

- Develop case conceptualizations of clinical distress associated with transgender-specific stressors using cognitive-behavioral and minority stress frameworks.
- Apply specific cognitive (e.g., cognitive restructuring) and behavioral strategies (e.g., exposure) to address clinical distress in transgender individuals.
- Apply third-wave CBT strategies to both the conceptualization and treatment of clinical distress in transgender clients.

Recommended Readings: Austin, A., & Craig, S. L. (2015). Transgender affirmative cognitive behavioral therapy: Clinical considerations and applications. *Professional Psychology: Research and Practice*, 46(1), 21. Hendricks, M. L., & Testa, R. J. (2012). A conceptual framework for clinical work with transgender and gender nonconforming clients: An adaptation of the Minority Stress Model. *Professional Psychology: Research and Practice*, 43(5), 460. Sloan, C. A., Berke, D. S., & Shipherd, J. C. (2017). Utilizing a dialectical framework to inform conceptualization and treatment of clinical distress in transgender individuals. *Professional Psychology: Research and Practice*, 48(5), 301.

9:00 a.m. – 10:30 a.m.

Atrium Ballroom B&C, Atrium Level

Invited Panel 1

**Increasing Impact of Cognitive Behavioral Therapies:
Why Public Health?**

Sonja Schoenwald, Ph.D., Medical University of South Carolina
Ileana Arias, Ph.D., Centers for Disease Control and Prevention
Craig Thomas, Ph.D., Centers for Disease Control and Prevention
Richard Puddy, Ph.D., M.P.H., Centers for Disease Control and Prevention

Earn 1 continuing education credit

Key Words: *Public Health, Implementation, Public Policy*

This invited session explores the intersection of public health principles and essential services with the conference theme of extending the social impact of cognitive behavioral science. Sonja Schoenwald facilitates a guided discussion among a panel from Atlanta-based, US Centers for Disease Control and Prevention that includes, Ileana Arias, PhD, Craig Thomas, PhD, and Richard Puddy, PhD, MPH. Topics addressed include: public health foundational concepts, the benefits of adopting a public health perspective; what's needed (and limitations) for interventions to work on the ground in a wide variety of potentially diverse and challenging contexts; and illustrations of comprehensive public health strategies that span the continuum from individual to population health. Success stories and battle scars will be highlighted from across a range of strategies that impact health (from individual behavioral science interventions to wide scale policy in-

terventions) all the while taking into account implementation factors. Come experience how ABCT as an organization and as a collection of individuals can gain a public health perspective on scaling solutions to increase the impact of cognitive behavioral science.

At the end of this session, the learner will be able to:

- Describe the CDC conceptual framework for population health and prevention and implications for increasing the impact of cognitive behavioral science.
- Discuss strategies to scale up and scale out effective prevention and intervention approaches to maximize their public health impact.
- Illustrate successes and challenges of implementations and implications for increasing the reach and sustainability of effective practices.

Recommended Readings: Auerbach, J. (2016). The 3 Buckets of Prevention. *Journal of Public Health Management and Practice*, 22(3), 215-218. doi:10.1097/PHH.0000000000000381. <https://stacks.cdc.gov/view/cdc/47598> OR <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5558207/>Aarons, G.A., Sklar, M., Mustanski, B., Benbow, N., & Brown, C.H. (2017). "Scaling out" evidence-based interventions to new populations or new health care delivery systems. *Implementation Science* (2017) 12:111 DOI 10.1186/s13012-017-0640-6. Kazdin, A.E. (2019). Annual research review: Expanding mental health services through novel models of intervention delivery. *The Journal of Child Psychology and Psychiatry*, 60:4, pp. 455-472. doi:10.1111/jcpp.12937

9:00 a.m. – 11:00 a.m.

A703, Atrium Level

Master Clinician 1

ticket

You Are Not Supposed to Feel That Way: Making Room for Difficult Emotions

Robert Leahy, Ph.D., American Institute for Cognitive Therapy

Earn 2 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Adult Anxiety

Key Words: *Emotion Regulation, Rumination, Transdiagnostic*

Many clients have been told that there are certain emotions that they should not have—envy, jealousy, ambivalence, boredom, resentment, regret, sadness, anger, and anxiety. They have been told, “You shouldn’t feel that way”; “Get over it”; or “Stop crying.” But a life worth living often involves experiencing unpleasant emotions that are often complex and apparently “conflicting.” Just as people with OCD struggle with unwanted intrusive thoughts or people who ruminate look for “The Answer,” we often struggle to rid ourselves of unwanted feelings. A new form of CBT—Emotional Schema Therapy,

which draws on ACT, DBT, cognitive therapy and metacognitive therapy-emphasizes that all emotions evolved because they were adaptive-including emotions that we are often told we should not have. We will review beliefs in emotional perfectionism and existential perfectionism-that is, the belief that we should feel good and that our lives should follow certain expectations that we have. But real life is filled with disappointments, loss, unfairness, and even betrayal. I describe a model of emotional inclusiveness, containment of unpleasant emotions, normalization of “the abnormal,” expansion and differentiation of emotions, and the use of these emotions to differentiate the values and meanings that we have. We will review how clients have learned problematic views of emotions, emotion regulation, and emotion expression and how these beliefs currently impede acceptance and tolerance of feelings. We will review these problematic beliefs about fear of emotions, such as the belief in Pure Mind, the need for “clarity” as opposed to openness and fluidity of emotion, beliefs in the durability and need for control of “negative” emotions, shame and guilt about emotions, and intolerance of “conflicting” emotions. We will examine how clients can overcome their fear of crying and in sharing painful feelings, while helping clients also pursue a range of other emotions. A wide range of techniques will be described and experiential participation will be encouraged to assist in deepening meaning without avoiding the unpleasant emotions often associated with finding meaning.

At the end of this session, the learner will be able to:

- Identify problematic beliefs and strategies about “unwanted” emotion.
- Implement techniques, metaphors, and experiential exercises to increase integration and use of unpleasant emotions.
- Identify beliefs in Emotional Perfectionism, Existential Perfectionism, and Pure Mind

Recommended Readings: Leahy, R. L. (2015). *Emotional schema therapy*. New York: Guilford Press. Thoma, N., & McKay, D. (Eds.). (2014). *Working with emotion in cognitive behavioral therapy: Techniques for clinical practice*. New York: Guilford Press. Herbert, J., & Forman, E. (Eds.). (2010). *Acceptance and mindfulness in cognitive behavior therapy: Understanding and applying the new therapies*. New York: Wiley.

9:00 a.m. – 11:00 a.m.

A708, Atrium Level

Special Session

Become an American Board of Professional Psychology (ABPP) Board Certified Specialist in Behavioral and Cognitive Psychology

Robert Klepac, Ph.D., ABPP, University of Texas Health Science Center at San Antonio

Linda C. Sobell, Ph.D. ABPP, Nova Southeastern University

This workshop will focus on how to become a Board Certified Specialist in Behavioral and Cognitive Psychology. Certification by ABPP demonstrates psychologists have met

their specialty's standards and competencies. Board Certification is valuable for several reasons: (a) it is increasingly becoming an expectation in our profession; (b) it enhances practitioner credibility for patients; (c) it distinguishes you from other psychologists; (d) there are potential salary increases by the VA, hospitals, the military, and other health care facilities; (e) it enhances qualifications as an expert witness; (f) it facilitates inter-jurisdictional licensing and practice mobility; and (g) it streamlines the credentialing process for licensing boards, and insurance companies. The application process for regular, early entry (graduate students, interns, and residents), and senior option candidates will be reviewed.

9:00 a.m. – 10:00 a.m.



Embassy F, Embassy Level, Hyatt Regency Atlanta

Couples Research & Treatment SIG

At this meeting we will welcome new members; announce graduate student research award recipients; discuss content of future newsletters; elect new officers; obtain dues payments; provide briefs on activities of subcommittees; discuss the SIG's role in the larger ABCT organization; and discuss salient, novel couples research and intervention issues related to theory, methodology, statistics, grant funding, and public policy.

9:00 a.m. – 10:00 a.m.



Embassy D, Embassy Level, Hyatt Regency Atlanta

Student SIG

At the 2019 Student SIG meeting we will present the Best Poster Award, elect the incoming Co-President, update all membership rosters, and hold a panel for individuals who are interested in applying for and attending graduate school.

10:00 a.m. – 11:00 a.m.

Imperial Ballroom A, Marquis Level

Special Session

Internship Meet and Greet

PRESENTERS: *Jeanette Hsu, Ph.D.*, VA Palo Alto Health Care System
Crystal S. Lim, Ph.D., University of Mississippi Medical Center

For description please see "Internship Training Site Overview" on page 28 at 8:30 a.m.

10:15 a.m. – 11:45 a.m.

networking 

Embassy C, Embassy Level, Hyatt Regency Atlanta

Psychosis and Schizophrenia Spectrum SIG

The first part of the meeting will be a discussion of the board's efforts to serve our membership in the past year, a vote on a new name for the SIG, election of officers, and SIG goals for the coming year (e.g., continuing to expand membership size and engagement, next year's preconvention community forum). The second part of the meeting will include an invited research presentation on psychosis and/or the schizophrenia spectrum.

10:30 a.m. – 12:00 p.m.

M102, Marquis Level

Mini Workshop 3

Overcoming Challenges in the Therapeutic Relationship

Judith S. Beck, Ph.D., Beck Institute For Cognitive Behavior Therapy

Earn 1.5 continuing education credits

Moderate to Advanced level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *CBT, Therapeutic Relationship, Personality Disorders*

A good working relationship with clients is essential if clients are to make progress in therapy. Why do some clients easily form an adaptive relationship with their therapist while others do not? It's usually related to clients' maladaptive core beliefs about themselves and other people. If they believe they are vulnerable and other people are likely to hurt them, they tend to believe that their therapist may hurt them, too. Ruptures may occur even with the most expert of therapists. There are a number of strategies therapists can employ to avoid ruptures but when they do occur, a great deal of learning can take place. Strategies to repair ruptures include eliciting clients' automatic thoughts when therapists notice an affect shift in session, responding effectively to clients' concerns regarding the relationship, modeling apologizing and problem solving when clients' concerns are valid, and helping clients test their view of the therapist when their concerns are not valid. When these kinds of techniques are insufficient, therapists need to conceptualize why a particular problem has arisen so they can choose advanced strategies to improve the relationship. Having worked through a therapeutic relationship problem with clients, therapists can help clients generalize what they have learned to relevant relationships outside of therapy. Therapists may also need to use a variety of techniques to modify their

own beliefs and coping strategies that interfere with the alliance, especially developing realistic expectations for clients and for themselves. They may also need to increase their competence and engage in self-care activities. Experiential exercises will help participants apply what they've learned to their own clients.

At the end of this session, the learner will be able to:

- Identify dysfunctional beliefs associated with therapeutic relationship problems.
- List techniques to repair ruptures.
- Use strategies to prevent problems in the therapeutic relationship.

Recommended Readings: Beck, J.S. (2005). *Cognitive therapy for challenging problems: What to do when the basics don't work*. New York: Guilford. Kazantzis, N., Dattilio, F. M., & Dobson, K. S. (2017). *The therapeutic relationship in cognitive-behavioral therapy: A clinician's guide*. Guilford Publications. Safran, J. D., Muran, J. C., Samstag, L. W., & Stevens, C. (2001). Repairing alliance ruptures. *Psychotherapy: Theory, Research, Practice, Training*, 38(4), 406.

10:30 a.m. – 12:00 p.m.

M103, Marquis Level

Mini Workshop 4

Strategic Pressure for OCD: When All Else Fails

Jonathan B. Grayson, Ph.D., The Grayson LA Treatment Center for Anxiety & OCD

Earn 1.5 continuing education credits

Moderate level of familiarity with the material

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: *OCD (Obsessive Compulsive Disorder), Parenting, Adherence*

Although research and clinical practice has found that OCD can be overcome through the treatment using of exposure and response prevention, families and parents often find themselves struggling with a sufferer who refuses treatment. The results of this are devastating upon everyone. Sufferers with the potential for fulfilling lives may become housebound for countless years. Families, desperate to help, but helpless because they don't know how, often become prisoners of sufferers' obsessions. Too often these sufferers are told treatment won't be possible until they are ready. Unfortunately, these people have given up on their lives and there often seems to be no "rock bottom" that wakes them up. Strategic Pressure is an intervention developed by Lee Fitzgibbons and me to help treatment refusers and their families. Through the use of family pressure and a series of hierarchical forced choices, treatment refusers can make progress and can make the transition to active treatment participants. As with many techniques, this seemingly

simple approach is complicated to successfully implement. The presentation will focus on: 1) the mechanics and rationale underlying strategic pressure; 2) strategic pressure's strengths and limitations; 3) advantages and disadvantages of strategic pressure compared to other approaches, (e.g., intensive OCD inpatient programs); 4) ethical considerations; and 5) illustrative case presentations and their outcomes.

At the end of this session, the learner will be able to:

- Understand the rationale for using Strategic Pressure and how to determine when it is appropriate to institute Strategic Pressure.
- Explain how to motivate and educate families about their role in strategic pressure.
- Recognize how to create therapeutic forced choices and how to transform the treatment refusing patient into a collaborator in his/her own program.

Recommended Readings: VanDyke, M. M. & Pollard, C. A. (2005). Special Series: Adapting CBT For Recalcitrant Populations Treatment of refractory obsessive-compulsive disorder: The St. Louis model. *Cognitive and Behavioral Practice*, 12, pgs 30-39. VanDyke, M. M., Pollard, C. A., Harper, J., & Conlon, K. E. (2015). Brief Consultation to Families of Treatment Refusers with Symptoms of Obsessive Compulsive Disorder: Does It Impact Family Accommodation and Quality of Life? *Psychology*, 6, 1553-1561. <http://dx.doi.org/10.4236/psych.2015.612152> Neziroglu, Fugen; Mancusi, Lauren (2014). Treatment Resistant OCD: Conceptualization and Treatment. *Current Psychiatry Reviews*, Volume 10, Number 4, November 2014, pp. 289-295(7)

10:30 a.m. – 12:00 p.m.

A702, Atrium Level

Research and Professional Development 2

Living as a Scientist-Practitioner: How to Conduct Research in Your Clinical Practice

PANELISTS: *Travis L. Osborne, Ph.D.*, ABPP, Evidence Based Treatment Centers of Seattle

Andrew White, Ph.D., Portland DBT Institute

R. Trent Codd III, Ed.S., Cognitive-Behavioral Therapy Center of WNC, P. A.

Jacqueline B. Persons, Ph.D., Oakland CBT Center

Earn 1.5 continuing education credits

Basic level of familiarity with the material

Primary Category: Professional / Interprofessional Issues

Key Words: *Professional Development, Professional Issues, Assessment*

These private practitioners will describe the strategies they use to conduct and publish research in their private practice settings. The presenters will cover the following topics: •

Choosing a good research question • Integrating science and practice by collecting data in clinical work to guide both the clinical work and to contribute to science • Integrating digital progress monitoring technology with multiple sources of research data • Designing and carrying out a single case experimental design • Informed consent and ethical review of practice-based research projects • Handling issues of time and money • Values, interests, and lifestyle decisions • Collaborating with others The presenters will begin with 45 minutes of didactics and discussion of these topics, including descriptions of some of their research studies and publications. The panel will then divide into four breakout groups: Implementing digital technology (White), Single case experimental design (Codd), Ethical issues (Osborne), and Choosing a good research question (Persons). Attendees can select one of these breakout groups so they can get focused help for the challenges they confront in their own practice settings.

At the end of this session, the learner will be able to:

- Identify one step s/he can take to conduct research in his/her clinical setting.
- Identify one research question that s/he could investigate in his/her clinical setting.
- Name two strategies that s/he can carry out to obtain an ethics review of a study s/he wants to conduct in his/her clinical practice setting.

Recommended Readings: Codd III, R. T. (Ed.) (2018). *Practice-Based Research: A Guide for Clinicians*. New York and London: Routledge. Persons, J. B. (2007). Psychotherapists collect data during routine clinical work that can contribute to knowledge about mechanisms of change in psychotherapy. *Clinical Psychology: Science and Practice*, 14(3), 244-246. Hayes, S. C. (1981). Single case experimental design and empirical clinical practice. *Journal of Consulting and Clinical Psychology*, 49(2), 193-211.

10:30 a.m. – 12:00 p.m.

networking 

Embassy E, Embassy Level, Hyatt Regency Atlanta

Autism Spectrum and Developmental Disabilities (ASDD) SIG

We will begin with an introduction and progress report from the past year, followed by a Keynote presentation by a scientific leader in the field, and the presentation of awards. We will conclude with a discussion of the strategic plan and goals for next year.

10:30 a.m. – 11:30 a.m.

networking 

Embassy F, Embassy Level, Hyatt Regency Atlanta

Spiritual & Religious Issues in Behavior Change SIG

At this year's meeting, the SIG will discuss current research and developments in the field of spirituality and religion in psychology. Attendees will have time to network with others who share their interest in this area. Members and non-members are invited to attend.

10:30 a.m. – 12:00 p.m.

networking 

Embassy D, Embassy Level, Hyatt Regency Atlanta

Child Maltreatment and Interpersonal Violence SIG

We will conduct elections as well as announce the winners of the Neil S. Jacobson Student Poster Award and the Deborah J. Rhatigan Early Career Award. Award winners will present their research. We will hold a membership networking session for students and early career members to meet with mid-career and senior members to discuss both research partnerships and career development.

10:30 a.m. – 11:30 a.m.

networking 

Marietta, Conference Level, Hyatt Regency Atlanta

Cognitive Therapy SIG

We will review efforts on social networking and dissemination, introduce new members, review our mentorship program, poster session, etc. We will then have an invited guest speaker present new work in a relevant topic area. We are particularly interested in having students attend, but all are welcome – even if you're not yet a member!

10:30 a.m. – 12:00 p.m.

M202, Marquis Level

Special Session

Review of the Latest ADHD Clinical Practice Guidelines: Practical Recommendations and Future Directions

Steven W. Evans, Ph.D., Ohio University
Thomas Power, Ph.D., Children's Hospital of Philadelphia & Pearlman
School of Medicine at the University of Pennsylvania
William E. Pelham Jr., ABPP, Ph.D., Florida International University, Center
for Children and Families
Carla C. Allan, Ph.D., Children's Mercy Kansas City & University of
Missouri-Kansas City School of Medicine

Members of the Attention-Deficit/Hyperactivity Disorder (ADHD) Clinical Practice Guidelines subcommittees for the American Academy of Pediatrics and the Society for Developmental and Behavioral Pediatrics will review the latest ADHD Clinical Practice

Guidelines with special emphasis on practical recommendations for research and practice. Similarities and differences between the two guidelines will also be highlighted as well as opportunities for future development.

10:30 a.m. – 12:00 p.m.

Imperial Salon B, Marquis Level

Symposium 129

Therapeutic Potential of Oxytocin for Improving Social-Cognitive Processes and Behavior in PTSD and Substance Use Disorders

CHAIR: *Lauren M. Sippel, Ph.D.*, National Center for PTSD

DISCUSSANT: *Angela Fang, Ph.D.*, Massachusetts General Hospital/Harvard Medical School

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: *Medication, Comorbidity, Social Relationships*

Intranasal Oxytocin's Effects on Social Cognition in Those With Co-morbid PTSD-AUD

Christopher Stauffer, M.D., UCSF

Tyler Morrison, M.D., UCSF

lize DeCoster, Ph.D., University Carlos III de Madrid

Jin Wen, B.S., University of British Columbia

Aoife O'Donovan, Ph.D., UCSF

Josh Woolley, M.D., Ph.D., UCSF

Christopher Stauffer, M.D., UCSF

Effects of Intranasal Oxytocin on Social Threat- and Reward-Related Effective Connectivity in Childhood Abuse-Related PTSD

Julianne Flanagan, Ph.D., Medical University of South Carolina

Kathleen Brady, MD, Ph.D., Medical University of South Carolina

Jane Joseph, Ph.D., Medical University of South Carolina

Lauren M. Sippel, Ph.D., National Center for PTSD

FRIDAY

Sex Differences in the Effects of Intranasal Oxytocin on Stress Reactivity and the Relationship to Childhood Trauma in Recreational Cannabis Users

Margaret Haney, Ph.D., New York State Psychiatric Institute & Columbia University
Irving Medical Center

Jeanne Manubay, M.D., New York State Psychiatric Institute & Columbia University
Irving Medical Center

Suzette Evans, Ph.D., New York State Psychiatric Institute & Columbia University
Irving Medical Center

Stephanie C. Reed, Ph.D., New York State Psychiatric Institute & Columbia University
Irving Medical Center

The Moderating Role of Infidelity on the Relation Between Oxytocin and Conflict Behaviors Among Substance Misusing Couples

Amber Jarnecke, Ph.D., Medical University of South Carolina

Sudie Back, Ph.D., Medical University of South Carolina

Kathleen Brady, M.D., Ph.D., Medical University of South Carolina

Julianne Flanagan, Ph.D., Medical University of South Carolina

Ruschelle Leone, M.A., Medical University of South Carolina

10:30 a.m. – 12:00 p.m.

Atrium Ballroom A, Atrium Level

Symposium 16

Beyond Symptom Remission: Using CBT to Empower Youth to Achieve Normative Developmental Milestones

CHAIR: *Renaë Beaumont, Ph.D.*, Weill Cornell Medicine, New York
Presbyterian Hospital

DISCUSSANT: *Cynthia Suveg, Ph.D.*, University of Georgia

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Social Skills Training, Emotion Regulation, Transdiagnostic*

Improvements in Developmentally Appropriate Tasks Following Intensive Group Behavioral Therapy for Youth with Selective Mutism

Danielle Comacchio, M.S., Florida International University

Natalie Hong, B.S., Florida International University

Jonathan Comer, Ph.D., Florida International University

Jami Furr, Ph.D., Florida International University

Using a Serious Gaming Based CBT Intervention to Improve Social-Emotional Skill Development in a Transdiagnostic Sample of Youth

Renae Beaumont, Ph.D., Weill Cornell Medicine, New York Presbyterian Hospital

Amy Miranda, LCSW, Weill Cornell Psychiatry Specialty Center

Jennifer Schild, B.S., Weill Cornell Medicine, New York Presbyterian Hospital

Jo Hariton, Ph.D., Weill Cornell Medicine, New York Presbyterian Hospital

Barbara Flye, Ph.D., Weill Cornell Medicine, New York Presbyterian Hospital

Paul Sullivan, Ph.D., Weill Cornell Medicine, New York Presbyterian Hospital

Corinne Catarozoli, Ph.D., Weill Cornell Medicine, New York Presbyterian Hospital

Alisa Powers, Ph.D., Weill Cornell Medicine, New York Presbyterian Hospital

Andrea Temkin, Ph.D., Weill Cornell Medicine, New York Presbyterian Hospital

Justin Mohatt, M.D., Weill Cornell Medicine, New York Presbyterian Hospital

Shannon Bennett, Ph.D., Weill Cornell Medicine

Developmental Considerations in Adapting the Unified Protocol for Treatment of Emotional Disorders in Adolescents as a Group Therapy

Elizabeth Halliday, B.S., University of Miami

Niza Tonarely, M.A., University of Miami

Rebecca Grossman, M.S., University of Miami

Rebecca Ford-Paz, Ph.D., Ann and Robert H. Lurie Children's Hospital of Chicago, Northwestern University

Caroline Kerns, Ph.D., Ann & Robert H. Lurie Children's Hospital of Chicago; Feinberg School of Medicine

Jill Ehrenreich-May, Ph.D., University of Miami

Am I All Grown Up Yet? Developmental Milestones, Parents, and the Treatment of Anxiety in Emerging Adults

Anne Marie Albano, ABPP, Ph.D., Columbia University Medical Center

Symposium 17

The Wisdom of a Good Night's Sleep: Sleep Disturbance as a Mechanism and Target of Treatment in Depression and Anxiety

CHAIR: *Y. Irina Li, M.A., University of Rochester*

DISCUSSANT: *Michael L. Perlis, Ph.D., University of Pennsylvania*

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Sleep / Wake Disorders

Key Words: *Sleep, Depression, Anxiety*

Positive Affective Reactivity Mediates the Association Between Sleep Quality and Daily Depressive Symptoms in Adolescents

Lisa R. Starr, Ph.D., University of Rochester

Y. Irina Li, M.A., University of Rochester

Temporal Relations Among Sleep Behaviors, Depression Symptoms, and Anxiety Symptoms During Intensive Cognitive-Behavioral Treatment

Carol Chu, Ph.D., Harvard University

Courtney Beard, Ph.D., McLean Hospital/Harvard Medical School

Þrösar Björgvinnson, PhD, ABPP, McLean Hospital/Harvard Medical School

Jacob Nota, Ph.D., McLean Hospital/Harvard Medical School

Treatment Targets For CBT-I in Individuals With Insomnia With and Without Depression

Colleen E. Carney, Ph.D., Ryerson University

Nicole E. Carmona, M.A., Ryerson University

Preliminary Evidence For the Efficacy of Cognitive Behavior Therapy For Insomnia (CBTI) for Concurrent Mood and Anxiety Symptoms

Bunmi O. Olatunji, Ph.D., Vanderbilt University

Rebecca C. Cox, M.A., Vanderbilt University

Symposium 18

Oppressed Identities and Healing: Streamlining Intervention Targets and Coping

CHAIR: *Broderick Sawyer, Ph.D.*, Behavioral Wellness Clinic

DISCUSSANT: *Broderick Sawyer, Ph.D.*, Behavioral Wellness Clinic

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Oppression and Resilience Minority Health

Key Words: *Transdiagnostic, Oppression, Resilience*

Racial Microaggressions and Preliminary Evidence for Emotion-Focused Conceptualization and Intervention

Broderick Sawyer, Ph.D., Behavioral Wellness Clinic

An Intersectional Model of Stress and Oppression in LGBTQ+ Teens of Color: Results From the 2017 LGBTQ+ Teen Survey

Terence Ching, M.Soc.Sci., University of Connecticut

The Role of Ethnic Discrimination and Coping Style on Comorbid PTSS and Chronic Pain

Destiny Printz, B.A., University of Connecticut

Transdiagnostic Psychological Skills Groups For Youth of Refugee and Immigrant Backgrounds: A Community-Based Participatory Intervention Project

Jeffrey Winer, Ph.D., Boston Children's Hospital/Harvard Medical School

Symposium 19

Novel Preventive Intervention Strategies For Couples and Families: Extending the Reach and Social Impact of CBT to Promote Relationship Quality and Adult and Child Well-being

CHAIR: *Allen W. Barton, Ph.D., University of Illinois, Urbana-Champaign*

DISCUSSANT: *Scott Stanley, Ph.D., University of Denver*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Prevention, Families*

MotherWise: Implementation and Preliminary Evidence of Effectiveness of a Perinatal Healthy Relationship Education Program For Disadvantaged Families

Galena K. Rhoades, Ph.D., University of Denver

Less is Not More: The Benefits of Couple Based Health Interventions

Kathryn Pollack, Ph.D., Duke University

Lawa Fish, Ph.D., Duke University

Devon Noonan, Ph.D., Duke University

Kristina Coop Gordon, Ph.D., University of Tennessee - Knoxville

Effects of a Web-based Relationship Program on Co-parenting and Child Functioning

McKenzie Roddy, M.S., University of Miami

Emily Salivar, Ph.D., Nova Southeastern University

Maria Llabre, Ph.D., University of Miami

Amanda Jensen-Doss, Ph.D., University of Miami

Brian Doss, Ph.D., University of Miami

The Protecting Strong African American Families Program: Design, Implementation, and Long-term Outcomes For Couples and Children

Justin Lavner, Ph.D., University of Georgia

Steven Beach, Ph.D., University of Georgia

Allen W. Barton, Ph.D., University of Georgia

Symposium 20

Moderators and Mediators in Adult Anxiety and Obsessive-Compulsive Disorders

CHAIR: *Nathaniel Van Kirk, Ph.D.*, McLean Hospital/Harvard Medical School

DISCUSSANT: *David Tolin, Ph.D.*, Institute of Living

Earn 1.5 continuing education credits

Moderate level of familiarity with the material

Primary Category: Adult Anxiety

Key Words: *Anxiety, OCD (Obsessive Compulsive Disorder), Mediation / Mediators*

Longitudinal Evaluation of Treatment Motivation in Intensive Residential Treatment for OCD

Nathaniel Van Kirk, Ph.D., McLean Hospital/Harvard Medical School

Mediators and Moderators in the Treatment of Anxiety and Depression

Miriam Ambrosino, B.A., Fordham University

Katherine Sheehan, Fordham University

Dean McKay, Ph.D., Fordham University

Lauryn Garner, M.A., Fordham University

Sudden Gains During the Cognitive-Behavioral Treatment of OCD

Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill

Jennifer Buchholz, M.A., UNC Chapel Hill

Predictive Influences of Genes in Cognitive-Behavioral Therapy for Emotional Disorders: A Meta-Analysis

Lauryn Garner, M.A., Fordham University

Dean McKay, Ph.D., Fordham University

Emily Steinberg, M.A., Fordham University

Symposium 21

Families as a Source of Resilience for Youth Facing Stressors: Extending the Reach and Relevance of Family-Based Interventions

CHAIR: *Nada M. Goodrum, M.A., Medical University of South Carolina*

DISCUSSANT: *Deborah J. Jones, Ph.D., UNC Chapel Hill*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Parenting / Families

Key Words: *Families, Resilience, Underserved Populations*

The Role of Social Support in the Relationship Between Mother-Child Attachment and Functioning in Youth Affected by Maternal HIV

Lisa Armistead, Ph.D., Georgia State University

Marya Schulte, Ph.D., University of California, Los Angeles

Debra Murphy, Ph.D., University of California, Los Angeles

Sae-Jin Kim, B.A., Georgia State University

Abuse-Specific and General Maternal Support Following Child Sexual Abuse: Relations to Child and Parent Reported Outcomes

Nada M. Goodrum, M.A., Medical University of South Carolina

Funlola Are, M.A., Medical University of South Carolina

David Solomon, Ph.D., Western Carolina University

Daniel W. Smith, Ph.D., Medical University of South Carolina

Family Cohesion as a Protective Factor for Youth Risk Behavior, Victimization, and Mental Health in a National Sample of Adolescents

Daniel W. Smith, Ph.D., Medical University of South Carolina

Rochelle Hanson, Ph.D., Medical University of South Carolina

Benjamin Saunders, Ph.D., Medical University of South Carolina

Dean Kilpatrick, Ph.D., Medical University of South Carolina

Nada M. Goodrum, M.A., Medical University of South Carolina

Parenting Outcomes Improve in a Treatment Targeting Adolescent PTSD, Substance Use, and Other Risky Behaviors: Findings From a Stage II RCT of Risk Reduction Through Family Therapy (RRFT)

Zachary Adams, Ph.D., Indiana University

Jason Chapman, Ph.D., Oregon Social Learning Center

Michael McCart, Ph.D., Oregon Social Learning Center

Ashli Sheidow, Ph.D., Oregon Social Learning Center

Hannah Sebald, B.A., Medical University of South Carolina

Michael De Arrellano, Ph.D., Medical University of South Carolina

Carla K. Danielson, Ph.D., MUSC

Austin Hahn, Ph.D., Medical University of South Carolina

10:30 a.m. – 12:00 p.m.

Marquis Salon A, Marquis Level

Symposium 22

Maximizing the Public Health Impact of Cognitive Behavioral Science Through Improving Consumer Engagement

CHAIRS: *Davielle Lakind, Ph.D., University of South Carolina*

Alayna L. Park, M.A., UCLA

DISCUSSANT: *Kimberly D. Becker, Ph.D., University of South Carolina*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Dissemination, Implementation, Families*

Does Knowledge Equal Power? A Review of Mental Health Literacy Interventions and Their Impact on Seeking Treatment

Jennifer Gamarra, M.A., C.Phil., UCLA

Katherine Barnes, B.S. (in progress), University of California, Los Angeles

Bruce F. Chorpita, Ph.D., UCLA

Jennifer Gamarra, M.A., C.Phil., UCLA

FRIDAY

Trajectories of Parent Participation in Prevention/early Intervention Services: Capitalizing on Everyday Interactions With Parents in Schools Through Flexible Paraprofessional-led Services

Grace Cua, M.S.W., University of Illinois at Chicago

Tara Mehta, Ph.D., University of Illinois at Chicago

Dana Rusch, Ph.D., University of Illinois at Chicago

Marc S. Atkins, Ph.D., University of Illinois at Chicago

Davielle Lakind, Ph.D., University of South Carolina

Increasing Consumer Engagement With Computer-delivered Behavioral Interventions: Incorporating Verbal Reflections and Non-verbal Gestures to a Digital Health Agent.

Stephanie Lunn, M.S., Florida International University

Mihai Polcneau, MS, Ecole Nationale D'Ingenieurs de Brest

Christine Lisetti, PhD, Florida International University

Maya M. Boustani, Ph.D., Loma Linda University

Harnessing Existing Cognitive-Behavioral Treatment Strategies to Address Client Emergent Life Events

Karen Guan, Ph.D., University of California, Los Angeles

Maya M. Boustani, Ph.D., Loma Linda University

Bruce F. Chorpita, Ph.D., UCLA

Karen Guan, Ph.D., University of California, Los Angeles

Provider Recommendations for Engaging Underserved Populations in Mental Health Services

Maya M. Boustani, Ph.D., Loma Linda University

Dana Saifan, M.A., UCLA

Resham Gellatly, M.A., C.Phil., UCLA

Jennifer Gamarra, M.A., C.Phil., UCLA

Andrea Letamendi, Ph.D., UCLA

Cameo Stanick, Ph.D., LCP, Hathaway-Sycamores Child and Family Services

Jennifer Regan, Ph.D., Hathaway-Sycamores Child and Family Services

Gina Perez, Psy.D., Hathaway-Sycamores Child and Family Services

Debbie Mannors, MSW, Hathaway-Sycamores Child and Family Services

Michael Reding, Ph.D., Icahn School of Medicine at Mount Sinai

Bruce F. Chorpita, Ph.D., UCLA

Alayna L. Park, M.A., UCLA

Symposium 23

Extending Suicide Research to the Most Marginalized Subgroups of Sexual and Gender Minority Individuals

CHAIRS: *Brian A. Feinstein, Ph.D.*, Northwestern University
Cindy Chang, B.A., Rutgers University

DISCUSSANT: *Mitchell Prinstein, Ph.D.*, University of North Carolina - Chapel Hill

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, LGBTQ+, Underserved Populations*

Suicidality and Risk Factors Among Self-identified Bisexual Youth: Differences Based on Race/ethnicity and Sex

Blair Turner, MPH, Northwestern University
Lauren Beach, JD, Ph.D., Northwestern University
Aaron Korpak, B.A., Northwestern University
Gregory Phillips, Ph.D., Northwestern University
Brian A. Feinstein, Ph.D., Northwestern University

Unique Risk Factors For Suicide Attempt in Bisexual Adults

Kara Fehling, M.A., Rutgers University
Brian A. Feinstein, Ph.D., Northwestern University
Edward Selby, Ph.D., Rutgers, The State University of new Jersey
Cindy Chang, B.A., Rutgers University

Suicidal Ideation Among Transgender and Gender Diverse Persons: A Three-Month Follow-up Analysis

Allura L. Ralston, M.A., University of Nebraska-Lincoln
Alexander Farquhar-Leicester, B.A., University of Nebraska-Lincoln
Natalie R. Holt, M.A., University of Nebraska-Lincoln
Debra A. Hope, Ph.D., University of Nebraska-Lincoln
Richard A. MocarSKI, Ph.D., University of Nebraska at Kearney
Nathan Woodruff, Trans Collaborations
Trans Collaborations, Trans Collaborations
Terrence Z. Huit, M.A., University of Nebraska-Lincoln

Correlates of Hospitalization For Suicidal Ideation and Attempt in Gender Diverse Adults

Emma Moscardini, B.S., Louisiana State University

Annie Snow, Ph.D., University of Kentucky

Julie Cerel, Ph.d., University of Kentucky

Raymond Tucker, Ph.D., Louisiana State University

Alix Aboussouan, B.S., Louisiana State University

10:30 a.m. – 11:30 a.m.

Marquis Salon C, Marquis Level

Symposium 24

Social Media For Social Good: Using Social Media to Deliver Cognitive and Behavioral Interventions to Adolescents and Young Adults

CHAIR: *Danielle Ramo, Ph.D.*, Hopelab

DISCUSSANT: *Patricia Cavazos, Ph.D.*, Washington University in St. Louis

Earn 1.5 continuing education credits

Basic level of familiarity with the material

Primary Category: Technology

Key Words: *Adolescents, Technology / Mobile Health, LGBTQ+*

How are Lonely and Depressed Teens Using Social Media?: Results From a Nationally Representative Survey

Danielle Ramo, Ph.D., Hopelab

Vicky Rideout, M.A., VJR Consultant

Susannah Fox, B.A., Internet Geologist LLC

Ben Miller, PsyD, Well Being Trust

Jana Haritatos, Ph.D., Hopelab

Emma Bruhlman-Senecal, Ph.D., Hopelab

Vivibot: Evaluating the Use of a Chatbot to Deliver Positive Psychology Skills to Promote Well-being in Young Cancer Survivors

Stephanie Greer, Ph.D., Hopelab

Yin-Juei Chang, Ph.D., Hopelab

Michael Fu, MD, MBA, Hopelab

Danielle Ramo, Ph.D., Hopelab

Efficacy of the Put It Out Project: A Tailored Smoking Cessation Intervention on Facebook For Sexual and Gender Minority Young Adults

Gary Humfleet, Ph.D., UCSF

Meredith Meacham, Ph.D., UCSF

Judith Prochaska, Ph.D., MPH, Stanford

Danielle Ramo, Ph.D., Hopelab

Erin Vogel, Ph.D., University of California, San Francisco

10:30 a.m. – 12:00 p.m.

Marquis Salon D, Marquis Level

Symposium 25

The Treatment of Anxiety in Autism Spectrum Disorder (TAASD) Trial: Clinical Characteristics and Outcomes

CHAIR: *Connor M. Kerns, Ph.D., University of British Columbia*

DISCUSSANT: *Susan White, Ph.D., The University of Alabama*

Earn 1.5 continuing education credits

Moderate level of familiarity with the material

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, Anxiety, Clinical Trial*

Social Functioning and the Presentation of Anxiety in Children With Autism Spectrum Disorder

Eric A. Storch, Ph.D., Baylor College of Medicine

Philip C. Kendall, Ph.D., Temple University

Jeffrey J. Wood, Ph.D., UCLA

Connor M. Kerns, Ph.D., University of British Columbia

Michelle C. Hunsche, B.A., University of British Columbia

Differential Treatment Response Between Personality Subgroups of Youth With ASD and Comorbid Anxiety

Jeffrey J. Wood, Ph.D., UCLA

Amanda Johnson, B.A., University of California, Los Angeles

Kashia Rosenau, B.A., University of California, Los Angeles

An Chuen Cho, M.A., University of California, Los Angeles

FRIDAY

Mediators of Change in the Treatment of Anxiety in Autism Spectrum Disorders Study

Lesley Norris, M.A., Temple University

Sophie Palitz, M.A., Temple University

Brent Small, Ph.D., University of South Florida

Eric A. Storch, Ph.D., Baylor College of Medicine

Karen Wood, Ph.D., UCLA

Jeffrey J. Wood, Ph.D., UCLA

Connor M. Kerns, Ph.D., University of British Columbia

Philip C. Kendall, Ph.D., Temple University

Therapeutic Alliance in the Treatment of Anxiety in Autism Spectrum Disorder (TAASD) Study: The Effect of Pre-Treatment Characteristics and Treatment Condition

Eric A. Storch, Ph.D., University of South Florida

Philip C. Kendall, Ph.D., Temple University

Jeffrey J. Wood, Ph.D., UCLA

Connor M. Kerns, Ph.D., University of British Columbia

Sophie Smit, M.A., University of British Columbia

Standard-Practice CBT and Adapted CBT for Anxiety in Youth With Autism: Impact on Personalized Symptom Profiles Over the Course of Treatment

Philip C. Kendall, Ph.D., Temple University

Karen Wood, Ph.D., UCLA

Connor M. Kerns, Ph.D., University of British Columbia

Eric A. Storch, Ph.D., Baylor College of Medicine

Jeffrey J. Wood, Ph.D., UCLA

Symposium 26

Anxiety Sensitivity and Substance Use: Associations and Novel Treatment Approaches

CHAIRS: *Amanda Raines, Ph.D.*, Southeast Louisiana Veterans Health Care System

Nicholas Allan, PhD, Ohio University

DISCUSSANT: *Julia Buckner, Ph.D.*, Louisiana State University

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Addictive Behaviors

Key Words: *Substance Abuse, Anxiety, Adult*

Anxiety Sensitivity and Opioid Use: Associations Among a Treatment Seeking Veteran Sample

Nicholas Allan, Ph.D., Ohio University

Shelby McGrew, B.S., Southeast Louisiana Veterans Health Care System

Chelsea Ennis, M.S., Southeast Louisiana Veterans Health Care System

Jessica Walton, Ph.D., Southeast Louisiana Veterans Health Care System

C. Laurel Franklin, Ph.D., Southeast Louisiana Veterans Health Care System

Amanda Raines, Ph.D., Southeast Louisiana Veterans Health Care System

Anxiety Sensitivity and Benzodiazepine Misuse

Margaret Griffin, Ph.D., McLean Hospital/Harvard Medical School

Olivera Bogunovic, M.D., McLean Hospital/Harvard Medical School

Roger Weiss, M.D., McLean Hospital/Harvard Medical School

R. Kathryn McHugh, Ph.D., McLean Hospital/Harvard Medical School

Establishing Measurement Invariance and Comparing Latent Means of Anxiety Sensitivity Across Heroin and Cocaine Use Disorders

Kevin Saulnier, M.A., Ohio University

Amanda Raines, Ph.D., Southeast Louisiana Veterans Health Care System

Ashley Knapp, Ph.D., Northwestern University

Jennifer Dahne, Ph.D., Medical University of South Carolina

Carl Lejuez, Ph.D., University of Kansas

Nicholas Allan, PhD, Ohio University

The Impact of Hatha Yoga on Anxiety Sensitivity among Smokers Undergoing a Quit Attempt

Emily Jeffries, Ph.D., Edward Hines Jr. Veterans Administration Hospital

Michael Zvolensky, Ph.D., University of Houston

Julia Buckner, Ph.D., Louisiana State University

Elizabeth Lewis, B.S., Louisiana State University

10:30 a.m. – 11:30 a.m.

Imperial Salon B, Marquis Level

Symposium 27

Irritability in Childhood: Measurement, Predictive Utility and Treatment

CHAIR: *Jeffrey D. Burke, Ph.D.*, University of Connecticut

DISCUSSANT: *Amy K. Roy, Ph.D.*, Fordham University

Earn 1 continuing education credit

Basic to Moderate level of familiarity with the material

Primary Category: Anger

Key Words: *Anger / Irritability, Depression, Suicide*

Childhood Chronic Irritability and the Prediction of Suicidality in Adults: Differential Informant Effects

Emilie Bertschinger, B.A., University of Connecticut

Jeffrey D. Burke, Ph.D., University of Connecticut

Predictive Validity of Irritable and Oppositional ODD Dimensions: Clinical and Functional Outcomes

Kristen Jezior, Ph.D., Ann & Robert H. Lurie Children's Hospital of Chicago,
Department of Child & Adolescent Psychiatry

Steve Lee, Ph.D., University of California, Los Angeles, Department of Psychology

Kristen Jezior, Ph.D., Ann & Robert H. Lurie Children's Hospital of Chicago,
Department of Child & Adolescent Psychiatry

A Double-blind Randomized Placebo-controlled Trial of Citalopram Adjunctive to Stimulant Medication in Youth With Chronic Severe Irritability

Kenneth Towbin, M.D., Mood Brain and Development Unit, Emotion and Development Branch, National Institute of Mental Health, National Institutes of Health

Melissa A. Brotman, Ph.D., Neuroscience and Novel Therapeutics, Emotion and Development Branch, National Institute of Mental Health

Daniel S. Pine, M.D., Section on Development and Affective Neuroscience, Emotion and Development Branch, National Institute of Mental Health, National Institutes of Health

Ellen Leibenluft, M.D., Section on Mood Dysregulation and Neuroscience, Emotion and Development Branch, National Institute of Mental Health, National Institutes of Health

Argyris Stringaris, M.D., Ph.D., FRCPSych, Mood Brain and Development Unit, Emotion and Development Branch, National Institute of Mental Health, National Institutes of Health

Pablo Vidal-Ribas, Ph.D., Mood Brain and Development Unit, Emotion and Development Branch, National Institute of Mental Health, National Institutes of Health

10:30 a.m. – 12:00 p.m.

M104, Marquis Level

Symposium 28

Am I Good Enough? The Role of Self-Evaluation in the Context of Body Image and Disordered Eating

CHAIR: *Laurel D. Sarfan, M.A.*, Miami University

DISCUSSANT: *Drew Anderson, Ph.D.*, University at Albany, State University of New York

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Eating, Body Image, Gender*

What Should I Eat for Lunch? Thoughts about Dieting, Body Shape Concerns, and State Self-Esteem in Female and Male Dieters

Elise M Clerkin, Ph.D., Miami University

Bethany A. Teachman, Ph.D., University of Virginia

April R. R. Smith, Ph.D., Miami University

Laurel D. Sarfan, M.A., Miami University

Social Comparisons to Media Images: Does Gender Matter?

Emily Johnson, B.A., University of South Florida

Ryan Lerch, B.A., University of South Florida

Jennifer K Bosson, Ph.D., University of South Florida

Diana Rancourt, Ph.D., University of South Florida

The Impact of Idealized Media Images on Body Checking: An Examination Utilizing Behavioral Observation

Erica Ahlich, M.A., University of South Florida

Michelle Beekman, B.A., University of South Florida

Diana Rancourt, Ph.D., University of South Florida

Erica Ahlich, M.A., University of South Florida

Striving for Imperfection: Testing Interpretation Bias Modification for Perfectionism and Related Psychopathology

April R. R. Smith, Ph.D., Miami University

Dorian R. Dodd, Ph.D., Miami University

Using Network Analysis to Identify Central Eating Disorder Symptoms Among Men

Natalie Perkins, M.S.

Jason Lavender, Ph.D., University of California San Diego

April R. R. Smith, Ph.D., Miami University

Lauren N. Forrest, M.A., Miami University

Symposium 29

New Directions in Learning Research: Clarifying Psychopathological Risk and Identifying Treatment Targets

CHAIRS: *Adam Jaroszewski, M.A., Harvard University*

Emily E. Bernstein, M.A., Harvard University

DISCUSSANT: *Michelle Craske, Ph.D., University of California Los Angeles*

Earn 1.5 continuing education credits

Moderate level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Behavior Experiments, Risk / Vulnerability Factors, Transdiagnostic*

People With Recent Suicidal Thoughts Display Learning Deficits in Relation to Suicide Information

Alexander Millner, Ph.D., Harvard University

Samuel Gershman, Ph.D., Harvard University

Matthew Nock, Ph.D., Harvard University

Adam Jaroszewski, M.A., Harvard University

Interacting Effects of Acute and Chronic Stress on Medial Prefrontal Function and Neurochemistry in Depression

Jessica Cooper, Ph.D., Emory University

Makiah Nuutinen, B.S., Emory University

Brittany DeVries, B.S., Emory University

Michael Treadway, Ph.D., Emory University

Mnemonic Discrimination and Overgeneralization of Fear Learning

Floor Van Der Does, M.Sc., Utrecht University

Scott Orr, Ph.D., Massachusetts General Hospital

Richard J. J. McNally, Ph.D., Harvard University

Emily E. Bernstein, M.A., Harvard University

Using Virtual Reality to Understand Why People Decide to Engage in Suicidal Behaviors

Joseph C. Franklin, Ph.D., Florida State University

“It’s Still Gross, But I Can Handle It”: An Inhibitory Learning-Based Approach to Reducing Disgust and Anxiety in Contamination Fear

Bunmi O. Olatunji, Ph.D., Vanderbilt University

Kelly A. Knowles, M.A., Vanderbilt University

10:30 a.m. – 12:00 p.m.

M303, Marquis Level

Symposium 30

**Response to Treatment For Adolescent Depression:
Pathways to Efficient and Personalized Psychotherapy**

CHAIRS: Molly Adrian, Ph.D., University of Washington

Jennifer B. Blossom, Ph.D., Seattle Children’s/UW School of
Medicine

DISCUSSANT: Elizabeth McCauley, Ph.D., University of Washington

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Child / Adolescent - Depression

Key Words: *Depression, Clinical Decision Making, Treatment*

**Detecting Early Response to Behavioral Activation for Adolescent Depression:
Implications for Measurement-Based Care**

Molly Adrian, Ph.D., University of Washington

Kelly Schloredt, Ph.D., University of Washington

Gretchen Gudmundsen, Ph.D., St. Luke’s

Elizabeth McCauley, Ph.D., University of Washington

Jennifer B. Blossom, Ph.D., Seattle Children’s/UW School of Medicine

**Development of an Algorithm For Measurement-based Care to Guide
Interpersonal Psychotherapy For Depressed Adolescents**

Laura Mufson, Ph.D., Columbia University

Gail Bernstein, M.D., University of Minnesota

Ana Westervelt, MPH, University of Minnesota

Kristina Reigstad, Psy.D., University of Minnesota

Bonnie Klimes-Dougan, Ph.D., University of Minnesota

Kathryn Cullen, M.D., University of Minnesota

Aimee Murray, Psy.D., University of Minnesota

David Vock, Ph.D., University of Minnesota

Meredith Gunlicks-Stoessel, Ph.D., University of Minnesota

A Data Driven Treatment Assignment Algorithm for Depression in Adolescence

Bonnie Klimes-Dougan, Ph.D., University of Minnesota

Adrienne VanZomeren, Ph.D., University of Minnesota

Jessica Arend, Ph.D., University of Minnesota

Meredith Gunlicks-Stoessel, Ph.D., University of Minnesota

Sisi Ma, Ph.D., University of Minnesota

**Targeted Intervention For Depressed Adolescents Following Child Maltreatment:
Neural and Behavioral Mechanisms Within the Reward System**

Meg Dennison, Ph.D., Phoenix Australia

Steven Kasparke, Ph.D., Harvard University

Elizabeth McCauley, Ph.D., University of Washington

Katie McLaughlin, Ph.D., Harvard

Jessica Jenness, Ph.D., University of Washington

Jessica Jenness, Ph.D., University of Washington

**Better But Not Well?: Success and Failure in Treating Depression Within a
Transdiagnostic Protocol**

*Karen Schwartz, M.S., SDSU/UC San Diego Joint Doctoral Program in Clinical
Psychology*

Michelle Rozenman, Ph.D., University of Denver

Robin Weersing, Ph.D., San Diego State University

Symposium 31

Understanding Relationship Functioning and Dynamics to Serve Diverse and Underserved Sexual Minority Individuals

CHAIRS: *Cara Herbitter, M.P.H., M.A., University of Massachusetts Boston*

Ellora Vilkin, B.A., Stony Brook University

DISCUSSANT: *Debra A. Hope, Ph.D., University of Nebraska-Lincoln*

Earn 1.5 continuing education credits

Basic level of familiarity with the material

Primary Category: LGBTQ+

Key Words: *Sexuality, Couples / Close Relationships, LGBTQ+*

Understanding the Impact of Pre-exposure Prophylaxis on Sexual Communication and Sexual Behavior of Urban Gay and Bisexual Men

Ian Holloway, Ph.D., MSW, MPH, UCLA

Alison Goldblatt, BA, University of Massachusetts, Boston

Kaitlyn Gorman, MA, MS, University of Massachusetts, Boston

Cara Herbitter, M.P.H., M.A., University of Massachusetts, Boston

Christian Grov, Ph.D., MPH, CUNY School of Public Health & Health Policy

David W. Pantalone, Ph.D., University of Massachusetts, Boston

Romantic Relationship Functioning and Sexual Health in Young Male Couples

Emily Bettin, B.A., Northwestern University

Gregory Swann, M.A., Northwestern Institute for Sexual and Gender Minority Health and Wellbeing

Michael Newcomb, Ph.D., Feinberg School of Medicine

Identifying Mechanisms of Risk For Intimate Partner Violence Among Sexual and Gender Minorities of Color

Christina Dyar, Ph.D., Northwestern University

Margaret Lawlace, B.A., Psychology Department, University of Cincinnati

Michael Newcomb, Ph.D., Feinberg School of Medicine

Sarah W. Whitton, Ph.D., University of Cincinnati

Open Relationship Prevalence and Relationship Satisfaction in a Nationally Representative Sample of Canadian Adults

Nichole Fairbrother, Ph.D., RPsych, the university of British Columbia

Malcolm Fairbrother, Ph.D., Umeå University

Trevor Hart, Ph.D., Ryerson University

Understanding Relationship Issues Among Kink-Identified Adults

Richard Sprott, Ph.D., California State University, East Bay

Ellora Vilkin, B.A., Stony Brook University

11:00 a.m. – 12:00 p.m.

Atrium Ballroom B&C, Atrium Level

Lifetime Achievement Address

Imagine Being Accused of Scientific Fraud!

Linda C. Sobell, Ph.D. ABPP, Nova Southeastern University

Mark B. Sobell, Ph.D., ABPP, Nova Southeastern University

Earn 1 continuing education credits

Primary Category: Addictive Behaviors

Key Words: *Addictive Behaviors, Evidence-Based Practice, Treatment Development*

Our careers have been characterized by wonderfully serendipitous opportunities; being accused of scientific fraud was not one of them. The study involved a randomized controlled trial we conducted in 1970-1971 with alcohol abusers using a low-risk drinking goal rather than an abstinence goal, and the low-risk drinking goal group had better outcomes over 3 years of follow-up. In 1982 it was alleged that we had committed scientific fraud. The attack received national and international attention, including on 60 Minutes. Fortunately, we had maintained meticulous records from the study for 12 years and were vindicated in four major investigations and a \$95 million lawsuit. In retrospect, that experience had an upside. It taught us that science is a social process that can be very rough and tumble, that colleagues with integrity are invaluable, and that investigative news shows are primarily entertainment and are forgotten very quickly. Our careers also had other highlights. Our early research involved conducting experimental intoxication studies with individuals who had serious alcohol problems. We learned much from those studies, because alcohol problems are among the few disorders almost always studied in the absence of symptoms. To evaluate our first controlled trial with low-risk drinking, we developed an assessment instrument now known as the Timeline Followback for collecting retrospective reports of behaviors. Over our careers we focused on the large population of persons who have alcohol problems that are not severe, we did research on natural recovery (also referred to as self-change), and we developed and validated a treatment called

FRIDAY

Guided Self-Change (GSC) in individual and group formats. The GSC treatment has now been validated in 12 studies and 4 languages. Finally, we were involved in community dissemination of evidence-based practice, preventing alcohol-exposed pregnancies, and we developed and evaluated a computer and smartphone intervention called iSelfChange.

At the end of this session, the learner will be able to:

- Describe the upside, downside, and aftermath of a scientific controversy that derived from research successfully challenging conventional wisdom.
- Describe evolution of a program of motivational behavioral-cognitive treatment research on alcohol problems to pioneer research on self-change and innovative treatments.
- Describe how studying persons with alcohol use disorders when they were intoxicated provided valuable insights into the nature of alcohol problems.

Recommended Readings: Marlatt, G. A. (1983). The controlled-drinking controversy: A commentary. *American Psychologist*, 38(10), 1097-1110. doi:10.1037/0003-066x.38.10.1097 Sobell, M. B., & Sobell, L. C. (2005). Guided Self-Change treatment for substance abusers. *Journal of Cognitive Psychotherapy*, 19, 199-210. Sobell, L. C., Sobell, M. B., & Agrawal, S. (2009). Randomized controlled trial of a cognitive-behavioral motivational intervention in a group versus individual format for substance use disorders. *Psychology of Addictive Behaviors*, 23, 4, 672-683. doi: 10.1037/a00116636. Sobell, L. C., Sobell, M. B., Leo, G. I., Agrawal, S., Johnson-Young, L., & Cunningham, J. A. (2002). Promoting self-change with alcohol abusers: A community-level mail intervention based on natural recovery studies. *Alcoholism: Clinical and Experimental Research*, 26, 936-948.

11:15 a.m. – 12:15 p.m.

M301-M302, Marquis Level

Special Session

Postdoctoral Paths for Professional Development

Key Words: College Students, Education and Training - Graduate

Presenter: Debra Kaysen, Ph.D. - Professor, University of Washington
 Presenter: Jeanette Hsu, Ph.D. - VA Palo Alto Health Care System
 Panelists will address important issues for interns and others considering applying to a postdoctoral residency training program and those who are interested in postdoctoral research funding. Topics to be addressed include: what applicants should look for in a postdoctoral training program; the differences between research and clinical postdoctoral training, including how training is funded; the advantages or disadvantages of following a postdoctoral path in terms of professional development; how best to find and select a program that fits the applicant's needs; the impact of APA accreditation in the postdoctoral arena; what training sites are looking for in evaluating applications; tips on how to prepare for the interview; and how postdoctoral offers are made and the process of accepting an offer. There will be time for questions from the audience during the panel presentation. After the panel, prospective postdoctoral applicants will be able to meet with representatives from postdoctoral programs. A list of participating sites will be published in the program addendum distributed at the convention registration desk. Postdoctoral sites that would like to be represented in this event should contact Dakota McPherson at the ABCT Central Office: dmcpherson@abct.org.

Workshop 3

ticket

Regulation of Cues Treatment: Using Appetite Awareness Training and Cue-Exposure Treatment to Treat Binge Eating, Overeating and Obesity

Kerri N. Boutelle, Ph.D., University of California San Diego
Dawn M. Eichen, Ph.D., University of California San Diego

Earn 3 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Eating Disorders, Weight Management

Key Words: *Eating, Evidence-Based Practice, Exposure*

Current behavioral treatments of obesity result in clinically significant weight loss for approximately 50% of patients and binge eating treatments result in significant decreases in binge eating in 40-60% of patients. Targeting underlying mechanisms of overeating and binge eating could improve current treatment and maintenance outcomes. The behavior susceptibility theory suggests that individuals who overeat are less sensitive to internal hunger and satiety signals and more sensitive to external environmental cues to eat. We developed the Regulation of Cues (ROC) program which addresses these two underlying mechanisms of overeating. ROC integrates appetite awareness training to target satiety responsiveness and cue-exposure treatment to target food cue responsiveness and utilizes in vivo training with food. We have utilized this treatment with success with overweight adults who binge eat and overweight children and their parent. This workshop will a) outline the key components of the ROC program; b) present findings from published and current studies that utilize ROC; c) demonstrate how to implement ROC using case examples, role-plays and audience participation; d) discuss common challenges with the implementation of ROC. Upon completion, workshop participants will appreciate the rationale for the ROC program, learn about the data supporting ROC, and develop the basic knowledge and skills to deliver the ROC program in clinical settings. Workshop attendees will partake in an appetite awareness training exercise and a cue exposure treatment exercise to gain a first-hand experience of what the ROC treatment entails. Accordingly, the majority of the workshop will be spent in experiential learning of the treatment components and preparing attendees to be equipped to deliver the treatment in clinical practice.

At the end of this session, the learner will be able to:

- Describe the rationale behind the ROC intervention.
- Assess the efficacy data for ROC in children and adults.
- Deliver the critical elements of ROC treatment in clinical practice

Recommended Readings: Boutelle, K.N., Zucker, Peterson, CB., Rydell S, Carlson J, Harnack LJ (2011). Two novel treatments to reduce overeating in overweight children: A randomized controlled trial. *Journal of Consulting and Clinical Psychology* 79 (6) 759-771. Craighead LW, Allen, H. (1995). Appetite awareness training: A cognitive behavioral intervention for binge eating. *Cognitive and Behavioral Practice* 2(2), 249-270. Boutelle, Knatz, Carlson, Bergmann, Peterson et al. (2017) An open trial targeting food cue reactivity and satiety sensitivity in overweight and obese binge eaters. *Cognitive and Behavioral Practice* 24(3). 363-373.

11:00 a.m. – 2:00 p.m.

A602, Atrium Level

Workshop 4

Emotion Regulation Treatment (ERT) for Alcohol Use Disorders: Helping Clients to Manage Negative Emotions

Clara M. Bradizza, Ph.D., School of Social Work, University at Buffalo
Paul R. Stasiewicz, Ph.D., School of Social Work, University at Buffalo
Kim S. Slosman, LMHC, School of Social Work, University at Buffalo

Earn 3 continuing education credits

Moderate level of familiarity with the material

Primary Category: Addictive Behaviors, Treatment- CBT

Key Words: *Alcohol, Emotion Regulation, Prolonged Exposure*

Alcohol use is commonly motivated by a desire to regulate one's emotional experience. Over-reliance on the use of alcohol to regulate emotion, especially to avoid or escape negative affect, can factor heavily in the development and maintenance of Alcohol Use Disorders. CBT-based Emotion Regulation Treatment of Alcohol Use Disorders (ERT) adapts and integrates evidence-based emotion regulation strategies with addiction treatment to provide an innovative approach for the treatment of alcohol use disorders. In this workshop, we will review ERT's underlying theory, describe its basic components, including mindfulness and imaginal exposure, and illuminate the core therapeutic principle of ERT – learning to engage with the discomfort of negative emotions and cravings. Participants will learn how ERT strategies may deepen a client's awareness of the physical sensations, thoughts, emotions, and urges that are related to substance use and how to use such information to help clients accept and tolerate negative emotions without resorting to substance use. Preparing for and conducting the imaginal exposure component of ERT will be a focus of additional attention. Participants will receive instruction on how to prepare the client, present a rationale for exposure, select and develop a scene that includes

emotional distress and a desire to drink, develop rating scales, conduct the exposure, and process it afterwards. Case examples and audiovisual recordings will illustrate key elements of this process. We will address commonly asked questions about the delivery of ERT as well as solutions to clinical challenges.

At the end of this session, the learner will be able to:

- Describe the theory and research that support an emotion regulation approach for individuals with an alcohol use disorder.
- Identify client drinking situations where alcohol is used to avoid negative emotions and develop the situations for use in imaginal exposure.
- Describe four key elements for conducting exposure, including assessing cravings and addressing substance-related avoidance within exposure.

Recommended Readings: Stasiewicz, P. R., Bradizza, C. M., & Slosman, K. S. (2018). Emotion regulation treatment of alcohol use disorders: Helping clients manage negative thoughts and feelings. Routledge: New York, NY. Mota, N. P., Schaumberg, K., Vinci, C., Sippel, L. M., Jackson, M., Schumacher, J. A., Coffey, S. F., (2015). Imagery Vividness Ratings during Exposure Treatment for Posttraumatic Stress Disorder as a Predictor of Treatment Outcome. *Behaviour Research and Therapy*, 69, 22-28. Aldao, A., Sheppes, G., & Gross, J. J. (2015). Emotion Regulation Flexibility. *Cogn Ther Res*, 39, 263-278.

12:00 p.m. – 1:00 p.m.

networking 

Marietta, Conference Level, Hyatt Regency Atlanta

Men's Mental & Physical Health SIG

The 2019 meeting will begin with research updates and discussion. We will also discuss of current issues and research in the field, potential for collaborations on research projects and symposia, and ways to grow the SIG membership and visibility in the ABCT community.

Workshop 5

ticket

When Time Matters: A Process Based Approach for Delivering Powerful Brief Interventions

Kirk Strosahl, Ph.D., HeartMatters Consulting LLC

Earn 3 continuing education credits

Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *ACT (Acceptance & Commitment Therapy), Change Process / Mechanisms*

Many behavioral clinicians find themselves practicing in contexts that require brief interventions (i.e., health care, schools, jails, nursing homes) or, if running a private practice, are facing pressure from managed care companies to reduce the number of sessions needed to treat common mental health problems. Fortunately, contemporary research demonstrates that condensed versions of evidence-based treatment packages are comparable, if not superior, to their longer-term counterparts. A process-based explanation of this surprising finding is that there are core underlying therapeutic change mechanisms shared by all behavior therapies that, when properly targeted, result in immediate clinical benefits, irrespective of the number of therapy sessions. The goal thus is to target in-session client behaviors in order to create a pathway for activation of one or more of these underlying mechanisms of change. In this workshop, we will demonstrate these process-based assumptions using Focused Acceptance and Commitment Therapy (fACT), a brief therapy version of ACT. We will describe four potent process-based change mechanisms of the fACT approach: context-oriented self-awareness, acceptance of private experience, reformulation of self-instructional rules, expansion of behavioral variability. These four processes can be sequentially activated by design via use of specific interviewing tactics. Participants will learn through direct practice how to both activate and control the “flow” of these four processes during a clinical conversation. As a result, participants will be better able to conceptualize and deliver single session interventions that help clients shift from rigid patterns of emotional and behavioral avoidance to flexible patterns of acceptance and value-based behavioral approach strategies.

At the end of this session, the learner will be able to:

- Use change oriented interviewing strategies that both activate core therapeutic processes and help structure the “flow” of the clinical conversation.
- Identify and modify core psychological processes that singly, or together, contribute to increased emotional resiliency and change readiness.

- Reformulate the client's underlying system of self-instructional rules, so as to increase the client's readiness and willingness to engage in new patterns of more workable behavior.

Recommended Readings: Strosahl, K., Robinson, P. & Gustavsson, T. (2015) *Inside this moment: Promoting radical change in Acceptance and Commitment Therapy*. Oakland, CA: New Harbinger Publications. Hayes, S. & Hoffman, S. (Eds.) (2018) *Process based CBT: The Science and Core Clinical Competencies of Cognitive Behavioral Therapies*. Oakland, CA: New Harbinger Publications. Sloan, D. M., Marx, B. P., Lee, D. J., & Resick, P. A. (2018). A brief exposure-based treatment vs cognitive processing therapy for posttraumatic stress disorder: A randomized noninferiority clinical trial. *JAMA Psychiatry*. 2018;75(3):233-239.

12:00 p.m. – 3:00 p.m.

A707, Atrium Level

Workshop 6

Assessment and Case Conceptualization of Disgust in Anxiety Disorders and Obsessive-Compulsive Disorder

Dean McKay, Ph.D., Fordham University

Earn 3 continuing education credits

Moderate to Advanced level of familiarity with the material

Primary Category: Adult Anxiety, Obsessive Compulsive and Related Disorders

Key Words: *Anxiety, OCD (Obsessive Compulsive Disorder), Case Conceptualization / Formulation*

Research into emotional processes in anxiety disorders and obsessive-compulsive disorder (OCD) reveals that for many of these conditions, disgust plays a functional role in avoidance. Accordingly, disgust would appear a reasonable target for intervention. However, clinicians endeavoring to do so must overcome the challenge of disentangling disgust from fear in these clients, and then develop methods for alleviating an emotional state for which, at this point, treatment approaches are in nascent stages of development and remain largely unknown to practitioners. Complicating this further, most practitioners have limited formal understanding of disgust as it is not commonly covered in training programs or other professional training courses. Fortunately, there are presently several assessment measures to evaluate the relevance of disgust for individual clients. There are also several potential lines of interventions recently developed that have been derived from existing evidence-based approaches for anxiety and OCD. This workshop, therefore, has the following three broad aims. First, an overview of the nature of disgust and how it is

unique from fear will be presented. Second, a systematic approach to assessing disgust in clients will be covered and include a review of measures that available at no cost and that can be readily integrated into everyday practice. And third, recommendations for treatment, including case conceptualizations that integrate disgust, will be covered, including an overview of the current treatment research and case illustrations.

At the end of this session, the learner will be able to:

- Evaluate the extent disgust contributes to clinical presentations of anxiety disorders and obsessive-compulsive disorder.
- Select suitable assessment instruments to evaluate the severity of disgust reactions that contribute to avoidance associated with anxiety disorders and obsessive-compulsive disorder.
- Develop treatment plans that address disgust in the context of fear associated with anxiety disorders and obsessive-compulsive disorder.

Recommended Readings: McKay, D. (2017). Embracing the repulsive: The case for disgust as a functionally central emotional state in the theory, practice, and dissemination of cognitive-behavior therapy. *Behavior Therapy*, 48, 731-738. Mason, E.C., & Richardson, R. (2012). Treating disgust in anxiety disorder. *Clinical Psychology: Science and Practice*, 19, 180-194. Oaten, M., Stevenson, R.J., & Case, T.I. (2009). Disgust as a disease-avoidance mechanism. *Psychological Bulletin*, 135, 303-321.

12:30 p.m. – 2:00 p.m.

Marquis Salon D, Marquis Level

Clinical Roundtable 2

Adaptations for Assessments & Increased Impact of Evidence Based Treatments for Individuals With Autism Spectrum & Co-occurring Disorders

MODERATOR: *Daniel L. Hoffman, ABPP, Ph.D.*, Long Island Jewish Medical Center/Zucker Hillside Hospital

PANELISTS: *Susan White, Ph.D.*, The University of Alabama
Lauren Moskowitz, Ph.D., St Johns University
Matthew Lerner, Ph.D., Stony Brook University
Valerie Gaus, Ph.D., Private Practice
Connor M. Kerns, Ph.D., University of British Columbia

Earn 1.5 continuing education credits

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, Evidence-Based Practice, Emotion Regulation*

Although the prevalence of autism spectrum disorders (ASD) is approximately 1/59 people in the USA, with more frequent diagnosis in recent years (CDC), this population

remains underserved. Significant barriers persist in the valid assessment and treatment for both ASD and commonly co-occurring conditions. These co-occurring disorders have a point prevalence as high as ~70%, with ADHD and anxiety disorders the most commonly diagnosed (e.g. Rodríguez-Seijas et al., in press). Of note, diagnostic overshadowing continues to stymie valid assessment (Rosen et al., 2018), which leads to the delay of effective treatment.

Children with ASD may also be at increased risk to experience traumatic events and reactions (Kerns et al., 2015). Recent research suggests that youth with ASD encounter more potentially traumatic events than the general population (Kerns et al., 2017; Hoover & Kaufman, 2018), as well as limited social-emotional coping strategies for them (Kerns et al., 2015). As such, both general and trauma-related co-occurring psychiatric symptoms are highly common among youth with ASD. While evidence-based practices (EBP) are available for these conditions, clinicians often express concerns about how to treat them when they appear in clients with ASD, even when well-established and accessible EBPs and adaptations exist (e.g. Reaven et al., 2018).

This clinical round table will focus on proposed helpful and/or necessary adaptations for assessments for disorders that co-occur with ASD and on flexibly providing EBP's for the co-occurring disorders within fidelity (Kendall et al., 2008) to people with ASD. We will address how basic neuroscience and translational research inform therapy adaptations for people with ASD. In an effort to expand the EBT workforce, our panelists will discuss barriers to clinicians' willingness to treat patients with special needs, and make suggestions about encouraging therapists to work with individuals with ASD. Enhancing clinicians' sensitivity to neurodiversity-related issues will be an additional focus. Panelists will bring examples from their clinical work and/or research to illustrate important adaptations that increase assessment validity, as well as treatment tolerability, efficacy, and effectiveness.

Atrium Ballroom B&C, Atrium Level

Invited Address 1

Building the Workforce to Deliver Psychological Therapies Globally

Vikram Patel, Ph.D., Harvard Medical School

Earn 1 continuing education credits

Primary Category: Global Mental Health

Key Words: *Global Mental Health, Professional Development, Digital Technology*



VIKRAM
PATEL

Depression, anxiety, alcohol abuse, and trauma-related mental health problems affect hundreds of millions of people around the world. Brief psychological therapies such as behavioral activation for depression are highly effective in helping people recover. Community health workers, nurses, social workers, peers, and even lay people, can effectively deliver these therapies if they are well trained and properly supervised. Yet, more than 90% of those affected by these common mental health problems do not receive these therapies. A major reason for this is the lack of skilled providers. Currently we rely on traditional face-to-face method for training, supervising, and supporting providers. This is inefficient, costly, and impossible to scale up. This lecture will describe an initiative that aims to address this obstacle to the worldwide provision of high-quality psychological therapy by creating a digital platform to help providers learn and master its delivery. This platform will emphasize an evidence-based common elements approach to the selection of specific treatments; will support a suite of components for each psychological therapy, from training to competency assessment to supervision; and will include a range of tools to help providers manage their workload, guide therapy delivery and maintain its quality. The platform will be designed to be used by any provider worldwide and will be capable of being tailored for

specific contexts, for example, through adaptation for language and cultural factors. The platform will offer opportunities for big data analytics to enable tailoring of learning and supervision to specific provider needs. The platform is a partnership between the Global Mental Health at Harvard initiative and the 7 Cups Foundation, and is guided by leading international psychological treatment and digital mental health experts.

At the end of this session, the learner will be able to:

- Describe how brief psychological therapies are delivered in global contexts, including the settings, providers, format, and effects;
- Describe how training and competency assessments are conducted for providers and the evidence on digital approaches for delivering these interventions;
- Discuss a new initiative that aims to transform the opportunities to learn and master the delivery of brief psychological therapies globally.

Recommended Readings: Dunleavy, G., Nikolaou, C.K., Nifakos, S., Atun, R., Law, G., & Car, L. (2019). Mobile digital education for health professions: Systematic review and meta-analysis by the Digital Health Education Collaboration. I, e12937. doi: 10.2196/12937 Singla, D.R., Kohrt, B.A., Murray, L.K., Anand, A., Chorpita, B., & Patel, V. (2017). Psychological treatments for the world: Lessons from low- and middle-income countries. *Annual Review of Clinical Psychology*, 13, 149-181.

12:30 p.m. – 2:00 p.m.

Marquis Salon A, Marquis Level

Membership Panel 1

Starting your Private Practice: Advice from Expert Guides

Thomas Rodebaugh, Ph.D., Washington University in St. Louis
Jonathan B. Grayson, Ph.D., The Grayson LA Treatment Center for Anxiety & OCD

Janie J. Hong, Ph.D., Cognitive Behavior Therapy and Science Center and University of California, Berkeley

Jelena Kecmanovic, Ph.D., Arlington/DC Behavior Therapy Institute
Mitchell L. Schare, ABPP, Ph.D., Hofstra University

Earn 1.5 continuing education credits

Key Words: Professional Development, Cognitive-behavioral Career, Private Practice

By the time mental health professionals have a license to practice, they may feel both over-prepared in regard to providing services and under-prepared in regard to the practical and financial realities of sustaining a practice. When developing a practice, a wide variety of issues arise, including: (1) Type of Practice: individual/group? Specialist/generalist? (2)

Insurance: Whether to take it and how to go about doing so. (3) Logistics: Renting space, effective advertising, legal issues. Our panelists have a wide range of experiences in developing and maintaining practices. They will provide both a guide to their thinking on these issues and practical advice as to common pitfalls and best practices. Much of the panel's allotted time will be made available for questions and answers.

At the end of this session, the learner will be able to:

- Explain three specific pieces of information from mid-level and senior cognitive-behavioral professionals about developing a private practice.
- Identify and describe two specific decision points in building your practice, including choices regarding insurance, individual vs. group practice, and identity development.
- Describe panelists' answers to the questions you have about your emerging career in private practice.

12:30 p.m. – 2:00 p.m.

Atrium Ballroom A, Atrium Level

Mini Workshop 5

Building the Effective Workforce of the Future: A Comprehensive Model for Training Students in Evidence-Based Practice for Youth Mental Health

Teri Bourdeau, Ph.D., PracticeWise, LLC
Kimberly D. Becker, Ph.D., University of South Carolina
Bruce F. Chorpita, Ph.D., UCLA
Charmaine K. Higa McMillan, Ph.D., University of Hawaii at Hilo

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Workforce Development / Training / Supervision

Key Words: *Education and Training, Evidence-Based Practice, Child*

This mini-workshop is intended for faculty who teach or seek to teach evidence-based practice for youth in their classes or practica. It will introduce participants to the Managing and Adapting Practice (MAP) system and its "Instructor Model," which supports faculty with ready-to-use instructional materials (e.g., annotated slides, exercises, online learning resources, and clinical tools and guides) and the ability to award credentialing hours to students. Regularly updated content includes practices and clinical algorithms distilled from over 1,000 randomized trials for treatments targeting 11 problem areas (e.g., anxiety, disruptive behavior, suicidality, substance use), supported by easy-to-use guides, spreadsheets, and online tools. Specifically, this workshop will: (1) introduce attendees

to the MAP system and resources, (2) demonstrate how curricula can be tailored for a diversity of learners and support their learning over time (e.g., undergraduate, graduate; psychology, social work, psychiatry; classroom and field settings), (3) demonstrate how to meet educational and clinical objectives related to practice delivery, real-time measurement, and integrative reasoning and clinical decision-making, and (4) cover best practices in instruction and training (e.g., use of role play in classes). Whether you wish to incorporate material into an existing curriculum or to develop an entire course, whether you are giving undergraduates a didactic overview or supervising graduate practicum, whether you are redesigning your entire clinical training model or simply updating a single lecture, this workshop will provide ideas and resources to make your teaching easier and more effective, helping you build the evidence-based thinkers, practitioners, and treatment developers of the future.

At the end of this session, the learner will be able to:

- Describe the MAP system and how it meets educational objectives related to practice delivery, real-time measurement, and clinical decision-making.
- Identify how the MAP curriculum can be tailored for a diversity of learners and to support their learning over time.
- Recognize empirically supported practices in instruction and training of youth mental health treatments.

Recommended Readings: Chorpita, B. F., & Daleiden, E. L. (2014). Structuring the collaboration of science and service in pursuit of a shared vision. *Journal of Clinical Child & Adolescent Psychology*, 43(2), 323-338. Chorpita, B. F., Daleiden, E. L., & Collins, K. S. (2014). Managing and adapting practice: A system for applying evidence in clinical care with youth and families. *Clinical Social Work Journal*, 42(2), 134-142. Mennen, F. E., Cederbaum, J., Chorpita, B. F., Becker, K., Lopez, O., & Sela-Amit, M. (2018). The Large-Scale Implementation of Evidence-Informed Practice Into a Specialized MSW Curriculum. *Journal of Social Work Education*, 54(sup1), S56-S64.

Research and Professional Development 3

Careers in Clinical Psychology: Which Path Makes Sense For Me?

- PANELISTS: *Sabine Wilhelm, Ph.D.*, Harvard Medical School;
Massachusetts General Hospital
Matthew Nock, Ph.D., Harvard University
Jonathan B. Grayson, Ph.D., The Grayson LA Treatment
Center for Anxiety & OCD
Barbara Kamholz, ABPP, Ph.D., VA Boston HCS & BU
School of Medicine
Jedidiah Siev, Ph.D., Swarthmore College

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Professional / Interprofessional Issues

Key Words: *Career Development, Professional Development, Student Issues*

The goal of this moderated panel is to help students and early career psychologists tailor career paths in clinical psychology to meet their professional and personal goals. The panelists are seasoned clinical psychologists with successful careers in five types of settings: (1) medical school, (2) research university, (3) liberal arts college, (4) Veterans Affairs, and (5) private practice. In different career tracks, the panelists are all actively involved in ABCT and in furthering ABCT's mission to advance scientific approaches to "the understanding and improvement of human functioning" by investigating and applying evidence-based principles in clinical psychology. Therefore, the audience will learn about different pathways and approaches toward a career that is consistent with the fundamental professional values of ABCT and its members. The panelists will reflect on their own professional experiences and will address issues such as: How did you choose your career path? What advice do you have for a junior colleague or student considering that path? Is there anything unique about your position? What do you value most about your position and what might you change if you could? In your role, how do you balance your professional and personal lives? In addition, a large portion of time will be reserved for questions so that audience members have the opportunity to inquire about specific issues relevant to their professional development in a forum that will benefit others with similar considerations.

At the end of this session, the learner will be able to:

- Describe different career paths that are consistent with the mission of ABCT and the professional values of its members.
- Provide advice for students on how to choose and navigate career paths.
- Address questions and concerns about career decisions and related quality of life.

12:30 p.m. – 2:00 p.m.



Embassy C, Embassy Level, Hyatt Regency Atlanta

Addictive Behaviors SIG

The Addictive Behaviors SIG meeting will include a presentation of our annual report, presentations of the Lifetime Achievement Award and the G. Alan Marlatt Research Memorial Award, and 3-minute presentations of selected SIG-Expo posters. There will also be ample opportunity to socialize and network with SIG members. Please join us!

12:15 p.m. – 1:15 p.m.

Imperial Ballroom A, Marquis Level

Special Session

Post Grad Meet and Greet

Key Words: College Students, Education and Training- Graduate

Panelists will address important issues for interns and others considering applying to a postdoctoral residency training program and those who are interested in postdoctoral research funding. Topics to be addressed include: what applicants should look for in a postdoctoral training program; the differences between research and clinical postdoctoral training, including how training is funded; the advantages and disadvantages of following a postdoctoral path in terms of professional development; how best to find and select a program that fits the applicant's needs; the impact of APA accreditation in the postdoctoral arena; what training sites are looking for in evaluating applications; tips on how to prepare for the interview; and how postdoctoral offers are made and the process of accepting an offer. There will be time for questions from the audience during the panel presentation. After the panel, prospective postdoctoral applicants will be able to meet with representatives from postdoctoral programs. A list of participating sites will be published in the program addendum distributed at the convention registration desk.

Symposium 32

Technology-Based Targeted Prevention of Post-Sexual Assault Substance Use and Mental Health Symptoms

CHAIRS: *Emily Dworkin, Ph.D.*, University of Washington School of Medicine

Amanda Gilmore, Ph.D., Medical University of South Carolina

DISCUSSANT: *Angela Moreland, Ph.D.*, Medical University of South Carolina

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Prevention

Key Words: *Addictive Behaviors, Violence / Sexual Assault, Prevention*

Acceptability and Usability of an mHealth Intervention Following a Sexual Assault

Lauren Wray, M.A., Medical University of South Carolina

Daniel Oesterle, B.S., Medical University of South Carolina

Julianne Flanagan, Ph.D., Medical University of South Carolina

Christine K. Hahn, Ph.D., Medical University of South Carolina

Ron Acierno, Ph.D., Medical University of South Carolina

Tatiana Davidson, Ph.D., Medical University of South Carolina

Amanda Gilmore, Ph.D., Medical University of South Carolina

Ruschelle Leone, M.A., Medical University of South Carolina

Developing a Web-Based Early Intervention to Prevent Posttraumatic Stress and High-Risk Drinking After Sexual Assault: A User-Centered Design Approach

Debra Kaysen, Ph.D., University of Washington

Emily Dworkin, Ph.D., University of Washington School of Medicine

Acceptability of a Web-Based Screening, Brief Intervention, and Referral to Treatment Tool for Substance Use Following Exposure to Interpersonal Violence

Angela Moreland, Ph.D., Medical University of South Carolina

Sara Barber, M.A., SCCADVASA

Emily Greenway, MPH, Medical University of South Carolina

Alyssa Rheingold, Ph.D., Medical University of South Carolina

Amanda Gilmore, Ph.D., Medical University of South Carolina

Christine K. Hahn, Ph.D., Medical University of South Carolina

Post-Sexual Assault Cigarette Smoking: Findings From a Randomized Clinical Trial of a Video-Based Intervention

Amanda Gilmore, Ph.D., Medical University of South Carolina

Julie Schumacher, Ph.D., University of Mississippi

Scott Coffey, Ph.D., University of Mississippi

Patricia Frazier, Ph.D., University of Minnesota

Linda Ledray, Ph.D., SANE SART Resource Service

Ron Acierno, Ph.D., Medical University of South Carolina

Kenneth Ruggiero, Ph.D., Medical University of South Carolina

Dean Kilpatrick, Ph.D., Medical University of South Carolina

Heidi Resnick, PhD, Medical University of South Carolina

Kate Walsh, PhD, Yeshiva University

Prescription Opioid Misuse After A Recent Sexual Assault: A Randomized Clinical Trial of a Video Intervention

Kate Walsh, Ph.D., Yeshiva University

Patricia Frazier, Ph.D., University of Minnesota

Linda Ledray, Ph.D., SANE SART Resource Service

Ron Acierno, Ph.D., Medical University of South Carolina

Kenneth Ruggiero, Ph.D., Medical University of South Carolina

Dean Kilpatrick, Ph.D., Medical University of South Carolina

Heidi Resnick, Ph.D., Medical University of South Carolina

Amanda Gilmore, Ph.D., Medical University of South Carolina

Symposium 33

Mindfulness, Compassion and CBT Interventions for Mood and Anxiety Disorders: Brain and Behavioral Investigations of Therapeutic Change

CHAIR: *Philippe R. Goldin, Ph.D.*, University of California, Davis

DISCUSSANT: *Stefan G. Hofmann, Ph.D.*, Boston University Center for Anxiety and Related Disorders

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Anxiety, Depression, Compassion / Empathy*

fMRI of Reappraisal and Acceptance of Negative Self-Beliefs During CBGT Versus MBSR for Social Anxiety Disorder: A Randomized Clinical Trial

Craig Moodie, Ph.D., Stanford university

Richard Heimberg, Ph.D., Temple University

James Gross, Ph.D., Stanford university

Philippe R. Goldin, Ph.D., University of California, Davis

Metta (loving-kindness)-focused CBT for Chronic Depression: A Randomized Controlled Trial

Isabel Thines, M.S., Goethe University Frankfurt

Artjom Frick, M.S., Goethe University Frankfurt

Stefan G. Hofmann, Ph.D., Boston University Center for Anxiety and Related Disorders

Ulrich Stangier, Ph.D., Goethe University

Effects of Compassion Training on Brain Responses to Suffering Others: A Randomized Controlled Trial

Jessica Andrews-Hanna, Ph.D., University of Arizona

Joan Halifax, Ph.D., Upaya Zen Center

Sona Dimidjian, Ph.D., University of Colorado Boulder

Tor Wager, Ph.D., University of Colorado Boulder

Yoni Asher, M.S., University of Colorado Boulder

The Process-Outcome Mindfulness Effects in Trainees (PrOMET) Study: Results of a Randomized Controlled Component Trial

Paul Blanck, Ph.D., University of Heidelberg

Paula Kröger, Ph.D., University of Heidelberg

Christoph Flückiger, Ph.D., University of Zurich

Hinrich Bents, Ph.D., University of Heidelberg

Wolfgang Lutz, Ph.D., University of Trier

Sven Barnow, Ph.D., University of Heidelberg

Johannes Mander, Ph.D., University of Heidelberg

Thomas Heidenreich, Ph.D., Prodekan

12:30 p.m. – 2:00 p.m.

L506-L507, Lobby Level

Symposium 34

Partnering With Families in Therapy: Leveraging Family Processes in the Treatment of Anxiety Disorders

CHAIR: *Ryan Jacoby, Ph.D., Massachusetts General Hospital*

DISCUSSANT: *Eric A. Storch, Ph.D., Baylor College of Medicine*

Earn 1.5 continuing education credits

Moderate level of familiarity with the material

Primary Category: Parenting / Families

Key Words: *Families, CBT, Anxiety*

Predictors of Changes in Family Accommodation During Exposure Therapy For Pediatric OCD

Hannah Smilansky, B.S., Massachusetts General Hospital

Jin Shin, B.A., Massachusetts General Hospital

Monica S. Wu, Ph.D., UCLA

Brent Small, Ph.D., University of South Florida

Sabine Wilhelm, Ph.D., Harvard Medical School; Massachusetts General Hospital

Eric A. Storch, Ph.D., Baylor College of Medicine

Daniel Geller, M.D., Massachusetts General Hospital

Ryan Jacoby, Ph.D., Massachusetts General Hospital

FRIDAY

An Initial Waitlist-controlled Evaluation of the iCALM Program—a Family-based, Videoconferencing-delivered Treatment For Early Child Anxiety Problems

Jonathan Comer, Ph.D., Florida International University

Jami Furr, Ph.D., Florida International University

Christiana Del Busto, Ph.D., Mental Health Interventions and Technology (MINT) Program, Florida International University

Karina Silva, B.A., Florida International University

Elizabeth Miguel, B.A., Florida International University

Anthony Puliafico, Ph.D., Columbia University Medical Center

Jonathan Comer, Ph.D., Florida International University

A Brief Intervention for Reducing Symptom Accommodation and Increasing Treatment Support Among the Family Members of Veterans With PTSD

Johanna Thompson-Hollands, Ph.D., National Center for PTSD

Ellen DeVoe, Ph.D., Boston University School of Social Work

Denise Sloan, Ph.D., Boston University School of Medicine & National Center for PTSD

Johanna Thompson-Hollands, Ph.D., National Center for PTSD

Secondary Benefits of a Group Intervention to Reduce Symptom Accommodation Among Caregivers of Anxious Relatives

Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill

Lillian Reuman, M.A., Veterans Affairs Boston Healthcare System

12:30 p.m. – 2:00 p.m.

Imperial Salon B, Marquis Level

Symposium 35

Trigger Warnings! Are They Helpful, Harmful, or Neither?

CHAIR: *Richard J. J. McNally, Ph.D., Harvard University*

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: *Trauma, Resilience, Risk / Vulnerability Factors*

Trigger Warnings: Effects on Psychological Resilience Across Populations

Payton J. Jones, M.A., Harvard University

Richard J. J. McNally, Ph.D., Harvard University

Benjamin W. Bellet, M.S., Harvard University

The Trauma Centrality Profile and Psychophysiological Reactivity of Students Given Trigger Warnings

Madeline J. Bruce, B.A., St. Louis University

Trigger Warnings Are Trivially Helpful at Reducing Symptoms of Distress

Deryn Strange, Ph.D., John Jay College of Criminal Justice

Maryanne Garry, Ph.D., University of Waikato

Mevagh Sanson, Ph.D., University of Waikato

Trigger Warnings and the Neurotic Treadmill: Does it Matter if We Expand the Definition of Violence?

Richard J. J. McNally, Ph.D., Harvard University

Payton J. Jones, M.A., Harvard University

12:30 p.m. – 2:00 p.m.

M106-M107, Marquis Level

Symposium 36

Responding to Stress Early in Life: Bench-to-bedside Implications For Regulating Emotions

CHAIRS: *Jennifer Pearlstein, M.A., University of California, Berkeley*

Victoria E. Cosgrove, Ph.D., Stanford University School of Medicine

DISCUSSANT: *Patricia Brennan, Ph.D., Emory University*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Violence / Sexual Assault, Risk / Vulnerability Factors, Translational Research*

State-based Alterations in Cognitive Control as a Transdiagnostic Risk Factor For Psychopathology

Sheri Johnson, Ph.D., Clinical Science Program

Kiana Mondavi, B.A., Clinical Science Program

Andrew Peckham, Ph.D., Clinical Science Program

Charles Carver, Ph.D., Department of Psychology

Jennifer Pearlstein, M.A., University of California, Berkeley

Psychobiological Implications of Responding to Stress Within the Context of Pediatric Depression

Jennifer Pearlstein, M.A., University of California, Berkeley

Nishita Berla, Psy.D., Kaiser Redwood City

Victoria E. Cosgrove, Ph.D., Stanford University School of Medicine

Effects of Acute and Chronic Sexual Minority Stressors on The Health and Wellbeing of Sexual and Gender Minorities Assigned Female at Birth
Gregory Swann, M.A., Northwestern Institute for Sexual and Gender Minority Health and Wellbeing

Michael Newcomb, Ph.D., Feinberg School of Medicine
Sarah W. Whitton, Ph.D., University of Cincinnati

Real World-implications For Addressing Stress Related Emotional Reactivity in an Evidence-based Practice

Lata McGinn, Ph.D., Ferkauf Graduate School
Alec Miller, Psy.D., Cognitive Behavioral Consultants
Casey O'Brien, Psy.D., Cognitive Behavioral Consultants

12:30 p.m. – 2:00 p.m.

M304, Marquis Level

Symposium 37

Using Technology to Enhance Cognitive-behavioral Interventions and Reduce Barriers to Access

CHAIR: *Jennifer Buchholz, M.A., UNC Chapel Hill*

DISCUSSANT: *Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill*

Earn 1.5 continuing education credits

Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *CBT, Technology / Mobile Health, Dissemination*

Employee Assistant Programs as a Dissemination Tool For Internet-based Cognitive-behavioral Interventions

Navya Singh, Psy.D., WayForward
Samantha N. Hellberg, B.A., University of North Carolina at Chapel Hill
Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill
Jennifer Buchholz, M.A., UNC Chapel Hill

Technology-Enhanced Behavioral Parent Training: Lessons Learned & Future Directions

Margaret Anton, Ph.D., MUSC

Alexis Georgeson, M.A., University of North Carolina at Chapel Hill

April Highlander, M.A., UNC Chapel Hill

Raelyn Loiselle, M.A., UNC chapel Hill

Patrick Turner, B.A., UNC Chapel Hill

Chloe Zachary, M.A., UNC Chapel Hill

Nicole Lafko Bresland, Ph.D., UVM

Rex Forehand, Ph.D., UVM

Olga Khavjou, M.A., RTI

Deborah J. Jones, Ph.D., UNC Chapel Hill

HabitWorks: Smartphone-delivered Cognitive Bias Modification For Interpretation

Ramya Ramadurai, B.S., McLean Hospital

Kirsten Christensen, M.A., University of Massachusetts Boston

Thrósur Björgvinnson, Ph.D., ABPP, McLean Hospital/Harvard Medical School

Courtney Beard, Ph.D., McLean Hospital/Harvard Medical School

Using Technology to Extend Childhood Anxiety Treatment Out of the Office

Stephen Whiteside, Ph.D., Mayo Clinic

Reaching Underserved Populations: Spanish Translation and Modification of MindTrails, an Online, Anxiety-reduction Cognitive Bias Modification Program

Sofia Espinosa, University of Virginia

Bethany A. Teachman, Ph.D., University of Virginia

Claudia P. Calicho-Mamani, B.A., University of Virginia

Symposium 68

Does How We Implement an EBT Matter? Measuring the Process of Therapy

CHAIR: *Jenelle Nissley-Tsiopinis, Ph.D.*, Children's Hospital of Philadelphia

DISCUSSANT: *Anne Marie Albano, ABPP, Ph.D.*, Columbia University Medical Center

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: ADHD - Child

Key Words: *Therapy Process, ADHD, Anxiety*

Youth and Therapist In-session Behaviors: Relationships With Youth Anxiety Treatment Outcomes

Philip C. Kendall, Ph.D., Temple University

Erika Crawford, M.A., Temple University

Understanding Processes that Promote the Efficacy of Organizational Skills Training in Schools

Jenelle Nissley-Tsiopinis, Ph.D., Children's Hospital of Philadelphia

Phylcia Fitzpatrick-Fleming, Ph.D., Children's Hospital of Philadelphia

Alex Holdaway, Ph.D., Children's Hospital of Philadelphia

Howard Abikoff, Ph.D., NYU School of Medicine

Richard Gallagher, Ph.D., New York University School of Medicine

Jennifer Mautone, Ph.D., Children's Hospital of Philadelphia & Perelman School of Medicine at the University of Pennsylvania

Katie Tremont, MPH, Children's Hospital of Philadelphia

Ami Kumar, M.Ed., Children's Hospital of Philadelphia

Thomas Power, Ph.D., Children's Hospital of Philadelphia & Pearlman School of Medicine at the University of Pennsylvania

Cristin Montalbano, Ph.D., Children's Hospital of Philadelphia

Content and Process Fidelity Coding: Preliminary Insights From an Ongoing Multisite Pilot Trial of ADHD Bootcamp

Jason Fogler, Ph.D., Boston Children's Hospital & Harvard University

Jenelle Nissley-Tsiopinis, Ph.D., Children's Hospital of Philadelphia

Jennifer Mautone, Ph.D., Children's Hospital of Philadelphia & Perelman School of Medicine at the University of Pennsylvania

Joanna Guiet, B.Sc., Université du Québec en Outaouais

Nicole Melita, M.A., Clark University

Virginie Leblanc, B.Sc., Université du Québec en Outaouais

Marilyn Featherston, M.D., Children's Hospital of Philadelphia

Thomas Power, Ph.D., Children's Hospital of Philadelphia & Pearlman School of Medicine at the University of Pennsylvania

Sébastien Normand, Ph.D., Université du Québec en Outaouais & Hôpital Montfort

Assessment of Treatment Integrity in a Dual-Site Randomized Clinical Trial of Parental Friendship Coaching Intervention

Amori Y. Mikami, Ph.D., The University of British Columbia

Sébastien Normand, Ph.D., Université du Québec en Outaouais & Hôpital Montfort

Jennifer Jiwon Na, M.A., The University of British Columbia

1:00 p.m. – 3:00 p.m.

A703, Atrium Level

Master Clinician 2

ticket

Evidence-Based Assessment and Treatment of Bipolar Disorder and Mood Dysregulation in Youth and Early Adulthood

Eric A. Youngstrom, Ph.D., University of North Carolina at Chapel Hill

Mary A. Fristad, ABPP, Ph.D., The Ohio State University

Earn 2 continuing education credits

Moderate level of familiarity with the material

Primary Category: Bipolar Disorders

Key Words: *Bipolar Disorders, Emotion Regulation, Mood*

Mood dysregulation is one of the biggest problems in childhood, and it often worsens in adolescence and early adulthood. Yet there has been much uncertainty about how to conceptualize these problems diagnostically. DSM-5 added a new diagnosis, creating another label, but without an evidence base about course or treatment. Fortunately, there has been a surge of evidence about the validity of carefully diagnosed mood disorders in youth, along with better evidence-based tools for assessment and treatment. This seminar discusses key assessment and therapy issues, including: how bipolar and other mood disorders manifest clinically, presentation similarities and differences in children versus

adults, how to use self-report and parent-report measures to aid diagnosis and treatment, and specific treatment strategies. We summarize the available biological interventions, emphasizing what non-prescribing clinicians need to know about these treatments. We then concentrate on how to implement therapeutic techniques used in individual-family and multifamily psychoeducational psychotherapy, one of the most promising evidence-based approaches to managing mood dysregulation in youth. This program will utilize lecture format, case presentations, demonstrations, role-plays, and question-and-answer periods. Often challenging conventional wisdom, the seminar presents new evidence from NIMH grants that can be applied immediately in practice.

At the end of this session, the learner will be able to:

- Describe the use of evidence-based assessment methods that aid in differential diagnosis and measuring treatment response.
- Recognize which symptoms and risk factors are helpful in recognizing bipolar disorder, and which may be “red herrings” that are common to other conditions.
- Explain how to adapt specific therapeutic techniques to treat youth with bipolar disorder and other mood dysregulation.
- Identify how to apply specific therapeutic techniques to address family concerns about mood dysregulation and treatment.
- Explain how to integrate a conceptual model for working within systems-of-care into your practice with cases dealing with mood dysregulation.

Recommended Readings: Freeman, A.J., Youngstrom, E.A., Youngstrom, J.K., & Findling, R.L. (2016). Disruptive mood dysregulation disorder in a community mental health clinic: Prevalence, comorbidity and correlates. *Journal of Child and Adolescent Psychopharmacology*, 6, 123-130. doi:10.1089/cap.2015.0061. Fristad, M.A. (2016). Evidence-based psychotherapies and nutritional interventions for children with bipolar spectrum disorders and their families. *Journal of Clinical Psychiatry*, 77(suppl 3):e04. PMID: 27570930 Goldstein, B., Birmaher, B., Carlson, G., DelBello, M., Findling, R., Fristad, M., ... Youngstrom, E. (2018). The International Society for Bipolar Disorders Task Force Report on pediatric bipolar disorder: Knowledge to date and directions for future research. *Bipolar Disorders*. doi:10.1111/bdi.12556 Van Meter, A. R., Youngstrom, E. A., Birmaher, B., Fristad, M. A., Horwitz, S. M., Frazier, T. W., . . . Findling, R. L. (2017). Longitudinal course and characteristics of cyclothymic disorder in youth. *Journal of Affective Disorders*, 215, 314-322. doi:http://dx.doi.org/10.1016/j.jad.2017.03.019 Youngstrom, E.A., Choukas-Bradley, S., Calhoun, C.D., & Jensen-Doss, A. (2015). Clinical guide to the evidence-based assessment approach to diagnosis and treatment. *Cognitive and Behavioral Practice*, 22, 20-35. doi: 10.1016/j.cbpra.2013.12.005

Mini Workshop 6

How to Integrate Mindfulness into a Cognitive Behavior Therapy Framework

Judith S. Beck, Ph.D., Beck Institute for Cognitive Behavior Therapy
Robert K. Hindman, Ph.D., Beck Institute for Cognitive Behavior Therapy

Earn 1.5 continuing education credits

Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Mindfulness, Cognitive Therapy, CBT*

Many CBT clinicians use mindfulness as a stand-alone technique, either during treatment or at the end of treatment (to reduce relapse). But using an individualized case conceptualization to integrate mindfulness into CBT can make this intervention much more powerful. When clients engage in an unhelpful thought process, such as worry or rumination, Socratic questioning and guided discovery are often insufficient. These clients need to learn a different way to relate to their thoughts and emotions. And there are a number of techniques that CBT therapists should use before introducing mindfulness. It is important to identify maladaptive beliefs about thoughts, thought processes, and emotions. For example, many clients believe that a thought process such as worry or rumination will help them in some way. They also often believe that internal experiences such as thoughts and emotions are uncontrollable and/or could lead to a highly negative outcome. Participants in this workshop will learn how to set up mindfulness exercises by evaluating maladaptive beliefs using cognitive restructuring. They will also learn how to set up mindfulness exercises as behavioral experiments, both to evaluate maladaptive beliefs and to teach clients an adaptive approach to relate to their experiences. Strategies to induce maladaptive cognitive and emotional experiences in-session prior to mindfulness practice will be discussed and demonstrated. Participants will learn how these strategies can help clients generalize the mindfulness strategies learned in-session to their real-world experiences outside of session. This workshop will incorporate both didactic instruction and experiential mindfulness exercises designed to simulate how mindfulness is used in a therapy session.

At the end of this session, the learner will be able to:

- Describe how mindfulness strategies fit into a Cognitive Behavior Therapy framework.
- Identify beliefs about thoughts, thought processes, and emotions that can be targeted during mindfulness meditations.
- Conduct mindfulness meditations designed to evaluate beliefs about thoughts, thought processes, and emotions.

Recommended Readings: Fresco, D. M., & Mennin, D. S. (2018). All together now: Utilizing common functional change principles to unify cognitive behavioral and mindfulness-based therapies. *Current Opinion in Psychology*, 28, 65-70. Hindman, R. K., Glass, C. R., Arnkoff, D. B., & Maron, D. D. (2015). A comparison of formal and informal mindfulness programs for stress reduction in university students. *Mindfulness*, 4, 873-884. Wells, A. (2009). *Metacognitive therapy for anxiety and depression*. New York: Guilford Press.

1:00 p.m. – 2:30 p.m.

M103, Marquis Level

Mini Workshop 7

Stronger Than OCD: Engaging Youth in Exposure and Ritual Prevention Treatment

*Joanna Robin, Ph.D., Westchester Anxiety Treatment
Psychological Services, PC*

Anthony Puliafico, Ph.D., Columbia University Medical Center

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Anxiety

Key Words: OCD (*Obsessive Compulsive Disorder*), *Child*, *Exposure*

Exposure and ritual prevention (EX/RP) is the front-line therapeutic intervention for pediatric obsessive-compulsive disorder (OCD), with a substantial evidence base supporting its use (Abramowitz et al., 2005). However, guiding children and families through the treatment process remains a challenge, as evidenced by estimated attrition rates as high as 10-20% (Franklin et al., 2015). When initiating treatment, children and families often express concern about facing anxiety-provoking situations and removing rituals on which they have come to rely. Effective treatment of pediatric OCD therefore requires a therapist to develop strong therapeutic alliance, provide a rationale for treatment in child-friendly terms, and build a child's confidence and willingness to participate in potentially difficult EX/RP tasks. This mini workshop will focus on teaching clinicians to conduct EX/RP with youth in a lively and engaging manner. Through live demonstrations, video, and role plays, the presenters will guide attendees through the various components of EX/RP treatment, including psychoeducation and normalizing OCD symptoms for youth, identifying the function of OCD symptoms, building an exposure hierarchy, cognitive strategies, and gradual EX/RP. The presenters will demonstrate creative activities to bring treatment concepts to life. Ample time will be spent reviewing child-friendly exposure ideas for the range of common pediatric OCD symptoms. The presenters will discuss strategies to effectively

involve parents in treatment. Finally, the presenters will discuss common pitfalls in the treatment of pediatric OCD and how to overcome them.

At the end of this session, the learner will be able to:

- Better understand the challenges of providing effective treatment for pediatric OCD.
- Apply concrete strategies to improve engagement of youth in EX/RP treatment.
- Generate and execute creative exposures that are geared for youth

Recommended Readings: Puliafico, A.C., & Robin, J.A. (2017). *The OCD Workbook for Kids*. Instant Help Books: Oakland, CA. Franklin, M., Freeman, J., & March, J. (2019). *Treating OCD in Children and Adolescents: A Cognitive-Behavioral Approach*. New York: Guilford Press. Piacentini, J., Langley, A., & Roblek, T. (2007). *It's Only a False Alarm: A Cognitive Behavioral Treatment Program*. New York, NY: Oxford University Press.

1:30 p.m. – 3:00 p.m.

M105, Marquis Level

Symposium 53

New Directions in the Treatment of Suicidal People

CHAIR: *Kelly Zuromski, Ph.D.*, Harvard University

DISCUSSANT: *Mitchell Prinstein, Ph.D.*, University of North Carolina - Chapel Hill

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Treatment, Technology / Mobile Health*

Intervening With Patients at Elevated Risk For Suicide: A Systematic Review of Psychological Interventions

Chelsey Wilks, Ph.D., Harvard University

Carol Chu, Ph.D., Harvard University

Samantha Bernecker, Ph.D., Harvard University

Matthew Nock, Ph.D., Harvard University

Kelly Zuromski, PhD, Harvard University

Suicidal Behavior Following Psychiatric Inpatient Hospitalization: A Meta-Analysis, Systematic Review, and Call to Action

Liyang Wang, M.S., University of Washington

Esther C. Park, B.A., Florida State University

Olivia Machetanz, B.A., University of Washington

Melanie S. Hamed, Ph.D., University of Washington

Trevor Coyle, M.S., University of Washington

Proven Treatments for Different Suicidal States

David A. Jobs, ABPP, Ph.D., The Catholic University of America

Mobile Apps For Suicide Prevention: A Review of Apps for Best Practice and Quality

Chelsey Wilks, Ph.D., Harvard University

Carol Chu, Ph.D., Harvard University

Kelly Zuromski, Ph.D., Harvard University

Matthew Nock, Ph.D., Harvard University

Chelsey Wilks, PhD, Harvard University

Randomized Controlled Trial of an Online Crisis Assessment and Automated Intervention Procedure For Increasing the Use of Crisis Services

Robert Morris, Ph.D., Koko

Matthew Nock, Ph.D., Harvard University

Adam Jaroszewski, M.A., Harvard University

1:45 p.m. – 2:45 p.m.

networking 

Marietta, Conference Level, Hyatt Regency Atlanta

Clinical Research Methods and Statistics SIG

During our meeting, we will have a designated speaker to discuss an issue related to clinical research methods and statistics. Following this, we will plan symposia and speakers for the ABCT 2019, Atlanta conference.

2:00 p.m. – 3:30 p.m.

networking 

Embassy F, Embassy Level, Hyatt Regency Atlanta

Oppression and Resilience: Minority Mental Health SIG

Meeting agenda will include: 1) Outlining current SIG growth and outreach initiatives, 2) Processing this year's sociopolitical sources of oppressive stress and its effects on SIG members, research directions/initiatives, clinical practice, and outreach initiatives; and 3) Networking.

2:00 p.m. – 3:30 p.m.



Embassy E, Embassy Level, Hyatt Regency Atlanta

Parenting and Families SIG

The Parenting and Families SIG meeting will host an event pertinent to those involved in research and clinical activities. Past meetings have included roundtable discussions and honoring distinguished researchers in the field. During our 2019 meeting we will also honor this year's recipient of the student award in research excellence, discuss general SIG business, and vote on executive committee positions for the upcoming year.

2:00 p.m. – 3:30 p.m.



Embassy D, Embassy Level, Hyatt Regency Atlanta

Suicide and Self-Injury SIG

The Suicide and Self-Injury SIG meeting will consist of updates on research from members, including a data blitz presentation, presentation of the Student Poster Award and Rising Star Award, and opportunities for networking and collaboration. Senior faculty will be available for research consultation.

FRIDAY

Clinical Grand Round 1

Which Way Do You Go? A Live, Annotated Demonstration of Acceptance and Change in Adolescent DBT

CHAIR: *Maggie Gorraiz, Ph.D.*, McLean Hospital, Harvard Medical School

PANELISTS: *Esme Shaller, Ph.D.*, University of California, San Francisco
Ashley Maliken, Ph.D., University of California San Francisco
Alison Yaeger, Psy.D., McLean Hospital, Harvard Medical School

Earn 1.5 continuing education credits

Primary Category: Suicide and Self-Injury

Key Words: *DBT (Dialectical Behavior Therapy), Adolescents, Risky Behaviors*



MAGGIE
GORRAIZ



ESME
SHALLER



ASHLEY
MALIKEN



ALISON
YAEGER

Dialectical Behavior Therapy (DBT), is a comprehensive, empirically supported treatment for suicide and self-injurious behaviors among adults and adolescents with emotion dysregulation. DBT's theoretical framework is grounded in a dialectical philosophy, embracing a central dialectical tension between acceptance and change strategies. While DBT's principle-based paradigm allows the therapist to execute these core strategies in a flexible manner, it can be challenging to know which way to go when presented with high emotion dysregulation, life-threatening and treatment-interfering behaviors in the therapy session. Many providers leave a session feeling "stuck" and unbalanced in their delivery of DBT, often contributing to feelings of burnout and ineffectiveness in helping the client achieve their life worth living goals.

This Clinical Grand Rounds will provide didactics on acceptance (e.g. levels of validation) and change (e.g. skills training, behavioral assessment, exposure, and cognitive modification) and conduct a loosely scripted live-role play demonstration of an individual DBT session with an adolescent. During the role play, the provider's use of specific strategies will be coded on a scrolling projector screen to elucidate how a blend of these core strategies can help the provider achieve "movement, speed and flow" to strike a balance of acceptance and change.

Recommended Readings: Linehan, M. M., Korslund, K. E., Harned, M. S., Gallop, R. J., Lungu, A., Neacsiu, A. D., ... & Murray-Gregory, A. M. (2015). Dialectical behavior therapy for high suicide risk in individuals with borderline personality disorder: a randomized clinical trial and component analysis. *JAMA psychiatry*, 72(5), 475-482; Mehlum, L., Tørmoen, A. J., Ramberg, M., Haga, E., Diep, L. M., Laberg, S., ... & Grøholt, B. (2014). Dialectical behavior therapy for adolescents with repeated suicidal and self-harming behavior: a randomized trial. *Journal of the American Academy of Child & Adolescent Psychiatry*, 53(10), 1082-1091

At the end of this session, the learner will be able to:

- Explain the core dialectic in DBT.
- Describe six levels of validation.
- Describe three types of change strategies.
- Identify two differences between acceptance and change strategies when targeting suicidal and self-injurious behaviors.

Clinical Roundtable 3

Beyond Standard CBT: Innovative Developments in Behavioral Interventions for Eating Disorders

MODERATOR: *Loren Prado, M.S.*, Center for Dialectical and Cognitive Behavioral Therapies

PANELISTS: *Christina Wierenga, Ph.D.*, University of California, San Diego
Stephanie Knatz Peck, Ph.D., UCSD Eating Disorder Treatment Center

Mima Simic, M.D., Maudsley Centre for Child and Adolescent Eating Disorders

Nicholas R. Farrell, Ph.D., Rogers Behavioral Health

Leslie Karwoski Anderson, Ph.D., UC San Diego Eating Disorders Center

Earn 1.5 continuing education credits

Primary Category: Eating Disorders

Key Words: *Eating, Evidence-Based Practice, Comorbidity*

Eating disorders (EDs) are complex conditions that are marked by significant medical complications as well as substantial psychiatric comorbidity. Cognitive behavioral therapy (CBT) has shown robust empirical evidence as a transdiagnostic intervention and is thus recommended as a frontline treatment across most EDs (National Institute for Health and Care Excellence, 2017). However, many patients experience minimal benefit from CBT (Cooper & Fairburn, 2011), and about one-third quickly relapse following an ostensibly successful treatment course (Carter et al., 2009). Moreover, there is differential effectiveness of CBT when applied across the ED diagnoses (Costa & Melnik, 2016). Taken together, these limitations with standard CBT warrant exploration of novel interventions that can enhance the magnitude and durability of treatment effects. Fortunately, there have been several novel behavioral approaches developed recently that have shown promise as either augmentations or alternative strategies to traditional CBT. The objective of this panel is to describe these new behavioral approaches and their unique applications to individuals with EDs.

In keeping with this year's conference theme of extending the impact of cognitive behavioral science, our panel will first aim to identify the progress made in developing and refining CBT for EDs before identifying clinical presentations and features that CBT struggles to "reach." Examples include individuals with emotion dysregulation difficulties and/or complex comorbidity. This will lead into our descriptions of innovative behavioral interventions that have shown promise in addressing complex ED pathology. The interventions include Dialectical Behavior Therapy (DBT), which can improve emotional regulation in individuals with EDs, and Radically Open DBT (RO DBT) which addresses

rigid rule-governed behavior and social signaling deficits. Additionally, exposure therapy techniques for EDs (e.g., exposure to feared foods, body-focused exposure) can augment the benefits of CBT for EDs. Lastly, we will overview the newly developed Temperament-Based Treatment with Supports (TBT-S), which targets underlying neurobiological mechanisms and has yielded promising outcomes.

2:30 p.m. – 4:00 p.m.

Imperial Salon B, Marquis Level

Mini Workshop 8

The Unified Protocol For Transdiagnostic Treatment of Emotional Disorders in Children: Applications For Anger and Irritability

Jessica Malmberg, Ph.D., University of Colorado Anschutz Medical Campus

Jill Ehrenreich-May, Ph.D., University of Miami

Sarah M. Kennedy, Ph.D., University of Colorado School of Medicine

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Anger

Key Words: *Child, Unified Treatment, Parenting*

Youth psychiatric disorders are typically classified as internalizing or externalizing, and few evidence-based interventions target symptoms across both domains in a single protocol. Irritability has been identified as a transdiagnostic symptom dimension that spans externalizing and internalizing disorders, and many risk factors implicated in the development and maintenance of irritability are shared with anxiety and depressive disorders (e.g., information processing biases, emotion regulation deficits, parenting practices). Transdiagnostic interventions targeting shared risk and maintenance factors may be able to address both diagnoses traditionally classified as “internalizing” and “externalizing” in a single intervention. In this workshop, we will introduce an adapted version of the Unified Protocol for Transdiagnostic Treatment of Emotional Disorders in Children (UP-C; Ehrenreich-May et al., 2018) designed to more directly target irritability and anger in addition to traditional “internalizing” emotions. After presenting an introduction to the rationale for a unified approach to treating emotional disorders, we will discuss how a unified case conceptualization model of emotional disorders can be applied to youth anger and irritability. We will review components of a version of UP-C that incorporates a greater focus on anger and irritability in youth using various instructional modalities, including didactic teaching and case examples. Throughout this workshop, we will highlight the unique features of this adapted version of the UP-C, including earlier introduction of opposite

action, use of anger inducing exposures, and enhanced parent management training and coaching of “opposite parenting behaviors.” We will also briefly review completed and ongoing research investigating the efficacy of this adapted intervention.

At the end of this session, the learner will be able to:

- Apply a unified, transdiagnostic case conceptualization model to the treatment of anger and irritability in youth
- Enhance participants’ ability to flexibly deliver the Unified Protocol for Transdiagnostic Treatment of Emotional Disorders to irritable youth and youth with disruptive behaviors
- Understand how to conduct exposure and opposite action experiments targeting anger, frustration intolerance, and irritability in youth

Recommended Readings: Sukhodolsky, D. G., Smith, S. D., McCauley, S. A., Ibrahim, K., & Piasecka, J. B. (2016). Behavioral interventions for anger, irritability, and aggression in children and adolescents. *Journal of Child and Adolescent Psychopharmacology*, 26, 58-64. Brotman, M.A., Kircanski, K., Stringaris, A., Pine, D.S., & Leibenluft, E. (2017). Irritability in youth: A translational model. *American Journal of Psychiatry*, 174(6), 520-532. Kennedy, S. M., Bilek, E. L. & Ehrenreich-May, J. (2018). A randomized controlled pilot trial of the Unified Protocol for Emotional Disorders in Children (UP-C). *Behavior Modification*. DOI: 0145445517753940.

2:30 p.m. – 4:00 p.m.

A702, Atrium Level

Panel Discussion 2

Translating Research Findings to Clinical Practice: Out of the Echo Chamber; Into the Marketplace!

MODERATOR: *Robert D. Friedberg, Ph.D.*, Palo Alto University

PANELISTS: *Mary A. Fristad, ABPP, Ph.D.*, The Ohio State University

Sara J. Becker, Ph.D., Center for Alcohol and Addictions
Studies Brown University School of Public Health

Torrey A. Creed, Ph.D., Perelman School of Medicine at the
University of Pennsylvania

Susmita Pati, M.D., Stony Brook University School of
Medicine & Stony Brook Children’s Hospital

Earn 1.5 continuing education credits

Primary Category: Translational

Key Words: *Mental Health Literacy, Evidence-Based Practice, Stakeholder Relevant*

The research-practice gap in evidence-based treatment yields an interrupted information stream among scholars and practitioners as well as to the public. Knowledge trickles down to clinicians from traditional distribution channels such as journal articles, books,

and workshops. It is commonly believed that academicians talk and write for other scholars. Practitioners often lament that research findings are irrelevant to their work and that the “information highway” is really a one-way street. Additionally, the public’s mental health literacy especially about “evidenced-based practices/EBPs” is limited and skewed by misinterpretations. Reaching professionals and the public via accurate and compelling information that is presented in an engaging manner is a promising route to narrowing the research-practice gap in order to better people’s health and well-being. This is the precise focus of this panel that brings together four experts in conducting research, teaching, training, and clinical practice. Panelists hold experience in direct-to-consumer marketing, continuing education, supervision, publishing parenting/self-help books, and dissemination. The panelists will discuss the following central questions: 1) What are the lessons learned from your research experiences that may spur dissemination efforts?, 2) In what ways can direct-to-consumer marketing propel mental health literacy?, 3) How can training programs like the Alda Center for Communicating Science help researchers and practitioners reach the public with state-of-the-science information?, 4) What is the role of evidence-based self-help materials in improving mental health literacy?, and 5) Based on your research and clinical experiences, what types of training do graduate students and practicing clinicians want as well as need in order to effectively deliver evidence-based treatments in treatment-as-usual settings? The panel directly addresses this year’s conference theme “Wisdom of Purpose and Perspective: Extending the social impact of cognitive behavioral science” by emphasizing the proactive mobilization of research. Finally, the panel addresses the leveraging of new workforces and stakeholders by increasing mental health literacy.

Panel Discussion 3

The MAP Toolkit For Enhancing the Connections Between Science and Practice: Common Elements and Much More

MODERATOR: *Kimberly D. Becker, Ph.D.*, University of South Carolina

PANELISTS: *Brad J. Nakamura, Ph.D.*, University of Hawaii at Manoa
Cameo Stanick, Ph.D., LCP, Hathaway-Sycamores Child and Family Services

Adam Bernstein, Ph.D., PracticeWise

Michael Southam-Gerow, Ph.D., Virginia Commonwealth University

Angela Chiu, Ph.D., Weill Cornell Medicine

Alyssa Ward, Ph.D., Department of Medical Assistance Services

Earn 1.5 continuing education credits

Primary Category: Improved Use of Research Evidence

Key Words: *Clinical Decision Making, Common Elements*

This panel brings together individuals with expertise in research, clinical education, workforce development, systems evaluation, agency administration, and policy to discuss a multi-decade initiative toward improving mental health services by informing decisions and actions with the best available evidence within the framework of Managing and Adapting Practice (MAP). Panelists will provide examples of key features of MAP as an evidence-oriented, developmental, dynamic, outcome-centered, self-correcting system that supports the use of evidence-based treatments (EBTs) but that can also serve as a treatment-building toolkit. Panelists will address treatment-related topics such as “common elements,” real-time measurement, clinical challenges (e.g., crises, low treatment engagement), client diversity, and coordination among sources of evidence. They will discuss current approaches in the field and highlight opportunities for complementary approaches such as those offered by MAP. Additionally, panelists will expand their discussion beyond clinical practice to talk about workforce development topics such as student education, clinical supervision, and provider training. Finally, panelists will describe empirically evaluated initiatives to integrate evidence frameworks into mental health agencies and systems. Together, the discussion points will demonstrate that MAP is more than just common elements; it is a system for enhancing the connections between science and practice to solve problems that are meaningful to stakeholders and ultimately, to improve mental health services for children and families. Moreover, this panel will illustrate that although MAP offers a model for leveraging science to address the myriad of complexities in mental

health services, many challenges remain for consideration by the scholars, practitioners, and treatment developers of the future.

2:30 p.m. – 4:00 p.m.

Marquis Salon B, Marquis Level

Panel Discussion 5

Treatment Engagement of Youth With Suicide Risk From Underserved Communities

MODERATORS: *Cindy Chang, B.A.*, Rutgers University

Sara Ghassemzadeh, B.A., Rutgers University

PANELISTS: *Shireen L. Rizvi, Ph.D., ABPP*, Rutgers University

Kristin Scott, Ph.D., Children's Health, University of Texas at Southwestern

Betsy D. Kennard, Psy.D., University of Texas Southwestern Medical Center at Dallas

Ethan Mereish, Ph.D., American University

Pamela End of Horn, LICSW, MSW, US DHHS Indian Health Service

Earn 1.5 continuing education credits

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Underserved Populations*

It is well-established that mental health service utilization is notably low in individuals with elevated suicide risk, and even fewer access evidence-based services. In particular, youth from racial, cultural, ethnic, sexual, and gender minority communities experience significant disparities in suicide risk and are even less likely to access and stay in evidence-based services. To increase the social impact of our evidence-based treatments, new strategies are needed to tailor outreach efforts and intervention approaches to effectively engage underserved populations. This panel will address several topics related to the engagement of youth with suicide risk from racial, ethnic, gender, and sexual minority communities in evidence-based treatment. We will discuss unique and common barriers to treatment engagement in these different communities. Panelists were chosen based on their experiences utilizing evidence-based interventions among underserved youth for suicide risk and effectively engaging families in treatment. Dr. Shireen Rizvi, PhD, ABPP will discuss the application of Dialectical Behavior Therapy for high-risk adolescents from diverse communities. Dr. Ethan Mereish, PhD has received an NIH grant to examine mechanisms of suicidal and nonsuicidal self-injurious behavior in sexual minority youth for treatment development. Dr. Pamela End of Horn, MSW, LICSW has extensive expertise in suicide prevention in the American Indian population. Dr. Betsy Kennard, PsyD, ABPP will discuss the development of an adolescent suicide prevention program for Latinos in a

FRIDAY

community-based setting. Dr. Kristin Scott, PhD will discuss treatment considerations for addressing suicide risk in African American youth. The panel will discuss practical obstacles that arise while working with underserved families and outline strategies to improve outreach and engagement.

2:30 p.m. – 4:00 p.m.

Imperial Salon A, Marquis Level

Panel Discussion 6

Cognitive-behavioral Interventions for Substance Use Disorders: Challenges and Future Directions

MODERATORS: *Korine Cabrera, B.S.*, Clark University

Kathleen M. Palm Reed, Ph.D., Clark University

PANELISTS: *Robert Miranda, Ph.D.*, Brown University Center for Alcohol and Addiction Studies

Paola Pedrelli, Ph.D., Harvard Medical School, Massachusetts General Hospital

Christina S. Lee, Ph.D., Northeastern University

Andrea Taylor, Ph.D., University of Texas Health Science Center, McGovern Medical School

Earn 1.5 continuing education credits

Primary Category: Addictive Behaviors

Key Words: *Substance Abuse, Evidence-Based Practice, Integrated Care*

The primary aim of this panel is to discuss how cognitive behavioral science could improve its impact on the treatment of substance use disorders (SUDs). An estimated 21.5 million Americans are currently living with a SUD (SAMHSA, 2014). The costs of this disorder are increasing rapidly; for example, deaths due to prescription opioid and heroin overdoses have quadrupled over the past decade (Hedegaard, Chen & Warner, 2015). While cognitive-behavioral interventions rank among the most efficacious for SUDs (McHugh, Hearon & Otto, 2010), there are significant challenges to implementing these interventions in the current healthcare system, including lack of clinical training and organizational barriers (Manuel, Hagedorn & Finney, 2012). There are several treatment contexts and populations that could especially benefit from additional research to extend the social impact of our science. For example, individuals with co-occurring physical or mental health concerns are more likely to present in primary care or emergency departments, though evidence-based treatments for SUDs are implemented at low rates in these settings (Ernst, Miller & Rollnick, 2007), suggesting a need for more dissemination and implementation research. Further, there are gaps in our understanding and treatment of the unique experiences of underrepresented populations and adolescent substance users, suggesting a need for cultural adaptations of SUD treatments (Burllew, Copeland, Ahua-

ma-Jonas & Calsyn, 2013), and improved treatment for adolescent SUDs (Paino, Aletraris & Roman, 2015). The panelists will bring their expertise to bear on important considerations across populations (adolescents, underrepresented groups, dual-diagnosis patients) and treatment contexts (integrated behavioral health, outpatient services, inpatient hospital). Panelists will discuss their perspectives on current limitations and future directions that would improve the treatment of SUDs.

2:30 p.m. – 4:00 p.m.

M301-M303, Marquis Level

Panel Discussion 7

Social Justice Advocacy: What it is, Why it Matters, & How to Help Psychology Fellows Integrate it into Their Professional Identity and Practice

MODERATORS: *Emily Treichler, Ph.D.*, VA San Diego MIRECC/University of California, San Diego

Jennifer N. Crawford, Ph.D., VA San Diego Healthcare System/University of California, San Diego

PANELISTS: *Robyn L. Gobin, Ph.D.*, University of Illinois at Urbana Champaign

Kirsten A. Gonzalez, Ph.D., The University of Tennessee, Knoxville

Erica Lee, Ph.D., Emory University School of Medicine

Wayne G. Siegel, ABPP, Ph.D., University of Minnesota

Earn 1.5 continuing education credits

Primary Category: Professional/ Interprofessional Issues

Key Words: *Education and Training, Professional Development, Underserved Populations*

Postdoctoral training is an ideal time to solidify and generalize social justice-related competencies into professional identity and practice. Although training programs and incoming fellows are invested in continued cultural competency development, there isn't yet a clear framework for social justice advocacy training at the postdoctoral level. Moderators will introduce the topic and present novel data on incoming fellows' training needs. Panelists with expertise in postdoctoral training, and advocacy education, research, and practice will discuss what social justice advocacy can look like for psychologists broadly, and apply lessons learned from their own experiences to make recommendations for utilizing postdoctoral training to increase social justice advocacy training within the field. Discussion will begin with definitions of social justice advocacy, description of panelists' own advocacy roles and other roles psychologists can use to expand social justice-related activity beyond advocacy for individual clients, toward influencing institutional and government policy and practice. Then, models of effective advocacy training will be discussed,

with panelists representing diverse modalities from program-level models to targeted seminars. Finally, panelists will discuss strategies to increase advocacy training in postdoctoral programs and facilitate inclusion of advocacy in fellows' professional identities as they transition to independence. The primary goal of this panel is to inform postdoctoral training recommendations to increase the ability of early career psychologists to integrate social justice into their professional identity and engage in meaningful social justice advocacy. Recommendations include continued use of a novel self-assessment in research and training; identification of a best practices training model; and partnering with stakeholders to provide applied social justice advocacy experiences.

2:30 p.m. – 4:00 p.m.

M304, Marquis Level

Panel Discussion 8

Advocacy in Action: Psychologists' Role in Advocacy to Improve the Health of Marginalized Populations

MODERATOR: *Colleen A. Sloan, Ph.D.*, VA Boston Healthcare System & Boston University School of Medicine

PANELISTS: *Brian A. Feinstein, Ph.D.*, Northwestern University

Anu Asnaani, Ph.D., University of Utah

Abigail W. Batchelder, Ph.D., Massachusetts General Hospital/
Harvard Medical School & Fenway Health

Jae A. Puckett, Ph.D., Michigan State University

William Spaulding, Ph.D., University of Nebraska-Lincoln

Earn 1.5 continuing education credits

Primary Category: Vulnerable Populations

Key Words: *Vulnerable Populations, Global Mental Health, Stakeholder Relevant*

Psychologists are trained to conduct research, provide clinical services, and teach, but they are rarely prepared to engage in advocacy, which reflects a critical gap in psychological training and practice. Advocacy can be a powerful tool for collaborating with marginalized communities to reduce health disparities, and it can play an important role in science (e.g., evaluating advocacy initiatives, generating hypotheses based on experiences with community members). In line with the convention theme—to extend the reach and impact of scientific knowledge—the goal of this panel is to discuss how psychologists can use advocacy as a tool for disseminating scientific knowledge, increasing the impact of psychological science, and ultimately improving the health of marginalized populations. Panelists will share their experiences engaging in advocacy in multiple settings with diverse populations (e.g., sexual and gender minorities, people of color, people living with HIV, people diagnosed with serious mental illness). Examples of their work include developing and leading task forces, advocating for policy changes, enhancing community collaborations, engaging stakeholders to determine clinical priorities, and using research to evaluate and support

community advocacy initiatives, both domestically and internationally. Panelists will also reflect on various roles psychologists can play in advocacy, including utilizing clinical research skills to aid community partners in conducting needs assessments, evaluating the impact of advocacy initiatives, and obtaining grant support for academic-community partnerships. Finally, panelists will discuss challenges of engaging in advocacy as psychologists and potential strategies for overcoming barriers. By the end of this session, attendees will have a deeper understanding of the importance of engaging in advocacy as psychologists, and how to use their training and skills for this purpose.

2:30 p.m. – 4:00 p.m.

Atrium Ballroom A, Atrium Level

Symposium 38

Cognitive Behavioral Therapy in Global Mental Health: Trials and Implementation

CHAIR: *Laura Murray, Ph.D.*, Johns Hopkins University

DISCUSSANT: *Lucy Berliner, MSW*, University of Washington, Seattle

Primary Category: Global Mental Health

Key Words: *Global Mental Health, Treatment, Implementation*

Earn 1.5 CEU education credits

Basic to Moderate level of familiarity with the material

From Trials to Scale Up: A Transdiagnostic Treatment (CBEITA) for Common Mental Health Problems, Alcohol Misuse and Substance Use in Zambia.

Jeremy Kane, Ph.D., MPH, Johns Hopkins University

Flor Melendez, MPH, Johns Hopkins University

Saphira Munthali, B.A., Center for Infectious Diseases Research in Zambia

John Mayeya, MPH, Zambia National Health

Laura Murray, Ph.D., Johns Hopkins University

Intervention Effectiveness: Efficacy and Practices of a Trauma-Focused Cognitive Behavioral Trial: A Scale-Up Trial

Shannon Dorsey, University of Washington

Perna Finkelstein, M.A., University of Washington

Rosemary Meza, University of Washington

Augustina Mwangi, M.A., Ace Africa Kenya

Grace Woodard, B.S., University of Washington

Kathryn Whetten, Ph.D., Duke University

Shannon Dorsey, Ph.D., University of Washington

FRIDAY

Testing the Effectiveness and Implementation of a Brief Versus Common Elements Treatment Approach (CETA) in Ukraine

Jeremy Kane, Ph.D., MPH, Johns Hopkins University

Laura Murray, Ph.D., Johns Hopkins University

Quincy Moore, MPH, Johns Hopkins University

Emily Haroz, PhD, Johns Hopkins University

Sergey Bogdanov, Ph.D., National University of Kyiv-Mohyla Academy

Paul Bolton, MsC, MPH, DTMH, MBBS, Johns Hopkins University

Kristina L. Metz, Ph.D., Johns Hopkins Bloomberg School of Public Health

The Trials and Tribulations of Community Health Workers in LMIC With Lay Community Workers and Future Directions for Scale-up

Laura Murray, Ph.D., Johns Hopkins University

Stephanie Skavenski, Ph.D., MPH, MSW, Johns Hopkins Bloomberg School of Public Health

CANCELLED

Symposium 39

Advances in Perinatal Mental Health: Extending the Reach of Cognitive-Behavioral Science to an Understudied, Vulnerable Population

- CHAIRS: *Samantha N. Hellberg, B.A.*, University of North Carolina at Chapel Hill
Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill
- DISCUSSANT: *Sheila Crowell, Ph.D.*, University of Utah

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Prevention

Key Words: *Perinatal, Prevention, Translational Research*

Examining the Effects of Reproductive Hormones on Anhedonia and Neural Reward Circuits to Advance Our Understanding of Perinatal Depression

Gabriel Dichter, Ph.D., UNC Chapel Hill

Joshua Bizzell, M.S., UNC Chapel Hill

Sarah Johnson, B.S., UNC Chapel Hill

Erin Richardson, PMHNP, UNC Chapel Hill

Peter Schmidt, M.D., NIMH

Aysenil Belger, Ph.D., UNC Chapel Hill

David Rubinow, M.D., UNC Chapel Hill

Crystal E. Schiller, Ph.D., Department of Psychiatry, UNC Chapel Hill

Maternal Prenatal Anxious Behavior Predicts Newborn Outcomes: Implications For Maternal and Neonatal Health Care

Parisa Kaliush, B.A., University of Utah

Sheila Crowell, Ph.D., University of Utah

Brendan Ostlund, M.S., University of Utah

Mindy Brown, B.A., University of Utah

Nila Shakiba, B.A., University of Utah

Sarah Terrell, B.S., University of Utah

Marcela Smid, M.D., M.S., M.A., Department of Obstetrics and Gynecology, University of Utah

Elisabeth Conrads, Ph.D., Department of Pediatrics, University of Utah

Robert Vlissides-Henry, B.A., University of Utah

Untangling the Association Between Postpartum Obsessions, Couple Satisfaction, and Perceived Stress

Ashley M. Shaw, Ph.D., University of Miami

Brian Doss, Ph.D., University of Miami

Samantha N. Hellberg, B.A., University of North Carolina at Chapel Hill

Norman Schmidt, Ph.D., Florida State University

Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill

Kiara R. Timpano, Ph.D., Department of Psychology; University of Miami

Obsessive Beliefs as a Risk Factor and Potential Target For the Prevention of Postpartum Depression Among Individuals at High-risk for Postpartum Obsessive-Compulsive Symptoms

Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill

Jennifer Buchholz, M.A., UNC Chapel Hill

Kiara R. Timpano, Ph.D., Department of Psychology; University of Miami

Samantha N. Hellberg, B.A., University of North Carolina at Chapel Hill

2:30 p.m. – 4:00 p.m.

A704, Atrium Level

Symposium 40

The Oxford Cognitive Approach to Understanding and Treating Persecutory Delusions

CHAIRS: Daniel Freeman, Ph.D., Psy.D., University of Oxford

Emma Cernis, Psy.D., University of Oxford

DISCUSSANT: Louise Isham, Psy.D., University of Oxford

Earn 1.5 continuing education credits

Moderate level of familiarity with the material

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: Cognitive Processes, Cognitive Therapy, Psychosis / Psychotic Disorders

Understanding and Treating Persecutory Delusions: The Rationale, Model, and Key Studies

Daniel Freeman, Ph.D., Psy.D., University of Oxford

Adolescent Paranoia: Prevalence, Structure, and Causal Mechanisms

Jessica C. Bird, Psy.D., University of Oxford

Sleep Dysfunction and Paranoia

Bryony Sheaves, DClinPsy., Bsc., University of Oxford

Sarah Reeve, DPhil, B.A., University of Oxford

Bryony Sheaves, DClinPsy., Bsc., University of Oxford

Beliefs About the Self and Others in Paranoia

Poppy Brown, B.A., University of Oxford

The Feeling Safe Programme

Felicity Waite, Psy.D., University of Oxford

2:30 p.m. – 4:00 p.m.

A708, Atrium Level

Symposium 41

Improving Treatment Outcome with Clinical Decision-making Tools

CHAIR: *Jacqueline B. Persons, Ph.D.*, Oakland CBT Center

DISCUSSANT: *Philip C. Kendall, Ph.D.*, Temple University

Earn 1.5 continuing education credits

Basic level of familiarity with the material

Primary Category: Assessment

Key Words: *Clinical Decision Making, Evidence-Based Practice, Psychotherapy Outcome*

How Many Cases are Needed to Create a Benchmarking Tool for Evaluating Client Progress? A Simulation Study

Cannon Thomas, Ph.D., University of California, San Francisco

Corey Fagan, Ph.D., Owl Insights

Garret Zieve, B.A., University of California at Berkeley

Identifying What Works: Improving Measurement Feedback Systems for Measurement-Based Care

Corey Fagan, Ph.D., Owl Insights

A. Paige Peterson, M.S., University of Washington, Seattle

Effects of Therapist Decision-making Tools on Outcome and Dropout of Naturalistic CBT

Vael Gates, Graduate Student, University of California, Berkeley

Jacqueline B. Persons, Ph.D., Oakland CBT Center

Vael Gates, Graduate Student, University of California, Berkeley

Improving Measurement-Based Care for Youth With Multiple Domains of Assessment and Early Warning Signals

Craig E. Henderson, Ph.D., Sam Houston State University

Susan Douglas, Ph.D., Vanderbilt University

Amanda Jensen-Doss, Ph.D., University of Miami

FRIDAY

Using Measurement Feedback Systems to Inform Complex Clinical Decisions
Jennifer Regan, Ph.D., Hathaway-Sycamores Child and Family Services
Katherine Tsai, Ph.D., Five Acres-The Boys' and Girls' Aid Society of Los Angeles
Andrew Moskowitz, Ph.D., Hulu
Eric Daleiden, Ph.D., PracticeWise, LLC
John Weisz, Ph.D., Harvard University
Bruce F. Chorpita, Ph.D., UCLA
Alayna L. Park, M.A., UCLA

2:30 p.m. – 3:30 p.m.

L508, Lobby Level

Symposium 42

Emotion Socialization Matters: Delving into the Complexities of the Relations Between Emotion Socialization and Youth Internalizing and Externalizing Symptoms

CHAIR: *Laura G. McKee, Ph.D.*, Georgia State University
DISCUSSANT: *Erin Tully, Ph.D.*, Georgia State University

Earn 1 continuing education credit

Basic to Moderate level of familiarity with the material

Primary Category: Parenting / Families

Key Words: *Parenting, Emotion, Emotion Regulation*

Daily Home Chaos and Mothers' Dismissive Responses: Differential Effects of Children's Internalizing and Externalizing Behaviors

Deyaun Villarreal, B.A., University of Texas at Dallas
Jackie Nelson, Ph.D., University of Texas at Dallas
Megan Adelson, M.A., The University of Texas at Dallas

How Socializing Youth Sadness, Anger and Anxiety is Differentially Associated With Internalizing and Externalizing Symptoms

Justin Parent, Ph.D., Florida International University
Laura G. McKee, Ph.D., Georgia State University

Psychosocial Adjustment in Adolescence: Contributions of Parent and Friend Emotion Socialization

Julie Dunsmore, Ph.D., Virginia Tech
Rachel Miller-Slough, Ph.D., Duke University Medical Center

Symposium 43

**Religion and Spirituality in Couple Relationships:
Building a Foundation For Expansion of Couple Therapy
Research and Practice to Religious Couples**

CHAIR: *Victoria A. King, University of Georgia*

DISCUSSANT: *Kristina Coop Gordon, Ph.D., University of Tennessee -
Knoxville*

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Spirituality and Religion

Key Words: *Couples / Close Relationships, Spirituality and Religion, Prevention*

**Couples' Spiritual Intimacy and One-upmanship Predicting Marital Conflict
Across the Transition to Parenthood**

Kenneth Pargament, Ph.D., Bowling Green State University

Alfred DeMaris, Ph.D., Bowling Green State University

Annette Mahoney, Ph.D., Bowling Green State University

**Prayers of Gratitude, Dispositional Gratitude, and Marital Satisfaction: A Dyadic
Perspective**

Frank D. Fincham, Ph.D., Florida State University

Religiosity and Relationship Quality in Unmarried, Serious Relationships

Scott Stanley, Ph.D., University of Denver

Shelly Smith-Acuña, Ph.D., University of Denver

Galena K. Rhoades, Ph.D., University of Denver

Hannah Koch, Psy.D., University of Denver

Religiosity and Marital Integration in Enduring Marriages

Kandauda K.A.S. Wickrama, Ph.D., University of Georgia

Steven Beach, Ph.D., University of Georgia

Victoria A. King, University of Georgia

Symposium 44

Utilizing Technology to Extend the Social Impact of Cognitive Behavioral Science in National and International Samples

- CHAIRS: *Sabine Wilhelm, Ph.D.*, Harvard Medical School;
Massachusetts General Hospital
Nicholas C. Jacobson, M.S., Massachusetts General Hospital
- DISCUSSANT: *Oliver Harrison, Ph.D.*, Telefónica Innovation Alpha

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Technology

Key Words: *Technology / Mobile Health, Global Mental Health, Industry*

Assessing Auditory Verbal Hallucinations in Real-time, Real-place With mHealth; Expanding Reach With Online Research Methodology

Rachel Brian, M.P.H., University of Washington

Geneva Kelly, M.P.H., University of Washington

Rui Wang, M.E., Dartmouth College

Weichen Wang, M.E., Dartmouth College

Andrew Campbell, Ph.D., Dartmouth College

Dror Ben-Zeev, Ph.D., University of Washington

Benjamin E. Buck, Ph.D., University of Washington

A New Smartphone App For Body Dysmorphic Disorder: Development and Pilot Testing

Hilary Weingarden, Ph.D., Massachusetts General Hospital/Harvard Medical School

Jennifer Greenberg, Ph.D., Massachusetts General Hospital/Harvard Medical School

Thomas McCoy, Ph.D., Massachusetts General Hospital/Harvard Medical School

Ilana Ladis, B.S., Massachusetts General Hospital/Harvard Medical School

Berta Summers, Ph.D., Massachusetts General Hospital/Harvard Medical School

Aleksandar Matic, Ph.D., Telefónica Innovación Alpha

Oliver Harrison, Ph.D., Telefónica Innovation Alpha

Sabine Wilhelm, Ph.D., Harvard Medical School; Massachusetts General Hospital

Smartphone CBT for BDD: Initial Clinical Insights From Passively-Collected Smartphone Data

Aleksandar Matic, Ph.D., Telefónica Innovación Alpha

Roger Garriga Calleja, M.S., Telefónica Innovación Alpha

Oliver Harrison, Ph.D., Telefónica Innovation Alpha

Sabine Wilhelm, Ph.D., Harvard Medical School; Massachusetts General Hospital

Hilary Weingarden, Ph.D., Massachusetts General Hospital/Harvard Medical School

Digital Phenotyping in a Large Sample Across the Globe: Passive Digital Biomarkers of Anxiety Depend on the Global Geospatial Context

Nicholas C. Jacobson, M.S., Massachusetts General Hospital

2:30 p.m. – 4:00 p.m.

Marquis Salon D, Marquis Level

Symposium 45

Understanding Exercise Approach-Avoidance Behavior in Women to Inform Feasible Transdiagnostic Intervention Development

CHAIRS: *Samantha G. Farris, Ph.D., Rutgers, The State University of New Jersey*

Kathryn A. Coniglio, B.A., Rutgers, The State University of New Jersey

DISCUSSANT: *Brandon Alderman, Ph.D., Rutgers, The State University of New Jersey*

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Women's Issues

Key Words: *Exercise, Women's Health*

A Pilot RCT of a Fitbit-supported Lifestyle Physical Activity Intervention For Women With Depression in Alcohol Treatment

Claire Blevins, Ph.D., Brown University

Cynthia Battle, Ph.D., Brown University

Jennifer Read, Ph.D., University at buffalo

Michael Stein, M.D., Brown university

Ana M. Abrantes, Ph.D., Brown University

Pre-treatment Predictors of Exercise Adherence in Mexican American Women Enrolled in a Behavioral Weight Loss Intervention

Julia Austin, Ph.D., Palo Alto psychology

Ruth Sarafin, M.S., University of New Mexico

Jane Ellen Smith, Ph.D., University of New Mexico

Kelsey N. Serier, M.S., University of New Mexico

Intentional Avoidance of Physical Activity in Women With Migraine

J. Graham Thomas, Ph.D., Brown university

Ana M. Abrantes, Ph.D., Brown University

Frederick Godley, M.D., University Otolaryngology

Julie Roth, M.D., Alpert Medical School of Brown University

Richard Lipton, M.D., Albert Einstein College of Medicine

Jelena Pavlovic, M.D., Ph.D., Albert Einstein College of Medicine

Dale Bond, Ph.D., Alpert Medical School of Brown University

Samantha G. Farris, Ph.D., Rutgers, The State University of New Jersey

The Effects of Moderate-intensity Aerobic Exercise on Reward Eensitivity and Emotional Reactivity Among Women With Depressive Symptoms

Brandon Alderman, Ph.D., Rutgers, The State University of New Jersey

Christopher J. Brush, M.S., Rutgers, The State University of New Jersey

A Latent Profile Analysis of Motivation for Physical Activity Engagement in College Women and in Women With Eating Pathology

Edward Selby, Ph.D., Rutgers, The State University of New Jersey

Kathryn A. Coniglio, B.A., Rutgers, The State University of New Jersey

Symposium 46

Lab-based Acquisition and Extinction of Conditioned Disgust: Novel Methods and Clinical Implications

CHAIRS: *Hannah Berg, B.A., University of Minnesota*

Shmuel Lissek, Ph.D., University of Minnesota

DISCUSSANT: *Bunmi O. Olatunji, Ph.D., Vanderbilt university*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Disgust, Anxiety, Research Methods*

Generalization of Conditioned Disgust: Individual Differences and Comparisons to Conditioned Fear

Hannah Berg, B.A., University of Minnesota

Sam Cooper, B.A., University of Minnesota

Shmuel Lissek, Ph.D., University of Minnesota

Hannah Berg, B.A., University of Minnesota

Effects of US Memory Devaluation on Conditioned Disgust: Results of Two Pre-Registered Studies

Iris M. Engelhard, Ph.D., Utrecht University

Gaëtan Mertens, Ph.D., Utrecht University

Iris M. Engelhard, Ph.D., Utrecht University

Disgust Revealed by Oculomotor Avoidance is Highly Resistant to Habituation

Thomas Armstrong, Ph.D., Whitman College

Edwin Dalmaijer, Ph.D., University of Cambridge

Thomas Armstrong, Ph.D., Whitman College

Disgust Conditioning as a Model for Food Avoidance Among Adolescents With Low-Weight Eating Disorders

Tom Hildebrandt, PsyD, Department of Psychiatry, Icahn School of Medicine at Mount Sinai

Learning and ‘Unlearning’ of Sex-disgust Associations: The Effect on Female Sexual Response

Stephanie Both, Ph.D., Leiden University Medical Center

Ola Pawlowska, M.S., Maastricht University

Charmaine Borg, Ph.D., University of Groningen

Philomeen Weijenborg, M.D., Ph.D., Leiden University Medical Center

Peter J. de Jong, Ph.D., University of Groningen

Stephanie Both, Ph.D., Leiden University Medical Center

3:00 p.m. – 4:30 p.m.

M103, Marquis Level

Clinical Roundtable 4

Intensive CBT for Youth With Anxiety and Obsessive-Compulsive Disorders: Special Considerations For the Design and Delivery of Treatment

MODERATOR: *Taylor Wilmer, Ph.D., McLean Hospital*

PANELISTS: *Shannon Bennett, Ph.D., Weill Cornell Medicine*

Sarah H. Morris, Ph.D., Bradley Hospital

*Kendra L. Read, Ph.D., University of Washington School of
Medicine & Seattle Children’s Hospital*

Michelle Rozenman, Ph.D., University of Denver

*Lindsey Bergman, Ph.D., UCLA Semel Institute for
Neuroscience & Human Behavior*

Earn 1.5 continuing education credits

Primary Category: Child / Adolescent - Anxiety

Key Words: *Anxiety, Child, Treatment/ Program Design*

Exposure-based cognitive behavioral therapy (CBT) is considered the gold standard for treating youth with anxiety and obsessive-compulsive disorders (OCD; Higa-McMillan et al., 2016). Increasing evidence suggests that CBT delivered in a brief, intensive format yields outcomes equivalent to traditional once-weekly CBT (Ost & Ollendick, 2017). Intensive treatment also offers notable advantages over once-weekly sessions, including increased retention of learning, decreased opportunities for avoidance, and faster reentry into activities of daily living. As such, specialty outpatient clinics now offer intensive CBT for youth with anxiety and OCD. However, considerable variety exists in intensive treatment delivery for this population, and clinics differ in their inclusion criteria, program structure, and treatment duration. The goal of this clinical round table is to discuss special considerations for the design and delivery of intensive exposure-based CBT for youth with anxiety and obsessive-compulsive disorders in an outpatient clinical setting.

The moderator and five presenters are expert clinicians and researchers from specialty clinics at Bradley Hospital, University of Denver, McLean Hospital, Seattle Children's Hospital, UCLA Semel Institute, and Weill-Cornell Medical Center. Presenters will briefly describe their clinics, including intake procedures and program structure, and will then answer questions during a moderated discussion. Questions will address lessons learned during program development, costs and benefits of programming choices, incorporation of research, and strategies for patient and parent engagement. This round table will offer a unique opportunity for presenters to share challenges that have been faced and suggestions for overcoming barriers to successful treatment implementation. Presenters will also discuss key research questions that have arisen from their intensive program experience. This round table will benefit both clinicians and researchers interested in understanding and providing this innovative treatment approach for youth with anxiety and OCD.

3:00 p.m. – 4:30 p.m.

M102, Marquis Level

Mini Workshop 9

Evidence-Based Treatment With a Higher Purpose: Spiritually-Integrated CBT

David H. Rosmarin, ABPP, Ph.D., McLean Hospital/Harvard Medical School

Earn 1.5 continuing education credits

Basic level of familiarity with the material

Primary Category: Spirituality and Religion

Key Words: *Spirituality and Religion, Case Conceptualization / Formulation*

In some respects, evidence-based treatment always serves a higher purpose in that it changes human lives by alleviating suffering and improving life. In other respects, however, the practice of CBT is anything but a spiritual enterprise, given that the vast majority of CBT clinicians receive no training in how to broach spiritual matters with patients, and many never inquire about this domain at all (Rosmarin, Green, Pirutinsky & McKay, 2013). These limitations are significant when one considers that more than nine in ten Americans believe in God (Gallup Poll, 2011) and the statistical majority of psychotherapy patients wish to discuss spirituality in treatment (Rose, Westefeld, & Ansley, 2001). This workshop will present an easy-to-understand framework for CBT clinicians to conceptualize the relevance of spirituality to a variety of mental health concerns, based on current research. Attendees will also emerge with concrete skills in how to implement a brief CBT-based assessment of spirituality in clinical practice.

At the end of this session, the learner will be able to:

- Describe at least three ways that spirituality/religion is functionally related to mental health.
- Formulate spiritual resources and struggles in clinically meaningful terms.
- Implement a brief CBT-based assessment of spirituality in clinical practice.

Recommended Readings: Rosmarin, D.H. (2018). *Spirituality & Cognitive Behavior Therapy: A Guide for Clinicians*. New York: Guilford Press. Pearce, M. J., Koenig, H. G., Robins, C. J., Nelson, B., Shaw, S. F., Cohen, H. J., & King, M. B. (2015). Religiously integrated cognitive behavioral therapy: A new method of treatment for major depression in patients with chronic medical illness. *Psychotherapy*, 52(1), 56. Pargament, K.I. (2007). *Spiritually integrated psychotherapy: Understanding and addressing the sacred*. New York: Guilford Press.

3:00 p.m. – 6:00 p.m.

A601, Atrium Level

Workshop 7

ticket

ACT for Life: Using Acceptance and Commitment Therapy to Prevent Suicide and Build Meaningful Lives

Lauren M. Borges, Ph.D., Rocky Mountain MIRECC
Nazanin Bahraini, Ph.D., Rocky Mountain MIRECC
Robyn D. Walser, Ph.D., VA National Center for PTSD
Sean M. Barnes, Ph.D., Rocky Mountain MIRECC

Earn 3 continuing education credits

Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury, Treatment- Mindfulness & Acceptance

Key Words: *Suicide, ACT (Acceptance & Commitment Therapy), Recovery*

Suicide is a leading cause of death and competency in suicide risk assessment and prevention is a vital component of clinical practice. Yet responding to suicide risk can be a tremendous source of stress and place therapists at odds with their clients. Acceptance and Commitment Therapy (ACT) provides a powerful and balanced approach to suicide prevention by promoting life in addition to preventing suicidal behavior. The workshop will begin with a concise review of the literature on ACT and suicide. Then participants will learn to apply key components of ACT for Life, a brief empirically-based intervention developed via a formative evaluation with ACT and suicide prevention experts. Case examples and experiential exercises will be used to build skills for working effectively and compassionately with clients at risk of suicide, while still maintaining best practices for suicide prevention. We will identify therapist challenges to working with clients considering suicide and discuss methods for overcoming these barriers. Participants will learn how to maintain an ACT therapeutic stance when conducting suicide risk assessment, practice emphasizing function over form when identifying drivers of suicidal thoughts and behaviors, and create an ACT-consistent safety plan. We will demonstrate how to join with

clients in acknowledging and accepting the pain that leads them to desire death, while still empowering them to engage in values-consistent behavior, building a meaningful life of their choosing. This workshop will not include a comprehensive introduction to ACT and is recommended for attendees with at least some previous ACT training and experience.

At the end of this session, the learner will be able to:

- Identify potential barriers to working effectively and skillfully to prevent suicidal behavior.
- Create an ACT-consistent safety plan.
- Explain how to use ACT to reduce suicide risk and help clients build vital lives they can choose to live.

Recommended Readings: Hayes, S.C., Pistorello, J., & Biglan, A. (2008). Acceptance and Commitment Therapy: Model, data, and extension to the prevention of suicide. *Brazilian Journal of Behavioral and Cognitive Therapy*, X(1), 81-102. Bahraini, N.H., Devore, M.D., Monteith, L.L., Forster, J.E., Bensen, S., & Brenner, L.A. (2013). The role of value importance and success in understanding suicidal ideation among Veterans. *Journal of Contextual Behavioral Science*, 2 (1), 31-38. Walser, R.D., Gavert, D.W., Karlin, B.E., et al. (2015). Effectiveness of Acceptance and Commitment Therapy in treating depression and suicidal ideation in Veterans, *Behavior Research and Therapy*, 74, 25-31.

3:00 p.m. – 6:00 p.m.

A602, Atrium Level

Workshop 8

ticket

Functional Analysis in Process-Based CBT

Steven C. Hayes, *Ph.D.*, University of Nevada, Reno
 Stefan G. Hofmann, *Ph.D.*, Boston University Center for Anxiety and
 Related Disorders

Earn 3 continuing education credits

Moderate level of familiarity with the material

Primary Category: Transdiagnostic, Treatment - CBT

Key Words: *Treatment, Transdiagnostic, FAP (Functional Analytic Psychotherapy)*

Process-Based CBT (PCBT) is a radical departure from the latent disease model of the DSM and the absurd proliferation of the protocols-for-syndrome approach. Instead, PBCBT focuses on how to best target and change core biopsychosocial processes in a specific situation for given goals with a given client. This approach recognizes that psychotherapy typically involves non-linear (rather than linear), bidirectional (rather than unidirectional), and dynamic changes of many (rather than only a few) interconnected variables. Effective therapy changes the entire system toward a stable and adaptive state. For therapy


to be most effective, we, therefore, need to embrace a systematic, assessment-guided, and theory-based approach to understand the relationships of the various problems of a given client. Functional analysis, the foundation of behavior therapy, provides the basis to understand these relationships. Functional analysis in PBCBT acknowledges the complexity, inter-relatedness, and multidimensional levels of the problems in a given client. This workshop will illustrate how PBCBT is used to target key treatment processes by combining functional analysis with a dynamic and person-specific network approach. The workshop will discuss specific strategies to target specific processes in a specific client.

At the end of this session, the learner will be able to:

- Articulate the limitations and weaknesses of the contemporary medical model.
- Develop an idiographic, functional diagnostic system that has treatment utility.
- Use functional analysis in conjunction with complex network approach in a given client.

Recommended Readings: Hofmann, S. G., & Hayes, S. C. (2019). The future of intervention science: Process-based therapy. *Clinical Psychological Science*, 7, 37–50. doi: 10.1177/2167702618772296 Hayes, S. C., Hofmann, S. G., Stanton, C. E., Carpenter, J. K., Sanford, B. T., Curtiss, J. E., & Ciarrochi, J. (in press). The role of the individual in the coming era of process-based therapy. *Behaviour Research and Therapy*. doi: 10.1016/j.brat.2018.10.005 Hayes, S. C. & Hofmann, S. G. (Eds.) (2018). *Process-based CBT: The science and core clinical competencies of cognitive behavioral therapy*. Oakland, CA: New Harbinger Publications. ISBN-13: 978-1626255968.


3:30 p.m. – 5:00 p.m.

networking  **International North, Ballroom Level, Hyatt Regency Atlanta**

Dissemination & Implementation Science SIG

The DIS SIG business meeting will include a membership update, announcement of awards, a keynote address from the SIG's Achievement Award winner, and discussion of general SIG business.

3:30 p.m. – 4:30 p.m.

networking  **Embassy B, Embassy Level, Hyatt Regency Atlanta**

Women's Issues in Behavior Therapy SIG

Meeting agenda: Student Award Presentation Research Presentation by RaeAnn Anderson, Ph.D. on sexual violence perpetration Introduce New Board Members/Leadership

Master Clinician 3

ticket **Appetite Monitoring in Individual and Family-Based Healthy Weight Coaching**

Linda W. Craighead, Ph.D., Emory University

Earn 2 continuing education credits

Moderate level of familiarity with the material

Primary Category: Obesity, Parenting, Families

Key Words: *Eating Disorders, Parenting, Families*

FRIDAY

Family-based Healthy Weight Coaching (F-b HWC) is a psychoeducational intervention designed to help parents engage in family lifestyle change to promote healthy weight management. It is appropriate for parents with children who have current weight concerns or those at risk for becoming overweight due to maladaptive eating habits and/or family history. The goal is to empower parents to navigate making uncomfortable changes in family routines and norms about eating. The intervention is based on Appetite Awareness Training (AAT), a self-monitoring strategy originally designed and evaluated within interventions targeting binge eating, bulimia, and weight management for adults. AAT aims to restore a more natural feeling of control over-eating by training individuals to be more aware of, and then rely primarily on, internal cues of moderate hunger and fullness to regulate their eating rather than responding to emotional cues, environmental cues, or following food plans/diet rules. AAT discourages both “getting too hungry” as well as “getting too full.” The approach addresses the need for portion control while minimizing feelings of hunger and/or deprivation. In this adaptation for family use, parents first learn to monitor their own appetite using an electronic app. Parents are then provided a child’s storybook which uses the fun, child-friendly metaphor of “training your inner pup” to explain the use of three tools—a Hunger Scale, a Worth It Scale, and a Stomach Stop Sign—designed to reinforce the child’s self-awareness of appetite cues. Cases of families with targeted children ranging in age from 8 to 14 will be presented.

At the end of this session, the learner will be able to:

- Describe the rationale for Family-based Healthy Weight Coaching and learn how to present the rationale to parents.
- Explain how to use a self-monitoring app and child-friendly metaphors to help parents make healthy lifestyle changes for themselves and their family.
- Respond to the most common parent concerns and difficulties in implementing healthy behavior change in the home.

Recommended Readings: Craighead, L. W. (2017). Training your inner pup to eat well: Let your stomach be your guide. Atlanta, GA: Lanier Press. Greene, T. (2012). Sacking obesity. New York: HarperCollins. Njardvik U., Gunnarsdottir, T., Olafsdottir, A., Craighead L., Boles R., & Bjarnason R. (2018). Incorporating appetite awareness training within family-based behavioral treatment of pediatric obesity: A randomized controlled pilot study. *Journal of Pediatric Psychology*, 43, 9, 1017-1027. <https://doi.org/10.1093/jpepsy/jsy055>

4:00 p.m. – 5:30 p.m.

networking 

Embassy F, Embassy Level, Hyatt Regency Atlanta

Obesity and Eating Disorders SIG

A brief business discussion will proceed a presentation by a SIG faculty member about their research. The winner of our Graduate Student Research Award will present, and our Graduate Student Poster Award winner will be recognized. Anyone with interest in topics related to eating disorders or obesity is welcome to attend. Graduate Student Research Award Winner: “Integrating Sensor Technology and Machine Learning to Target Dietary Lapses.” Rebecca Crochiere, The Center for Weight, Eating, and Lifestyle Science (WELL Center) at Drexel University Faculty Speaker: “Anxiety in the Eating Disorders: Adapting Treatments and Novel Statistical Analytics to Improve Eating Disorder Care” Cheri Levinson, Eating Anxiety Treatment Laboratory at University of Louisville

4:00 p.m. – 5:30 p.m.

networking 

Embassy E, Embassy Level, Hyatt Regency Atlanta

Mindfulness & Acceptance SIG

We invite members and nonmembers alike to attend the first 20 minutes of our meeting for a guided mindfulness meditation practice. We can all use some time out of “conference mind” and in “being mind!” Following the practice, we will attend to SIG business, hear updates on mindfulness research, and hear from our student award winner.

Clinical Roundtable 5

Clinical Considerations for Culturally Tailored Couple Care With Underserved Groups

MODERATOR: *Kimberly Z. Pentel, M.A.*, University of North Carolina at Chapel Hill

PANELISTS: *Anthony L. Chambers, Ph.D.*, Family Institute at Northwestern University, Center for Applied Psychological and Family Studies

Kristina Coop Gordon, Ph.D., University of Tennessee - Knoxville

Shalonda Kelly, Ph.D., Rutgers University, Graduate School of Applied and Professional Psychology

Sarah W. Whitton, Ph.D., University of Cincinnati

Earn 1.5 continuing education credits

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Culture, Treatment/ Program Design*

Although many evidence-based interventions exist to help couples improve relationship functioning, these interventions have been mainly evaluated with a narrow demographic of couples with easier access to care (Fischer et al., 2016; Kelly et al., 2014). While some facets of couples interventions may have broad-reaching benefit (e.g., increasing effective communication skills), there is great utility in tailoring services for underserved couples (e.g., Beach et al., 2011; Whitton et al., 2017). Per APA guidelines on culturally competent care (2003), interventions developed in one cultural context should not be applied in another without critically examining fit and inherently-held cultural values. Topics related to one's identity are often central in couples services, and providing care in line with minority clients' culture and values is associated with greater effect sizes (Benish et al., 2011). Therapists require training to design treatment congruent with couple values, utilize couple strengths, and address minority stress which impacts relationship wellbeing. Yet, most couple therapists lack training in systematically tailoring interventions for underserved groups (Green et al., 2015).

This expert panel of scholar-clinicians offers a timely discussion for conducting and translating culturally relevant research into affirming clinical practice, in line with the convention theme of increasing social impact by reaching diverse populations. Panelists are leaders in culturally tailoring couple care, spearheading efforts to understand the needs of and tailor care for low-income (Dr. Gordon), rural (Dr. Whitton), racial and ethnic minority (Drs. Chambers, Kelly), and LGBTQ couples (Dr. Whitton). Panelists will provide valuable insight on how to (a) identify the needs of underserved couples, (b) integrate efficacious facets of existing interventions to develop tailored and responsive couple care,

and (c) disseminate services in a way that overcomes health disparities and increases access to care.

4:30 p.m. – 6:00 p.m.

L504-L505, Lobby Level

Clinical Roundtable 6

“The Way You Make Me Feel”: Trans-theoretical Approaches to Addressing Emotions in Couple Therapy

MODERATOR: *Alexandra K. Wojda, B.A.*, University of North Carolina at Chapel Hill

PANELISTS: *Donald H. Baucom, Ph.D.*, University of North Carolina at Chapel Hill

Christina Balderrama-Durbin, Ph.D., Binghamton University

Andrew Christensen, Ph.D., University of California Los Angeles

Earn 1.5 continuing education credits

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Clinical Decision Making, Change Process / Mechanisms*

Within couples research, one truth is self-evident: Emotions play a central role in the interactions of partners and in the longevity of relationships. Emotional expression can bring partners together, facilitate empathic responding, and enhance relational well-being; conversely, it can foster conflict, destructive communication, and even relationship dissolution. As such, emotions are central to relationship functioning and couple therapy. Within the past three decades, couple therapists and researchers have designed a number of empirically-supported interventions to address emotions in relationships, using different strategies to optimize emotion regulation, acceptance, and mutual connection between partners while minimizing maladaptive emotional experience and expression. Although diverse approaches to addressing emotions exist among different couple therapies, empirical evidence has not favored any one treatment approach, suggesting that there may be underlying common themes across the various couple therapies. Identifying the similarities and differences among these interventions targeting emotions has the potential to highlight the active ingredients of therapeutic change in the treatment of relationship distress and related problems.

Thus, this clinical roundtable brings together a panel of experts on different orientations of couple therapy—cognitive-behavioral, integrative behavioral, emotion-focused, and insight-oriented—to discuss clinical approaches to emotions in intimate relationships. Taking a trans-theoretical approach, this widely-experienced panel will (a) discuss common principles in addressing emotions across couple therapies and (b) consider implications for interventions targeting relationship distress. Consistent with the conference theme,

“Extending the Social Impact of Cognitive Behavioral Science”, the panel will also discuss factors to consider when adapting these interventions for different cultural groups and for couples with diverse presenting problems (e.g., infidelity, psychopathology, interpersonal violence).

4:30 p.m. – 6:00 p.m.

L508, Lobby Level

Clinical Roundtable 7

Beyond the Office: Benefits, Challenges, and Considerations for the Use of Telehealth in Diverse Clinical Settings

MODERATOR: *Amanda R. McGovern, Ph.D.*, McGovern Psychotherapy, LLC

PANELISTS: *Erin K. Engle, Psy.D.*, Columbia University Medical Center

Caitlin B. Shepherd, Ph.D., Smith College

Nicholas Crimarco, Ph.D., Columbia University Medical Center

Elliot Kaminetzky, Ph.D., My OCD Care

Earn 1.5 continuing education credits

Primary Category: Treatment - CBT

Key Words: *Technology / Mobile Health, Treatment, Dissemination*

Whereas prevalence of mental health concerns is growing, availability of evidence-based treatments by qualified clinicians has declined. Access to such treatments is even more limited for certain populations including those with disabilities, from low-income backgrounds, and residing in rural areas. One promising avenue for addressing these issues is the delivery of evidence-based treatments by specialists engaging in videoconferencing with patients. Referred to as teletherapy, utilizing technology in this way allows professionals to offer treatments to broader, more diverse populations than they typically serve. Preliminary evidence suggests that teletherapy is comparable to face-to-face treatment for a variety of disorders, including depression, anxiety, PTSD, OCD, and eating disorders. These outcomes are evident across different age groups, ethnic groups, and treatment settings. Furthermore, teletherapy has added benefits such as decreasing cancellations and improving continuity of care. Despite these advantages, there are a number of important legal, ethical, and clinical considerations and challenges. The APA has issued guidelines for the practice of telepsychology; however, interpreting these guidelines can be difficult. Moreover, information for clinicians about how to modify cognitive and behavioral treatments for videoconferencing is scarce.

This clinical roundtable aims to engage in a dialogue about the implementation of teletherapy in diverse clinical settings. Panelists specializing in the delivery of evidence-based treatments will review recent research on teletherapy as well as the guidelines for the practice of telepsychology. Participants will learn about the applications and ben-

efits of teletherapy as well as considerations based on age, patient population, diagnosis, or treatment framework. Discussion will focus on challenges that arise from the use of teletherapy including technological issues, privacy and confidentiality, communication issues, safety concerns, logistical barriers, and sustainability issues. Panelists will share insights into the use of teletherapy in their practice, including adaptations of evidence-based treatments, through case examples and personal experiences.

4:30 p.m. – 6:00 p.m.

M104, Marquis Level

Clinical Roundtable 8

Optimizing Success in Delivery of Trauma Focused Treatments With Patients With Borderline Personality Disorder

MODERATORS: *Sarah C. Voss Horrell, Ph.D.*, Salem VA Medical Center
Ren F. Stinson, ABPP, Ph.D., Minneapolis VAMC

PANELISTS: *Lea Didion, Psy.D.*, US Department of Veterans Affairs
Laura Meyers, ABPP, Ph.D., Orlando VAMC
Dana R. Holohan, Ph.D., Ph.D., Salem VA Medical Center
Sara J. Landes, Ph.D., Central Arkansas Veterans Healthcare System
Melanie S. Harned, Ph.D., University of Washington

Earn 1.5 continuing education credits

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: *PTSD (Posttraumatic Stress Disorder), Borderline Personality Disorder, Psychotherapy Process*

Borderline Personality Disorder (BPD) is highly comorbid with PTSD, particularly in veteran samples, and research indicates that outcomes following DBT are less robust in individuals with comorbid PTSD (Barnicot & Priebe, 2013). Patients with BPD and co-occurring anxiety disorders often see a remission of their anxiety disorder following BPD treatment; however, this has not been the case for patients with co-occurring BPD and PTSD (Keuroghlian et al., 2015). Further, patients who experience an increase in untreated PTSD symptoms over time are more likely to also experience a relapse of BPD symptoms following BPD treatment. Additionally, a PTSD diagnosis contributes significantly to risk for future suicide attempts in patients with BPD (Wedig et al., 2012). Given these findings, researchers have suggested that treating PTSD would improve outcomes in patients with comorbid BPD (Barnicot & Crawford, 2018). While the preponderance of available evidence suggests individuals who complete Trauma Focused Therapies (TFTs) have a significant reduction in SI and self-harm, many therapists are still reluctant to engage individuals with previous self-harm behaviors or previous suicide attempts in these

treatments. As a large percentage of the VA patient population, relative to community samples, presents with symptoms of emotional and interpersonal dysregulation in addition to PTSD; having treatment options for individuals with BPD symptoms and comorbid PTSD is critical. The primary goals of this clinical roundtable are to discuss issues that pertain to delivery of TFTs, primarily prolonged exposure therapy (PE) and cognitive processing therapy (CPT), with individuals with comorbid BPD. This panel, consisting of VA psychologists from across the country, who are trained in various TFTs and Dialectical Behavior therapy for BPD, will discuss the relevant literature addressing delivery of TFTs with individuals with BPD symptoms, and discuss implications for clinical practice.

4:30 p.m. – 6:00 p.m.

M303, Marquis Level

Clinical Roundtable 9

Challenges of Treating Traumatized Adolescents: Successes, Failures, and the Value of Good Old- Fashioned Case Conceptualization

MODERATORS: *Elissa J. Brown, Ph.D.*, St. John's University

Carla K. Danielson, Ph.D., MUSC

PANELISTS: *Chelsea N. Grefe McCann, Psy.D.*, UPMC Children's Hospital
of Pittsburgh

Colleen Lang, Ph.D., Behavioral Wellness of NYC

Komal Sharma-Patel, Ph.D., St. John's University

Earn 1.5 continuing education credits

Primary Category: Child / Adolescent - Trauma / Maltreatment

Key Words: *Trauma, Treatment, Adolescents*

The primary purpose of this clinical roundtable is to provide principles-based guidelines for addressing numerous complications related to the evidence-based treatment of traumatized adolescents. Adolescents with PTSD related to interpersonal trauma often present with difficulties across multiple domains of functioning, and for a variety of reasons (e.g., sociocultural variables, high family discord, severe interpersonal and emotional dysregulation, higher treatment resistance, safety concerns) can be difficult to engage in structured treatment. Panel members will discuss examples of treatment success and failure in use of a protocol that integrates empirically-validated treatment components to address each of these different trauma sequelae. Cases will be presented from *PARTNERS with Teens*, which involves an exposure-based protocol that includes engagement strategies, cultural sensitivity, elements of MI, DBT, and caregiver/family components, to reduce symptoms of PTSD and depression and improve emotion regulation among economically-disadvantaged, multi-racial/ethnic adolescents. Case examples will be used to illustrate how treatment components were emphasized and incorporated differentially as a function of case conceptualization and how treatment success and failure were a function of how

well each case conceptualization honored the principles and philosophies underlying different treatment components. The larger panel, clinicians and researchers with decades of experience in working with this population, will further discuss these cases to highlight how effective treatment can be when directed by a theoretically-grounded case conceptualization that allows for effective engagement of adolescents and caregivers. Discussion will further address how dropout and symptom escalation might be predicted by failure in how principles of MI, DBT and caregiver components are synthesized and developmentally contextualized. Implications for training and for the broad delivery of treatment to this underserved population are discussed, with an emphasis upon ways of developing and using nuanced case conceptualizations that carefully synthesize the theories and principles upon which treatment components are founded.

4:30 p.m. – 6:30 p.m.

A707, Atrium Level

Membership Panel 3

Graduate School in Psychology: Getting In and Making It Work

Colleen E. Carney, Ph.D., Ryerson University

Hilary B. Vidair, Ph.D., LIU Post

David Hansen, Ph.D., University of Nebraska

Cynthia E. Brown, M.A., University of Missouri

Mitchell Prinstein, Ph.D., University of North Carolina - Chapel Hill

Karen Christoff, Ph.D., University of Mississippi

Debora J. Bell, Ph.D., University of Missouri-Columbia

Earn 2 continuing education credits

Key Words: Education, Graduate School, Professional Development

This session brings together the perspectives of well-established graduate program directors, faculty mentors, and current graduate students to provide useful information about graduate school to prospective and early-career graduate students, as well as the opportunity for attendees to interact with directors of specific graduate programs. The panelists include representatives from U.S. clinical psychology Ph.D. and Psy.D. programs and Canadian Ph.D. programs. Panelists will provide information about the graduate school application process, including how undergraduate students and other prospective applicants can: (a) select a graduate degree and graduate program that meets their training and career goals, (b) best prepare themselves to be successful applicants to graduate programs, and (c) effectively navigate the application process. Panelists will also discuss how, once enrolled in graduate school, students can capitalize on the skills that got them there by focusing on their work ethic, love of learning, and passion for research or practice,

and channel those skills to build a vita and set of experiences that will prepare them for success at each future step of their graduate training and careers. The panel will be followed by a question-and-answer session and by a “Graduate Programs on Parade” session where representatives of graduate programs (typically 30–35 programs) will be available to discuss their particular programs with interested applicants. Several student members and new member professionals will be available to answer questions about their experiences applying to and participating in graduate programs. Attendees are encouraged to attend the ABCT SIG Expo immediately following this session. ABCT has over 40 different Special Interest Groups, many of which will be presenting research at the Expo. This is an excellent opportunity to meet students and professionals in specific areas of the behavioral therapies. Participants are encouraged to visit www.abct.org and take advantage of ABCT’s resources for students, including information on getting into graduate school and what to expect as a graduate student in CBT, internships, grants, mentorships, postdoctoral fellowships, featured labs, and a student awards program.

At the end of this session, the learner will be able to:

- Provide information about activities one could engage in as an undergraduate student that will best prepare him/her for graduate school in psychology.
- Provide information about selecting graduate programs, filing applications, completing a personal statement, and interviewing.
- Provide information about strategies for surviving the first year in a graduate program.

4:30 p.m. – 6:00 p.m.

A705, Atrium Level

Mini Workshop 10

Behavioral Activation for Adolescents

W. Edward Craighead, ABPP, Ph.D., Emory University
Allison LoPilato, Ph.D., Emory University School of Medicine

Earn 1.5 continuing education credits

Basic level of familiarity with the material

Primary Category: Child / Adolescent - Depression

Key Words: *Behavioral Activation, Adolescents, Depression*

Adolescent depression is a significant public health crisis. Research shows that adolescent onset depression is associated with a more severe and protracted clinical course, poorer treatment response, greater functional and social impairment, and increased rates of substance abuse and suicidal behaviors. These findings, coupled with the low rates of remission and high rates of relapse following current treatment practices, highlight the critical need for alternate treatment approaches for this population. Accumulating

research suggests that Behavioral Activation therapy may be particularly well suited for depressed adolescents, given its emphasis on maladaptive avoidance patterns. Behavioral avoidance has consistently been identified as a critical factor in the emergence and maintenance of depression. As individuals withdraw from activities and relationships in response to negative mood states (e.g., escape distress from daily hassles and interpersonal conflicts) their access to rewarding experiences is limited and their environment narrows. Such avoidance is particularly detrimental in adolescence. Accordingly, the overarching goal of BA are to replace mood-driven behavior (i.e., avoidance) with goal-directed behavior (i.e., approach). This workshop will introduce key BA principles, techniques, and skills that can be used to augment treatment and improve engagement with depressed adolescents. These components can be used to create a stand-alone treatment or incorporated into other complementary treatments to help improve outcomes. Emphasis will be placed on teaching, modeling, and practicing key skills related to helping adolescents increase activity, overcome avoidance, and maximize positive experiences in their life. The use of functional analysis, monitoring, activity scheduling, behavioral rehearsal, and problem-solving will be reviewed and illustrated with real case examples. We will also address the common treatment obstacles that emerge in adolescent treatment and discuss creative solutions. Drawing on experience with adolescents in our clinic and research projects, we will also show how to flexibly apply BA skills to meet the needs of adolescents with diverse problems, characteristics, and backgrounds.

At the end of this session, the learner will be able to:

- Implement key BA principles, techniques, and strategies with their adolescent patients.
- Flexibly adapt BA components based on the characteristics of their adolescent patients (e.g., SES, developmental level, family dynamics).
- Generate creative solutions to common treatment barriers that arise with adolescent patients and their families.

Recommended Readings: Ritschel, L. A., Ramirez, C. L., Cooley, J. L., & Craighead, W. E. (2016). Behavioral Activation for Major Depression in Adolescents: Results from an Open Efficacy Trial. *Clinical Psychology: Science and Practice*, 23(1), 39-57. McCauley, E., Gudmundsen, G., Schloretdt, K., Martell, C., Rhew, I., Hubley, S., & Dimidjian, S. (2016). The adolescent behavioral activation program: Adapting behavioral activation as a treatment for depression in adolescence. *Journal of Clinical Child & Adolescent Psychology*, 45(3), 291-304. Ekers, D., Webster, L., Van Straten, A., Cuijpers, P., Richards, D., & Gilbody, S. (2014). Behavioral activation for depression; an update of meta-analysis of effectiveness and sub group analysis. *PloS one*, 9(6).

Mini Workshop 11

Integration of Multiculturalism and Cognitive Behavioral Treatments for People of Color With Anxiety

Tahirah Abdullah, Ph.D., University of Massachusetts Boston
Amber Calloway, Ph.D., University of Massachusetts Boston
Jessica Graham-LoPresti, Ph.D., Suffolk University

Earn 1.5 continuing education credits

All Levels level of familiarity with the material

Primary Category: Culture / Ethnicity / Race

Key Words: Anxiety, CBT, Culture

The diversity among individuals living in the United States has rapidly increased over the past few decades with people of color making up an estimated 41.5% of the United States population in 2017 (US Census Bureau, 2017). Because clinicians with higher levels of cultural competence and responsiveness experience more favorable outcomes with their clients (Sue, 2001), utilizing multicultural competency to effectively tailor CBT may better serve the mental health needs of marginalized populations (Hofmann, 2006; Iwamasa & Hays, 2019). The current workshop focuses on the adaptation of traditional cognitive behavioral treatments for anxiety with specific examples of how we have integrated multicultural principles and traditional CBTs for anxiety to better serve individuals from marginalized backgrounds. This workshop will present some background and basic skills of applying multicultural principles in therapy and the culturally sensitive adaptation of traditional cognitive behavioral treatments for people of color with anxiety. Specifically, the workshop will draw heavily from our experience treating people of color with anxiety and the integration of multicultural principles and culturally responsive adaptations of cognitive restructuring, exposure, as well as mindfulness and acceptance approaches.

At the end of this session, the learner will be able to:

- Describe the theory and research that support the integration of multiculturalism and CBT in the treatment of people of color experiencing anxiety.
- Articulate and understand how specific stressors often impact the development, course, and treatment of people of color experiencing anxiety.
- Learn specific skills through case presentations from our work to highlight the ways that cognitive behavioral therapies can be adapted to better serve clients from marginalized backgrounds.

Recommended Readings: Graham-LoPresti, J., Gautier, S., Sorenson, S., Hayes-Skelton, S. (2017). Culturally sensitive adaptations to evidence-based cognitive behavioral treat-

ment for social anxiety disorder: A case paper. *Cognitive and Behavioral Practice*, 24,459-471. Iwamasa, G., Regan, S., Sorocco, K. (2019). Culturally responsive cognitive behavioral therapy clinical supervision. In: *Culturally responsive cognitive behavior therapy: Practice and supervision.*, 2nd ed. Iwamasa, Gayle Y. (Ed); Hays, Pamela A. (Ed); Publisher: American Psychological Association; 2019, pp. 317-332. Harrell, Shelly. (2000). A multidimensional conceptualization of racism-related stress: Implications for the well-being of people of color. *American Journal of Orthopsychiatry*, 70,42-57.

4:30 p.m. – 6:00 p.m.

A702, Atrium Level

Panel Discussion 9

CBT in the Media: Strategies for Communicating Cognitive Behavioral Science Effectively

MODERATORS: *Ilana Seager van Dyk, M.A.*, The Ohio State University

Gwilym Roddick, DSW, LCSW, The Ross Center

PANELISTS: *Jonathan S. Abramowitz, Ph.D.*, University of North Carolina at Chapel Hill

Simon A. Rego, ABPP, Psy.D., Montefiore Medical Center/
Albert Einstein College of Medicine

L. Kevin Chapman, Ph.D., Private Practice

Mary A. Fristad, ABPP, Ph.D., The Ohio State University

Carol Cassidy, M.A., Rutgers School of Social Work; New York University; MotherLion Media;

Earn 1.5 continuing education credits

Primary Category: Professional/ Interprofessional Issues

Key Words: *Professional Issues, Career Development, Dissemination*

What is a sound bite? What does “off-the-record” mean and how is it different from “on background”? Who do I look at in a TV interview and how can I avoid misleading headlines? Many scientists and clinicians may avoid speaking with journalists about their work for fear of their work being taken out of context or being quoted as saying something they did not mean. However, in order to extend the social impact of cognitive behavioral science, it is critical that mental health professionals learn how to disseminate evidence-based research and practice in the media. Increasing our media presence will enable the broader public to make informed treatment choices, enhance the likelihood that public policy is guided by science, and help shape the public discourse around mental health. In this panel discussion, organized by ABCT’s Public Education and Media Dissemination Committee, expert clinicians, researchers, and media professionals will share their wisdom about how to speak effectively with the media, while maintaining the standards and ethics of evidence-based research and practice. This panel will discuss how

to maintain our professional values, while also promoting our work to the public. Specifically, they will elucidate terminology specific to each type of media and provide guidance on how to prepare for different types of media interviews (e.g., newspaper, radio, TV). The panel will discuss ways to maximize the impact of your message during an interview and teach attendees how to translate abstract concepts into concrete examples and metaphors that are both media-ready and scholarly. The panel will also discuss effective strategies for talking about controversial topics (e.g., mass shootings).

4:30 p.m. – 6:00 p.m.

Imperial Ballroom B, Marquis Level

Panel Discussion 10

Community Violence: Promoting Change by Bridging Science, Training, Policy, and Practice

MODERATOR: *Tommy Chou, M.S.*, Florida International University

PANELISTS: *Marc S. Atkins, Ph.D.*, University of Illinois at Chicago

Sonya Dinizulu, Ph.D., Department of Psychiatry & Behavioral Neuroscience, University of Chicago

Stacy Frazier, Ph.D., Florida International University

Michael A. Lindsey, M.P.H., Ph.D., MSW, Silver School of Social Work, New York University;

Greta Massetti, Ph.D., Center for Disease Control and Prevention Division of Violence Prevention

Earn 1.5 continuing education credits

Primary Category: Violence / Aggression

Key Words: *Community-Based, Public Health, Vulnerable Populations*

Community violence exposure (CVE) endangers the physical safety and wellbeing of youth across the country (Kennedy & Ceballo, 2014). Further, CVE disproportionately impacts families in urban settings, communities of color, and those with high rates of poverty (Stein et al., 2003). Adjacent literature describes the array of risk factors conferred on youth living in poverty (Yoshikawa et al., 2012), and indicates drastic mental healthcare disparities for members of ethnic and racial minorities (Cook et al., 2017), highlighting compounding effects of context. Considerations for violence prevention and post-CVE intervention are equally complex, as targets for change exist at the community, family, and individual levels (Dinizulu et al., 2014; Foster & Brooks-Gunn, 2009; Hernandez-Cordero et al., 2011).

This panel aims to take a stepwise approach to discussing the exponentially complex phenomenon of CVE, following the guidance of Desmond Tutu (“There is only one way to eat an elephant – one bite at a time”). Panelists will (1) review the context and current conceptualization of CVE; (2) examine ongoing and potential avenues for change at the

national, neighborhood, family, and individual levels; and (3) explore implications for graduate and early career training. Invited speakers represent experience in consultation and academic-community partnership at local (e.g., Chicago, Miami, New York), state, and national levels. Moreover, speakers bring extensive expertise in community-engaged mental health intervention and services research with urban communities (Atkins); mediators and moderators of the relationship between CVE and youth outcomes (Dinizulu); dissemination, implementation, and services research training for doctoral students, interns, and junior investigators (Frazier); poverty research and policy (Lindsey); and nationwide violence prevention efforts led by the Center for Disease Control and Prevention (Masseti).

4:30 p.m. – 6:00 p.m.

M304, Marquis Level

Panel Discussion 11

Research Recruitment Strategies For ‘Hard to Reach’ Populations: A Panel to Share Lessons Learned and Tangible Takeaways

MODERATOR: *Lanay M. Mudd, Ph.D.*, National Center for Complementary and Integrative Health at NIH

PANELISTS: *Lisa Uebelacker, Ph.D.*, Brown University & Butler Hospital
Jennifer L. Huberty, Ph.D., Arizona State University
Lauren Weinstock, Ph.D., Brown University & Butler Hospital

Earn 1.5 continuing education credits

Primary Category: Research Methods and Statistics

Key Words: *Clinical Trial, Research Methods*

Recruitment to research studies can be a difficult and daunting task. There are potential scientific, ethical, and funding implications if anticipated recruitment is not achieved. However, research suggests a majority of trials do not reach their planned enrollment on time. Recruitment can be particularly challenging in “hard-to-reach” populations – i.e., people with conditions of relatively low prevalence in the general population, vulnerable populations, people who are particularly hesitant to participate in research for various reasons, or who experience other barriers to participation. However, in order for research to have an impact on real-world populations, hard to reach populations must be included as partners in research. The purpose of this panel is to share strategies used to recruit hard to reach populations. Panelists will draw on examples from their own NIH-funded work with people with chronic medical conditions such as HIV, chronic pain, or blood cancer; people in medication-assisted treatment for opioid use disorder; people with serious mental illness or who are at high risk for suicide; depressed pregnant women and women who have experienced stillbirth; adolescents; and incarcerated individuals. We will provide our own lessons learned and offer tangible ways in which to recruit for future studies. We will

discuss community-based recruitment, clinic-based recruitment, and use of social media. We will also discuss the importance of monitoring and evaluating different recruitment strategies. The moderator will reflect on these topics from the perspective of an NIH program officer. Following an initial presentation, there will be a facilitated discussion related to recruitment.

4:30 p.m. – 6:00 p.m.



Marietta, Conference Level, Hyatt Regency Atlanta

Forensic Issues & Externalizing Behaviors SIG

4:30 p.m. – 6:00 p.m.

M202, Marquis Level

ABCT Student Membership Committee Panel

Beyond the Ivory Tower: Clinical Science and Practice Careers Outside a University Setting

CHAIR: Shannon Blakey, *Ph.D.*, Psychology Intern, VA Mid-Atlantic Mental Illness Research, Education & Clinical Center (MIRECC)/Durham VA Health Care System

PANELISTS: Kim Mueser, *Ph.D.*, Professor, Boston University
Jacqueline B. Persons, *Ph.D.*, Director, Oakland CBT Center
Elizabeth J. Santa Ana, Associate Professor, Medical University of South Carolina and Ralph H. Johnson VA Medical Center

Shannon Wiltsey-Stirman, *Ph.D.*, National Center for PTSD and Stanford University

Richard Puddy, *Ph.D., M.P.H.*, Director, Policy Research, Analysis, and Development, Centers for Disease Control and Prevention

Earn 1.5 continuing education credits

Primary Category: Professional/interprofessional issues

Key Words: *Professional development: Student issues*

Most psychology trainees are familiar with the department of psychology faculty model of professional practice, yet mental health professionals are employed across a wide array of settings, including academic medical centers, VA/government systems, independent

practices, and non-profit research institutes. Despite the diverse applicability of advanced degrees in psychology and related fields, students and recent graduates are often unfamiliar with how to pursue careers outside the “ivory tower.” This panel, sponsored by the ABCT Student Membership Committee, will provide trainees and early career professionals insight into “a day in the life” of psychologists who looked beyond traditional academic settings in pursuit of their career. Collectively, members of this panel will be able to speak to engaging in mental health research at a private practice, academic medical center, VA medical center, university affiliated research institute, and nonprofit institute. In addition to describing their career trajectories and lessons learned along the way, panelists will offer guidance on: understanding the differences between various career paths, obtaining the necessary training to successfully embark on different career paths, identifying research questions and methodologies suitable to various systems, operating within an interprofessional setting, and more. There will be ample opportunity for attendee participation in addition to moderated Q&A.

At the end of this session, the learner will be able to:

- The typical balance of professional activities/responsibilities across settings and how performance is evaluated across those settings.
- Advantages of (and challenges to) conducting mental health research across career settings.
- Recommendations for embarking on successful careers that fall outside the department of psychology faculty model.

Symposium 47

Lessons Learned From Peer- and Lay Health Worker-delivered Evidence-based Interventions in Underserved Settings Locally and Globally

CHAIRS: *Jessica F. Magidson, Ph.D.*, University of Maryland, College Park

Mary B. Kleinman, M.P.H., University of Maryland, College Park

DISCUSSANT: *Steven Safren, Ph.D.*, University of Miami

Earn 1.5 continuing education credits

Basic level of familiarity with the material

Primary Category: Workforce Development / Training / Supervision

Key Words: *Underserved Populations, Evidence-Based Practice, Community-Based*

Integrating a Peer-delivered Substance Use and Medication Adherence Intervention in HIV Care in Cape Town, South Africa: Successes, Challenges, and Lessons Learned

Jessica F. Magidson, Ph.D., University of Maryland, College Park

Nonceba Ciya, NDip, University of Cape Town

Sybil Majokweni, B.S., University of Cape Town

Neliswa Kotelo, B.A., University of Cape Town

Kristen Regenauer, B.A., Massachusetts General Hospital

Lena Andersen, Ph.D., University of Cape Town

John Joska, Ph.D., University of Cape Town

Steven Safren, Ph.D., University of Miami

Bronwyn Myers, Ph.D., South African Medical Research Council

Jennifer Belus, Ph.D., University of Maryland, College Park

An Alcohol Reduction and Family Engagement Intervention for Fathers in Kenya: Clinical and Implementation Results From a Multiple Baseline Study

Puja Patel, MSc, University of North Carolina at Greensboro

David Ayuku, Ph.D., Moi University

Eve Puffer, Ph.D., Duke University

Ali Giusto, M.A., Duke University

Patient Perspectives on Ideal Lay Health Worker Qualities for Delivery of Substance Use Interventions in HIV Care in South Africa

Bronwyn Myers, Ph.D., South African Medical Research Council

John Joska, Ph.D., University of Cape Town

Steven Safren, Ph.D., University of Miami

Lena Andersen, Ph.D., University of Cape Town

Jennifer Belus, Ph.D., University of Maryland, College Park

Kristen Regenauer, B.A., Massachusetts General Hospital

Emily Satinsky, MSc, University of Maryland, College Park

Jessica F. Magidson, Ph.D., University of Maryland, College Park

Alexandra L. Rose, M.S., University of Maryland, College Park

Feasibility of a Brief Peer-delivered Cognitive Behavioral Therapy Intervention For Posttraumatic Stress Disorder in a Community Setting in Boston, MA

Ashley Smith, B.A., Boston Medical Center

Lillian Vo, Undergraduate Student, Boston Medical Center

Kaylee Stewart, Undergraduate Student, Boston Medical Center

Sarah E. Valentine, Ph.D., Boston University School of Medicine & Boston Medical Center

Developing a Peer-delivered Linkage-to-care Intervention for Substance Use in an Underserved, Community Setting in West Baltimore, Maryland

Kelly Doran, Ph.D., RN, University of Maryland, School of Nursing

Julia Felton, Ph.D., Michigan State University, College of Human Medicine

Emily Satinsky, MSc, University of Maryland, College Park

Dwayne Dean, CPRS, RPS, ICPR, University of Maryland Medical Center

Samantha Cohen, undergraduate student, University of Maryland, College Park

Hannah Tralka, undergraduate student, University of Maryland, College Park

Jessica F. Magidson, Ph.D., University of Maryland, College Park

Mary B. Kleinman, M.P.H., University of Maryland, College Park

Symposium 48

Harnessing Clinical and Cognitive-Behavioral Science to Improve the Rigor of Paraprofessional Mentoring Interventions

CHAIRS: *Matthew Hagler, M.A.*, University of Massachusetts Boston
Samuel D. McQuillin, Ph.D., University of South Carolina
DISCUSSANT: *Jean Rhodes, Ph.D.*, University of Massachusetts Boston

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Prevention

Key Words: *Prevention, Evidence-Based Practice, Professional Development*

Rethinking Mentoring: Aligning Mentoring Programs With Clinical Science to Improve Youth Outcomes

Jean Rhodes, Ph.D., University of Massachusetts Boston
Kirsten Christensen, M.A., University of Massachusetts Boston
Matthew Hagler, M.A., University of Massachusetts Boston

Comparing Skills-Based and Relational Approaches to Youth Mentoring: A Meta-Analysis

Geert Jan JM Stams, Ph.D., University of Amsterdam
Samantha Burton, M.A., University of Massachusetts Boston
Matthew Hagler, M.A., University of Massachusetts Boston
Jean Rhodes, Ph.D., University of Massachusetts Boston
Elizabeth B. Rapososa, Ph.D., College of William & Mary
Kirsten Christensen, M.A., University of Massachusetts Boston

Task-Shifting Motivational Interviewing and Behavioral Interventions to Paraprofessional Mentors: Implications for School Mental Health Systems

Mckenzie Hart, M.A., University of South Carolina
Heather McDaniel, Ph.D., Curry School of Education at the University of Virginia
Samuel D. McQuillin, Ph.D., University of South Carolina

Empowered Learners: Implementation of a Low-Cost Intervention for High School Students With Emerging Mental Health Concerns

Sarah Schwartz, Ph.D., Suffolk University
Patrick Mullen, Ph.D., College of William and Mary
Elizabeth B. Rapososa, Ph.D., College of William and Mary

Symposium 49

Cultural and Contextual Factors Affecting Individuals with Schizophrenia-Spectrum Disorders

CHAIR: *Daisy Lopez, B.A., University of Miami*

DISCUSSANT: *David Penn, Ph.D., University of North Carolina at Chapel Hill*

Earn 1 continuing education credit

Basic to Moderate level of familiarity with the material

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *Schizophrenia, Vulnerable Populations, Health Care System*

Health and Healthcare Disparities in People With Schizophrenia Spectrum Disorders

William Spaulding, Ph.D., University of Nebraska-Lincoln

Are Language of Assessment and Perceived Effortful Control Related to Psychopathology Expression in Bilingual (Spanish-English) Individuals With Schizophrenia?

Martinez de Andino Ana, M.A., Emory University

Caitlin Brown, B.S., University of Miami

Marc Weintraub, Ph.D., UCLA

Amy Weisman de Mamani, Ph.D., University of Miami

Family-related Risk and Protective Factors For Suicidal Ideation in Individuals With Schizophrenia

Amy Weisman de Mamani, Ph.D., University of Miami

Daisy Lopez, B.A., University of Miami

Symposium 50

Utilizing Text Mining in Clinical Research: Novel Applications For Improving the Prediction of Psychological Distress

CHAIRS: *Ross Jacobucci, Ph.D.*, University of Notre Dame
Brooke Ammerman, Ph.D., University of Notre Dame
DISCUSSANT: *Evan Kleiman, Ph.D.*, Rutgers University

Earn 1.5 continuing education credits

Moderate level of familiarity with the material

Primary Category: Assessment

Key Words: *Statistics, Risk / Vulnerability Factors*

The Use Text Mining for Clinical Research: An Overview of the Methodology
Ross Jacobucci, Ph.D., University of Notre Dame

Evaluating Personal Narratives of Interpersonal Relationships Via Text Mining to Predict Nonsuicidal Self-injury

Ross Jacobucci, Ph.D., University of Notre Dame
Michael S. McCloskey, Ph.D., Temple University
Brooke Ammerman, Ph.D., University of Notre Dame
Kenneth T. Wilcox, M.S., University of Notre Dame

Internal State Language and Emotional Development Among Maltreating and Nonmaltreating Mothers and Their Preschool-aged Children: A Text-mining Approach

Kaitlin Fondren, M.A., University of Notre Dame
Xiaobei Li, M.S., University of Notre Dame
Ross Jacobucci, Ph.D., University of Notre Dame
Kristin Valentino, Ph.D., University of Notre Dame
Kaitlin Fondren, M.A., University of Notre Dame

Examining Person-specific Reasons for Living in the Prediction of Suicidal Ideation: A Text Mining Approach

Caitlin M. O'Loughlin, B.A., University of Notre Dame
Ross Jacobucci, Ph.D., University of Notre Dame
Brooke Ammerman, Ph.D., University of Notre Dame
Yeonsoo Park, M.A., University of Notre Dame

A Nuanced Examination of the Relationship Between Social Connectedness and Suicidal Ideation

Kenneth T. Wilcox, M.S., University of Notre Dame

Ross Jacobucci, Ph.D., University of Notre Dame

Brooke Ammerman, Ph.D., University of Notre Dame

4:30 p.m. – 6:00 p.m.

L506-L507, Lobby Level

Symposium 51

Using Network Models to Explore Differential Relations Between Individual Depression Symptoms and Various Biological Markers

CHAIR: *Eiko Fried, Ph.D., University of Leuven*

DISCUSSANT: *Richard J. J. McNally, Ph.D., Harvard University*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Adult Depression

Key Words: *Depression, Neuroscience, Methods*

Using Network Analysis to Examine Links Between Individual Depressive Symptoms, Inflammatory Markers, and Covariates

Eiko Fried, Ph.D., University of Leuven

Inflammation and Depression: A Network Replication in Adolescents

Marin Kautz, M.A., Temple University

Towards a Network Perspective of Inflammatory Phenotypes

Daniel Moriarty, M.A., Temple University

Exploring the Links Between Individual Depression Symptoms and Brain Structure: A Network Study

Nils Inge Landrø, Ph.D., University of Oslo

Brage Kraft, Cand.Psykol., University of Oslo

Eiko Fried, Ph.D., University of Leuven

Christian Krogh Tamnes, Ph.D., University of Oslo

Luigi Maglanoc, M.A., University of Oslo

Rune Jonassen, Ph.D., Oslo Metropolitan University

Eva Hilland, M.A., University of Oslo

Symposium 52

From the Ground Up to the Sky: Spanning the Arc of Implementation Supports

CHAIR: *Rachel E. Kim, Ph.D.*, Judge Baker Children's Center

DISCUSSANT: *Shannon Dorsey, Ph.D.*, University of Washington

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Implementation, Supervision, Community-Based*

Honing the Blade: Leveraging Multiple Evidence-bases to Customize Provider Training in a Dynamic Public Sector Setting

Brad J. Nakamura, Ph.D., University of Hawaii at Manoa

Kayla Soma Tsutsuse, B.A., University of Hawaii at Manoa

Charmaine K. Higa McMillan, Ph.D., University of Hawaii at Hilo

Eric Daleiden, Ph.D., PracticeWise, LLC

Bruce F. Chorpita, Ph.D., UCLA

Amanda Vincent, B.A., University of Hawai'i at Manoa

Supervisory Dyad Training Match and Working Alliance

Alayna L. Park, M.A., UCLA

Kimberly D. Becker, Ph.D., University of South Carolina

Bruce F. Chorpita, Ph.D., UCLA

Meredith Boyd, M.A., University of California Los Angeles

Supervision Content and Process in Youth Community Mental Health

Emily Becker-Haimes, Ph.D., University of Pennsylvania

Laura Skriver, Ph.D., Weill Cornell Medicine

Rinad Beidas, Ph.D., University of Pennsylvania

Sustainability of Modular Cognitive Processing Therapy for Posttraumatic Stress Disorder Following Learning Collaborative Training

Robert Murphy, Ph.D., Duke University Medical Center

Patricia A. Resick, Ph.D., Duke University Medical Center

Stefanie T. LoSavio, Ph.D., Duke University Medical Center

The Increasing the Impact of Modular Therapy With Structured Implementation Support Through the Learning Collaborative

Daniel Cheron, Ph.D., ABPP, Judge Baker Children's Center

Charlotte Vieira, M.P.H., Judge Baker Children's Center

Robert Franks, Ph.D., Judge Baker Children's Center

Rachel E. Kim, Ph.D., Judge Baker Children's Center

4:30 p.m. – 5:30 p.m.

Marquis Salon C, Marquis Level

Symposium 54

**Fear and Anxiety About Chronic and Acute Pain:
Mechanisms, Emotion Regulation, and Psychosocial
Factors**

CHAIR: *Daniel McNeil, Ph.D., West Virginia University*

DISCUSSANT: *Gordon Asmundson, Ph.D., University of Regina*

Earn 1 continuing education credit

All levels of familiarity with the material

Primary Category: Health Psychology / Behavioral Medicine - Adult

Key Words: *Pain, Fear, Behavioral Medicine*

Pain Anxiety as a Mechanism Linking Pain Severity and Opioid Misuse and Disability Among Individuals With Chronic Pain

Jafar Bakhshaie, M.D., University of Houston

Michael Zvolensky, Ph.D., University of Houston

Kevin Vowles, Ph.D., University of New Mexico

Andrew H. Rogers, M.A., University of Houston

Relation Between Affective and Sensory Experiences of Pain and Nicotine Dependence, Opioid Misuse, and Emotion Dysregulation

Jonathan Nausser, M.S., West Virginia University

Richard Gross, Ph.D., West Virginia University

Cecelia I. Nelson, B.A., West Virginia University

Understanding the Relation Between Fear of Pain and Age

Daniel McNeil, Ph.D., West Virginia University

Casey Wright, M.S., West Virginia University

Symposium 55

Collaborating With Community Partners to Deliver Evidence-Based Practice and Increase Access to Care for Individuals With ASD Across the Life Span

CHAIR: *Judy Reaven, Ph.D.*, JFK Partners, University of Colorado Anschutz Medical Campus

DISCUSSANT: *Laura G. Anthony, Ph.D.*, Children's Hospital Colorado, University of Colorado Anschutz Medical Campus

Earn 1 continuing education credit

All levels of familiarity with the material

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, Implementation, Underserved Populations*

Facing Your Fears in Schools: An Implementation Study to Manage Anxiety in Diverse Students with ASD

Richard Boles, Ph.D., University of Colorado Anschutz Medical Campus

Lisa Hayutin, Ph.D., Children's Hospital Colorado, University of Colorado Anschutz Medical Campus

Susan Hepburn, Ph.D., Colorado State University

Allison Meyer, Ph.D., JFK Partners, University of Colorado Anschutz Medical Campus

Megan Morris, Ph.D., MPH, CCC-SLP, University of Colorado Anschutz Medical Campus

Katherine Pickard, Ph.D., JFK Partners, University of Colorado Anschutz Medical Campus

Nuri Reyes, Ph.D., JFK Partners, University of Colorado Anschutz Medical Campus

Tanea Tanda, B.A., JFK Partners, University of Colorado Anschutz Medical Campus

Caitlin Walsh, Ph.D., Children's Hospital of Colorado, University of Colorado Anschutz Medical Campus

Audrey Blakeley-Smith, Ph.D., JFK Partners, University of Colorado Anschutz Medical Campus

Judy Reaven, Ph.D., JFK Partners, University of Colorado Anschutz Medical Campus

Feasibility, Acceptability, and Preliminary Efficacy of Flexible Futures, A Novel, School-Based Executive Function Treatment for Transition-age Youth With ASD

Monica Adler Werner, M.A., Ivy Mount School

Mary Skapek, B.A., Children's National Health Systems

Laura Saldana, B.A., Ivy Mount School

Lauren Kenworthy, Ph.D., Children's National Health System

Laura G. Anthony, Ph.D., Children's Hospital Colorado, University of Colorado Anschutz Medical Campus

Cara Pugliese, Ph.D., Children's National Health System

Supporting the Transition From High School to College for Individuals With ASD

Nancy Bagatell, Ph.D., OTR/L, Division of Occupational Science, University of North Carolina at Chapel Hill

Katerina Dudley, M.A., Department of Psychology & Neuroscience, University of North Carolina at Chapel Hill

Rachel Sandercock, M.A., Department of Psychology & Neuroscience, University of North Carolina at Chapel Hill

Glenna Osborne, M.Ed., TEACCH Autism Program, University of North Carolina At Chapel Hill

Mark Klinger, Ph.D., TEACCH Autism Program, University of North Carolina at Chapel Hill

Laura G. Klinger, Ph.D., University of North Carolina at Chapel Hill, TEACCH Autism Program

Symposium 56

**Misophonia (Selective Sound Sensitivity):
Clinical Characteristics and Cognitive-Behavioral
Conceptualization**

CHAIR: *Dean McKay, Ph.D.*, Fordham University

DISCUSSANT: *Joanna J. Arch, Ph.D.*, University of Colorado Boulder

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Anger

Key Words: *Anger / Irritability, Anxiety, Diagnosis*

**Clinical Correlates of Misophonia: An Empirical Investigation of Dimensional
Versus Categorical Definitions**

Amitai Abramovitch, Ph.D., Texas State University

Clinical Characteristics of Misophonia in Youth in a Treatment Seeking Sample

Emily Steinberg, M.A., Fordham University

Lauryn Garner, M.A., Fordham University

Julia Phillips, B.A., Fordham University

Dean McKay, Ph.D., Fordham University

Ana Rabasco, B.A., Fordham University

An Examination of Various Types of Aggression in Misophonia

Adam Lewin, Ph.D., University of South Florida

Tanya Murphy, M.D., M.S., University of South Florida

Eric A. Storch, Ph.D., Baylor College of Medicine

Monica S. Wu, Ph.D., UCLA

**A Systematic Review and Case Example of Cognitive Behavior Therapy for
Misophonia**

Joseph McGuire, Ph.D., Johns Hopkins University School of Medicine

Awards Ceremony

Congratulations to the 2019 ABCT Award Recipients

Lifetime Achievement Award

Philip C. Kendall, Ph.D., ABPP, Temple University

Outstanding Clinician

Cory F. Newman, Ph.D., ABPP, University of Pennsylvania, Center for Cognitive Therapy

Outstanding Training Program

Jesse R. Cougle, Ph.D., Florida State University's Clinical Psychology Ph.D. Program

Outstanding Service to ABCT

Carmen McLean, Ph.D., National Center for PTSD

Distinguished Friend to the Behavioral and Cognitive Therapies

Rod Holland, DClInPsych, EABCT

Philip Tata, DClInPsych, EABCT

President's New Researcher

Jessica L. Schleider, Ph.D., Stony Brook University

Anne Marie Albano Early Career Award for the Integration of Science and Practice

Jami M. Furr, Ph.D., Center for Children and Families, Florida International University

Virginia A. Roswell Dissertation Award

Amy R. Stewart, M.A., University of California, Los Angeles

Leonard Krasner Dissertation Award

Michael Best, M.Sc., Queen's University

John R. Z. Abela Dissertation Award

Natalie Rodriguez-Quintana, M.P.H., Indiana University

Student Research Grant

Colin M. Bosma, MA, University of Maine

Student Research Grant Honorable Mention

Shirley Wang, BA, Harvard

Student Travel Winner:

Poppy Brown, University of Oxford

Elsie Ramos Winners:

Abel S. Mathew, M.S., University of Wisconsin-Milwaukee

John L. McKenna, M.S., Suffolk University

Oliver G. Johnston, M.S., University of Connecticut

Spotlight on Mentors Award

Elise M. Clerkin, Ph.D., Miami University

Genelle K. Sawyer, Ph.D., The Citadel

Norman B. Schmidt, Ph.D., Florida State University

ADAA Award winners:

Christal Badour, Ph.D., University of Kentucky

Nicholas Jacobson, M.S., Massachusetts General Hospital/Harvard Medical School

6:30 p.m. – 8:30 p.m.


Atrium Ballroom, Atrium Level

Friday Night Welcome Party and SIG Expo

Come join your colleagues and friends at the first official networking event at the convention. Enjoy this terrific opportunity to find like-minded colleagues at the Special Interest Group tables. Each SIG selects poster presentations submitted by their members on their topic or population. You will get to speak with young researchers doing the most up-to-the-minute studies. See the program addendum, distributed at the Convention Registration Desk for a complete listing of titles and authors. Everyone attends, so be on the lookout for that friend from grad school-or that interesting person you met at last year's ABCT conference. Support the ABCT Student Awards by participating in the "Secure Our Future" fundraiser in conjunction with the Welcome Cocktail Party and SIG Expo. All donations, in any amount, are greatly appreciated.

Saturday

8:00 a.m. – 9:00 a.m.

networking  International North, Ballroom Level, Hyatt Regency Atlanta
SIG Leaders Meeting

“Special Interest Group Leaders will share activities and concerns of their groups.”

8:30 a.m. – 10:30 a.m.

A703, Atrium Level

Master Clinician 5

ticket

In-Depth Analysis of the Unified Protocol in Clinical Practice: Transdiagnostic Case Conceptualization and Application

Todd Farchione, Ph.D., Center for Anxiety and Related Disorders, Boston University
Shannon Sauer-Zavala, Ph.D., Center for Anxiety and Related Disorders, Boston University

Earn 2 continuing education credits

Moderate level of familiarity with the material

Primary Category: Adult Anxiety, Transdiagnostic, Treatment- CBT

Key Words: *Transdiagnostic, CBT, Emotion Regulation*

Recent conceptualizations of anxiety, depressive, and related “emotional” disorders emphasize their similarities rather than their differences. In response, there has been a movement in recent years away from traditional disorder-specific manuals for the treatment of these disorders and toward treatment approaches that focus on addressing psychological processes that appear to cut across disorders. These “transdiagnostic” evidence-based treatments may prove to be more cost-efficient and have the potential to increase availability of evidence-based treatments to meet a significant public health need. The Unified Protocol for Transdiagnostic Treatment of Emotional Disorders (UP), developed by Dr. David Barlow and colleagues at Boston University, is the most recognizable and widely used transdiagnostic treatment with empirical support for its use. The UP is designed to address the full range of emotional disorders (i.e., anxiety, depressive, and related disorders) by targeting common core temperamental vulnerabilities, particularly

neuroticism, that contribute to the development and maintenance of these frequently co-occurring disorders rather than surface-level, DSM diagnostic symptoms. This seminar goes beyond an introduction to the UP by focusing on the “nuts and bolts” of transdiagnostic assessment, case conceptualization, and real-world clinical application of the UP’s core treatment modules. A clinical case study will be used to illustrate the use of this protocol to address symptoms of anxiety, depression, and other emotion regulation difficulties. Attendees are expected to gain a better understanding of the UP and how this innovative protocol can be effectively applied in their clinical practice.

At the end of this session, the learner will be able to:

- Demonstrate application of core treatment modules using case material and clinical vignettes.
- Illustrate a transdiagnostic approach to assessment and case conceptualization.
- Describe how to adapt core treatment strategies of the UP (e.g., emotion awareness training, cognitive reappraisal, reduction of emotion avoidance and maladaptive emotion driven behaviors) based on the patient’s presenting symptoms.

Recommended Readings: Barlow, D. H., Farchione, T. J., Bullis, J. R., Gallagher, M. W., Murray-Latin, H., Sauer-Zavala, S., . . . Cassiello-Robbins, C. (2017). The Unified Protocol for Transdiagnostic Treatment of Emotional Disorders compared with diagnosis-specific protocols for anxiety disorders: A randomized clinical trial. *JAMA Psychiatry*, 74(9), 875-884. doi:10.1001/jamapsychiatry.2017.2164

Brown, T. A., & Barlow, D. H. (2009). A proposal for a dimensional classification system based on the shared features of the DSM-IV anxiety and mood disorders: Implications for assessment and treatment. *Psychological Assessment*, 21(3), 256-271.

Bullis, J.R., Boettcher, H.T. Sauer-Zavala, S., Farchione, T.J., & Barlow, D.H. (in press). What is an emotional disorder? A transdiagnostic mechanistic definition with implications of assessment, treatment, and prevention. *Clinical Psychology: Science and Practice*. <https://doi.org/10.1111/cpsp.12278>

Jarvi-Steele, S., Farchione, T.J., Cassiello-Robbins, C., Ametaj, A., Sbi, S., Sauer-Zavala, S., & Barlow, D.H. (2018). Efficacy of the Unified Protocol for transdiagnostic treatment of comorbid psychopathology accompanying emotional disorders compared to treatments targeting single disorders. *Journal of Psychiatric Research*, 104, 211-216. doi: 10.1016/j.jpsychires.2018.08.005

Master Clinician 8

ticket

Comprehensive Behavioral Intervention for Tics

Douglas Woods, Ph.D., Marquette University

Michael Himle, Ph.D., University of Utah

Earn 2 continuing education credits

Moderate level of familiarity with the material

Primary Category: Tic and Impulse Control Disorders, Child/Adolescent Anxiety, Obsessive Compulsive/Related Disorders

Key Words: *Tic Disorders, Child, Obsessive Compulsive Disorder*

Tourette Syndrome is a neurological condition consisting of multiple motor and vocal tics that are presumably due to failed inhibition within cortical-striatal-cortical motor pathways. In recent years, there has been a growing recognition among psychiatry and neurology about the utility of behavior therapy procedures in managing the symptoms of Tourette Syndrome in children and adults. Recently, the American Academy of Neurology recommended behavior therapy as a first-line treatment for Tourette Syndrome. This Comprehensive Behavioral Intervention for Tics (CBIT) combines elements of habit reversal training with psychoeducation and function-based behavioral interventions. Unfortunately, very few clinicians have been trained in evidence-based treatments for Tourette Syndrome and tic disorders, and in most U.S. cities there are no behavior therapists who provide this treatment. In this session, developers of CBIT will describe and demonstrate the treatment. In addition to learning the general therapeutic techniques, attendees will learn about the underlying model of Tourette as well as the theoretical and empirical rationale for using behavioral interventions. Various instructional technologies will be employed including didactic instructions, videotaped samples of actual treatment, and role-play demonstrations.

At the end of this session, the learner will be able to:

- Recognize tic disorders and understand their key phenomenological features.
- Explain the core elements of behavior therapy for tic disorders.
- Discuss the evidence base supporting the efficacy of behavior therapy for tic disorders.

Recommended Readings: Piacentini, J. C., Woods, D. W., Scahill, L. D., Wilhelm, S., Peterson, A., Chang, S., . . . Walkup, J. T. (2010). Behavior therapy for children with Tourette Syndrome: A randomized controlled trial. *Journal of the American Medical Association*, 303, 1929-1937. Rizzo, R., Pellico, A., Silvestri, P. R., Chiarotti, F., & Cardona, F. (2018). A randomized controlled trial comparing behavioral, educational, and pharmacological treatments in youths with chronic tic disorder or Tourette syndrome. *Frontiers in Psychi-*

8:30 a.m. – 10:00 a.m.

Imperial Salon A, Marquis Level

Mini Workshop 13

CBT for Addictions: Customizing Your Strategies to Meet the Needs of People from Diverse Backgrounds

Bruce S. Liese, ABPP, Ph.D., University of Kansas Medical Center

Earn 1.5 continuing education credits

Moderate level of familiarity with the material

Primary Category: Addictive Behaviors

Key Words: *Addictive Behaviors, Case Conceptualization / Formulation, CBT*

Addictions afflict people from all walks of life. They don't discriminate based on race, ethnicity, religion, socioeconomic status, sexual orientation, or gender identity. The primary purpose of this institute is to highlight the importance of conceptualizing individuals with addictions from diverse sociocultural backgrounds, in order to choose the most appropriate CBT strategies and techniques for helping these individuals. While the evidence base of CBT for addictions has been established, there are presently no evidence-based formulas for choosing specific CBT strategies and techniques for individuals from specific sociocultural backgrounds. Clinicians must rely on their case conceptualization skills for choosing strategies and techniques that meet the needs of diverse individuals. Hence, the process of conceptualizing individuals with addictions, especially from diverse backgrounds, is just as important as implementing the strategies themselves. This will be an active, experiential Institute, focusing on the decision-making process that should take place while providing CBT to individuals who come from diverse backgrounds. We will consider questions like:

- What does the term "sociocultural diversity" mean to you?
- When you think about sociocultural diversity, what particular groups come to mind?
- How do you integrate sociocultural diversity into your CBT case conceptualization?
- In what ways does your own sociocultural identity impact how you think about diversity?
- In the process of practicing CBT, what experiences have had the greatest impact on how you think about diversity?
- What assumptions do you make regarding sociocultural influences on addictive behaviors?
- How do you determine whether your treatment choices were effective with individuals from diverse sociocultural backgrounds?

In this Institute we make use of lecture, discussion, case studies, and role-playing to address questions like these. Participants are strongly encouraged to prepare for this Institute by reflecting on

diverse individuals they have seen in therapy – understanding of course that all cases for discussion must be de-identified to avoid violations of privacy and confidentiality.

At the end of this session, the learner will be able to:

- Articulate their own personal definition of sociocultural diversity, specifically in the context of CBT for addictive behaviors
- Explain how they integrate sociocultural diversity into their CBT case conceptualization when treating people with addictive behaviors
- Identify how their sociocultural background may impact how they think about people from different backgrounds
- Describe at least one actual clinical experience that has impacted their view of sociocultural diversity
- Explain how their CBT case conceptualization impacts their choice of specific techniques for people from diverse backgrounds

Recommended Readings: American Psychological Association (2012). Guidelines for psychological practice with lesbian, gay, and bisexual clients. *American Psychologist*, 67(1), 10-42. Carroll, K. M., & Kiluk, B. D. (2017). Cognitive Behavioral Interventions for Alcohol and Drug Use Disorders: Through the Stage Model and Back Again. *Psychology of Addictive Behaviors*, 31(8), 847-861. Hays, P. A. (2009). Integrating evidence-based practice, cognitive-behavior therapy, and multicultural therapy: Ten steps for culturally competence practice. *Professional Psychology: Research and Practice*, 40(4), 354-360. Liese, B. S., & Esterline, K. E. (2015). Concept Mapping: A supervision strategy for introducing case conceptualization skills to novice therapists. *Psychotherapy*, 52(2), 190-194. McHugh, R. K., Hearon, B. A., & Otto, M. W. (2010). Cognitive-behavioral therapy for substance use disorders. *Psychiatric Clinics of North America*, 33(3), 511-525.

Panel Discussion 12

Parenting Gender Diverse Youth: Setting a Research and Clinical Agenda

MODERATORS: *T. Zachary Huit, M.A.*, University of Nebraska-Lincoln
Katie Meidlinger, M.A., University of Nebraska-Lincoln

PANELISTS: *Ashley Austin, Ph.D.*, Barry University
Shelley L. Craig, Ph.D., MSW, University of Toronto
Diane Chen, Ph.D., Ann & Robert H. Lurie Children's
Hospital of Chicago/Northwestern University Feinberg
School of Medicine
Arlene Noriega, Ph.D., Morehouse School of Medicine

Earn 1.5 continuing education credits

Primary Category: Parenting / Families

Key Words: *Parenting, Families, LGBTQ+*

With the increasing acceptance of gender diversity as a normal variant of youth development, there is a salient need to understand affirming parenting practices in both clinical and research contexts. A growing evidence base shows that supportive and accepting families and caregivers are associated with more positive outcomes among Gender Diverse (GD) youth. This is especially important given their higher risk for negative mental health outcomes and suicide. While there is some understanding of parenting sexual minority youth, there is a need to examine the unique challenges and needs for GD youth and their families in particular. Caregivers of gender diverse youth face numerous decisions around social, legal, and medical transition access for their children. There is also the distinct experience for parents of GD youth as they confront internalized and societal preconceptions and stigma surrounding gender variance, while simultaneously facing financial and legal barriers to their child's care and identity affirmation. Of course, this all occurs in a cultural context that may include other pressures on the families. It is time for researchers and behavioral health providers to expand our understanding of effective parenting to include families with gender diverse youth. Only a few researchers are addressing this important issue. The multidisciplinary panel includes experts in gender diverse youth and their families (Shelley Craig & Ashley Austin), Latinx families of gender diverse youth (Arlene Noriega), and mental health and medical decision-making specific to gender diverse youth (Diane Chen). The goal of the panel is to identify important research and clinical questions to help meet the needs of these families. The panel will also serve as an introduction to parenting gender diverse youth for clinicians who are seeing these families in their practices.

Panel Discussion 13

Bridging Anxiety, OCD, and Psychosis to Address Overlapping symptoms and Provide Evidence-based Care for Comorbid Presenting Problems

MODERATOR: *Jonathan S. Abramowitz, Ph.D.*, University of North Carolina at Chapel Hill

PANELISTS: *Charlie A. Davidson, Ph.D.*, Mercer University College of Health Professions

Jennifer Buchholz, M.A., UNC Chapel Hill

Rachel Waford, Ph.D., Emory University Rollins School of Public Health

Jordan E. Cattie, Ph.D., Emory University School of Medicine

Earn 1.5 continuing education credits

Primary Category: Transdiagnostic

Key Words: *Comorbidity, OCD (Obsessive Compulsive Disorder), Psychosis / Psychotic Disorders*

Almost half of individuals with psychosis also have an anxiety disorder, and anxiety symptoms are associated with poor long-term outcomes. There is also substantial overlap in theory, neurological processes, and presentation between positive symptoms of psychosis, OCD, and anxiety symptoms. Paranoia can be seen as social anxiety with perceived threat. Delusional thoughts and hallucinations are exacerbated when they are preoccupying and feel compulsory. Negative and cognitive symptoms can be indistinguishable from depression-anxiety. On the other hand, odd beliefs, perceptual manifestations, and magical thinking about obsessions and compulsions are relatively common in OCD, and severe anxiety may transition easily into pseudo-delusional expectancies. There are clear empirically-supported techniques for each set of problems individually, but clinicians presented with both have little evidence base to adapt assessment and treatment planning. The stigma and shortcomings in psychological training related to psychosis result in barriers to access to care for people experiencing any mix of psychosis, anxiety, or OCD.

This panel brings together scientist-practitioners who specialize in anxiety, OCD, and psychosis and who have experience at their intersections. Unpublished data from participants with anxiety disorders, early psychosis, high-risk for psychosis, and nonclinical samples will be presented to highlight the prevalence and impact of psychosis-like experiences for those without psychotic disorders as well as the role of constructs like anxiety sensitivity and experiential avoidance among people with psychotic disorders. Two presenters are renowned local clinicians in evidence-based treatment for psychosis and OCD, respectively, who will discuss ACT-based approaches to address these transdiagnostic issues. The moderator is a renowned anxiety and OCD researcher whose collaborators include some of

the best in the field of psychosis treatment research. Panelists will summarize the evidence base and applied experience at the intersection of psychosis and anxiety, present new data, highlight areas for future research and policy, and provide clinical tools and resources for therapists.

8:30 a.m. – 10:00 a.m.

M301, Marquis Level

Panel Discussion 14

The Role of Cognitive Behavioral Science in Addressing Individual and Systemic Constraints to Evidence-based Practice in the Changing Health Care Marketplace

MODERATOR: *Kathleen M. Palm Reed, Ph.D.*, Clark University

PANELISTS: *Kathleen M. Palm Reed, Ph.D.*, Clark University

Kerrie Toole, LICSW, MSW, Castlebrook Counseling Services, Inc.

Zachary Rosenthal, Ph.D., Duke University

Lauren Weinstock, Ph.D., Brown University & Butler Hospital

Earn 1.5 continuing education credits

Primary Category: Dissemination & Implementation Science

Key Words: *Evidence-Based Practice, Training / Training Directors, Clinical Decision Making*

Technological innovation and the proliferation of evidence-based practices have led to improved standards of care, yet technology and the structured nature of short-term treatment protocols may have shortcomings that our science and training need to address. For example, research funding and clinical care reimbursements have been favoring brief interventions that do not necessarily allow for the complete delivery of evidence-based protocols that trainees have learned to implement. Practicing clinicians must be able to quickly establish rapport, assess, and prioritize treatment goals. Unfortunately, with the increased focus on treatment protocols, there has been decreased training and research emphases on developing and understanding evidence-based therapeutic relationship and clinical decision-making skills that promote flexibility and effectiveness in a changing healthcare marketplace. The primary goal of this panel is to discuss the individual and systemic constraints to implementing evidence-based practices in their respective contexts. They also will address discuss potential training and research directions that could address these constraints and inform more effective delivery of evidence-based practices. Additional questions panelists will address include, “How can we merge the warmth of good clinical practice with emerging science?”, and “How can providers translate clinical results from research, training, and technological innovations to “soft skills” necessary for successful treatment of clients?”

Panel Discussion 15

Making CBT an Alternative to Medication at Scale: Emerging Pathways for Increasing the Accessibility of Evidence-based Psychological Treatments

MODERATOR: *Michael W. Otto, Ph.D.*, Boston University

PANELISTS: *Jenna R. Carl, Ph.D.*, Big Health

Steve D. Hollon, Ph.D., Department of Psychology, Vanderbilt University

Michelle Craske, Ph.D., University of California Los Angeles

Jonathan Comer, Ph.D., Florida International University

R. Kathryn McHugh, PhD, McLean Hospital/Harvard Medical School

Earn 1.5 continuing education credits

Primary Category: Dissemination & Implementation Science

Key Words: *Dissemination, Technology / Mobile Health, Integrated Care*

Despite the fact that CBT is recommended as the first line treatment for many common mental health disorders (e.g., NICE guidance) and 75% of patients would prefer therapy over medication (McHugh, Whitton, Peckham, Welge, & Otto, 2013), evidence-based psychological treatments have largely remained unavailable to the general population. But a confluence of diverse factors have begun to shape a new era of mental health care that may finally change this fact. The opioid crisis and increasing recognition of the risks of many psychotropic medications (Johnell et al., 2016) has made medications seem less viable as the default treatment for common mental health problems. On the payer side, the shift from fee-for-service to value-based reimbursement is encouraging the adoption of interventions that are efficient, safe, and provide consistent, measurable patient outcomes. Within industry, there have been advances in the development of technologies to improve health care delivery and outcomes, including the emergence of a new category of “digital therapeutics” that can be FDA-approved as clinical treatments akin to medicine. Lastly, growing awareness of the prevalence and costs of untreated mental health conditions has motivated a variety of public and private stakeholders to develop innovative and collaborative ways of improving access to CBT. These developments are unlocking promising new pathways for extending and integrating CBT into routine health care that have the potential to finally make CBT an accessible, scalable alternative to medication. This panel brings together experts on the forefront of these new developments within mental health care to share their unique insights into the opportunities and challenges for increasing access to CBT afforded within this changing landscape.

Research and Professional Development 4

Applying for F31 Predoctoral or F32 Postdoctoral Fellowship Awards

PANELISTS: *Lou Ann Brown, Ph.D.*, Emory University School of Medicine
Becky Kinkead, Ph.D., Emory University School of Medicine

Earn 1.5 continuing education credits

Advanced level of familiarity with the material

Primary Category: Professional / Interprofessional Issues

Key Words: *Professional Development*

As described by NIH, the purpose of the Ruth L. Kirschstein National Research Service Award (NRSA) Fellowship Award program is to support promising applicants during their mentored pre- or postdoctoral training under the guidance of outstanding faculty sponsors. The integrated program of research and training should enhance the individual's potential to develop into a productive, independent researcher. But what does it mean to be a 'promising' candidate? What are the characteristics of 'outstanding' faculty sponsors? And how do you train to be an 'independent' researcher? The goals of this workshop are to describe: 1) The key elements of F31 and F32 applications 2) What it means to be a 'promising' F31 or F32 applicant 3) How to determine if the F31 or F32 is the best funding mechanism 4) How to identify an outstanding mentoring team, and how to use the mentoring team to shore up weaknesses in the training plan and to enhance independence 5) How to obtain letters of reference 6) How to determine which NIH funding institute to apply to 7) How to outline a research plan 8) The components of an excellent training plan 9) How to get started By the end of this workshop, participants should understand the key elements in F31 and F32 proposals, be able to identify potential weaknesses in the application and options to address those weaknesses, know how to get started. The target audience for this workshop is graduate students applying for an F31, graduate students entering postdoctoral positions in the next 1-2 years, postdoctoral fellows planning F32 applications, and junior faculty interested in having their postdoctoral fellows apply for an F31 or F32.

At the end of this session, the learner will be able to:

- Understand the key elements in an F32 proposal.
- Be able to identify potential weaknesses in the application and options to address those weaknesses.
- Know how to get started.

Recommended Readings: <https://grants.nih.gov/grants/guide/pa-files/PA-18-670.html>
Russell SW and Morrison DC (2010) The Grant Application Writer's Workbook: National Institutes of Health Version, Grant Writers' Seminars and Workshops, www.GrantCentral.com. Yang OO (2005) Guide to Effective Grant Writing: How to Write an Effective NIH Grant Application, Springer Science+Business Media, NY, NY.

Atrium Ballroom A, Atrium Level

Symposium 57

Utilizing Social Connectedness to Alleviate Trauma-Related Distress in Veterans

CHAIR: *Adam P. McGuire, Ph.D.*, VISN 17 Center of Excellence for Research on Returning War Veterans

DISCUSSANT: *Sheila Rauch, ABPP, Ph.D.*, Emory University School of Medicine

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Military and Veterans Psychology

Key Words: *Trauma, Veterans, Social Relationships*

Social Connectedness as a Moderator of the Association Between Moral Injury and Suicidality Among Combat Wounded Veterans

Michelle Kelley, Ph.D., Old Dominion University

Adrian Bravo, Ph.D., University of New Mexico

Rachel Davies, B.A., Virginia Consortium Program in Clinical Psychology

Hannah Hamrick, B.S., Old Dominion University

Christine Vinci, Ph.D., Moffitt Cancer Center

Jason Redman, B.S., Combat Wounded Coalition

Michelle Kelley, Ph.D., Old Dominion University

An Experimental Study Examining Moral Elevation in Veterans With PTSD: Responses to Observing Others' Virtuous Behavior

Michael Russell, PhD, VISN 17 Center of Excellence for Research on Returning War Veterans

Adam P. McGuire, Ph.D., VISN 17 Center of Excellence for Research on Returning War Veterans

Open Trial of Interpersonal Psychotherapy With Military Veterans and Family Members

Alison Pickover, Ph.D., New York State Psychiatric Institute/Columbia University

Amit Lazarov, Ph.D., Tel Aviv University

Andrea Lopez-Yanilos, Psy.D., WTC Environmental Health Center

Shay Arnon, B.A., New York State Psychiatric Institute/Columbia University

John Markowitz, M.D., New York State Psychiatric Institute/Columbia University

Yuval Neria, Ph.D., New York State Psychiatric Institute/Columbia University

Ari Lowell, Ph.D., Columbia University/New York State Psychiatric Institute

Compassion Meditation Is Associated With Increased Social Connectedness in Veterans With Posttraumatic Stress Disorder

Pollyanna Casmar, Ph.D., VA San Diego Healthcare System, Department of Psychiatry, University of California San Diego

Selena Baca, B.S., Veterans Medical Research Foundation

Shahrokh Golshan, Ph.D., Department of Psychiatry, University of California San Diego, VA San Diego Healthcare System

Timothy Harrison, M.Arch., Cognitively-Based Compassion Training (CBCT) at the Center for Contemplative Research and Compassion-Based Ethics at Emory University

Lobsang Negi, Ph.D., Center for Contemplative Research and Compassion-Based Ethics at Emory University, Religion Department at the Emory College of Arts and Sciences, Drepung Loseling Monastery

Ariel Lang, Ph.D., MPH, VA San Diego Healthcare System (VASDHS), Center of Excellence for Stress and Mental Health (CESAMH), Departments of Psychiatry and Family Medicine and Public Health at University of California

Anne Malaktaris, Ph.D., VA San Diego Center of Excellence for Stress and Mental Health, VA San Diego Healthcare System, Department of Psychiatry, University of California San Diego

8:30 a.m. – 10:00 a.m.

A701, Atrium Level

Symposium 58

Risk and Resilience Factors in Racial and Ethnic Minority Populations

CHAIR: *Ana Martinez de Andino, M.S.*, Emory University School of Medicine

DISCUSSANT: *Sierra Carter, Ph.D.*, Georgia State University

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Oppression and Resilience Minority Health

Key Words: *Risk / Vulnerability Factors, Trauma, Race*

Family Cohesion and Multicultural Identity Development as Psychological Protective Factors For Racial and Ethnic Minority Individuals

Ana Martinez de Andino, M.S., Emory University School of Medicine

Amy Weisman de Mamani, Ph.D., University of Miami

Madison Silverstein, M.S., Emory University School of Medicine

Identifying Risk and Protective Factors to PTSD Symptoms in the Context of Trauma Exposure, Stressful Life Events, and Race-Related Stress Among Low-Income African American Women

Sierra Carter, Ph.D., Georgia State University

Bekh Bradley, Ph.D., Emory University School of Medicine

Abigail Powers, Ph.D., Emory University School of Medicine

Coping and Racial Identity in the Relationship Between Interpersonal Violence and Existential Well-being Among African American Women

Natalie Watson-Singleton, Ph.D., Spelman College

Nadine Kaslow, Ph.D., Emory University School of Medicine

Joya Hampton, Ph.D., Emory University

8:30 a.m. – 10:00 a.m.

A705, Atrium Level

Symposium 59

Current Practices and Future Directions in Addressing School Refusal

CHAIRS: *Scott E. Hannan, Ph.D.*, Institute of Living

Elizabeth Davis, Ph.D., Institute of Living

DISCUSSANT: *Micco Jamie, ABPP, Ph.D.*, Private Practice/Harvard Medical School

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Child / Adolescent - School-Related Issues

Key Words: *School, CBT, Community-Identified Problems*

Somatic Symptoms in Children With Anxiety Disorders: A Cross-sectional Assessment of the Relationship Between Somatic Symptoms, Heart Rate Variability, and School Distress

David Tolin, Ph.D., Institute of Living

Gretchen Diefenbach, Ph.D., Institute of Living

Scott E. Hannan, Ph.D., Institute of Living

Kimberly Stevens, Ph.D., Anxiety Disorders Center, The Institute of Living

**Developing an Online Early Detection System for School Attendance Problems:
Results From a Research-community Partnership**

Denise Guarino, Psy.M., Rutgers University - Graduate School of Applied and Professional Psychology

Christina Mele, Psy.M., Rutgers University - Graduate School of Applied and Professional Psychology

Jean O'Connell, B.A., Department of Special Services, Bernards Township School District

Patricia Coto, B.A., Department of Special Services, Bernards Township School District

Brian C. Chu, Ph.D., Graduate School of Applied and Professional Psychology, Rutgers University

Initial Examination of the Scale For School Avoidance and Distress: Contributing Factors to School Refusal

David Tolin, Ph.D., Institute of Living

Elizabeth Davis, Ph.D., Institute of Living

Scott E. Hannan, Ph.D., Institute of Living

Putting It into Practice: A School Anxiety and School Refusal Program

Patrick B. McGrath, Ph.D., Amita Health Alexian Brothers

Symposium 60

Using Neurobiological Methods to Understand Childhood Adversity: Identifying Underlying Contributors to Psychopathology

CHAIRS: Robert Graziano, M.A., University of Missouri- St. Louis
Steven E. Bruce, Ph.D., University of Missouri-St. Louis
DISCUSSANT: Kate Harkness, Ph.D., Queen's University

Earn 1.5 continuing education credits

Basic level of familiarity with the material

Primary Category: Child / Adolescent - Trauma / Maltreatment

Key Words: Abuse / Maltreatment, Child, Translational Research

Consequences of Early Adversity in the Brain: A White Matter Analysis

Steven E. Bruce, Ph.D., University of Missouri-St. Louis
Robert Paul, Ph.D., University of Missouri- St. Louis
Mayuresh Korgaonkar, Ph.D., University of Sydney School of Medicine
Leeann Williams, Ph.D., Stanford University
Robert Graziano, M.A., University of Missouri- St. Louis

Childhood Maltreatment, Stress Reactivity and Reward Responsivity in Major Depressive Disorder

Raegan Mazurka, M.S, Queen's University
Katherine Wynne-Edwards, Ph.D., University of Calgary
Roumen Milev, M.D., Ph.D., Queen's University
Kate Harkness, Ph.D., Queen's University
Simone Cunningham, M.S., Queen's University

The Interpersonal Consequences of Childhood Adversity in Adolescence: The Role of HPA-axis Genetic Risk

Meghan Huang, M.A., University of Rochester

Early Adversity and Internalizing Symptoms in Adolescence: Mediation by Individual Differences in Latent Trait Cortisol

Frances Chen, Ph.D., Georgia State University
Leah Doane, Ph.D., Arizona State university
Douglas Granger, Ph.D., University of California Irvine
Catherine B. Stroud, Ph.D., Williams College

Child Maltreatment and Mother-child Transmission of Stress Physiology

Leah Hibel, Ph.D., University of California, Davis

Evelyn Mercado, Ph.D., University of Massachusetts, Amherst

Kristin Valentino, Ph.D., University of Notre Dame

8:30 a.m. – 10:00 a.m.

L401-L403, Lobby Level

Symposium 61

Relationship Health Across Diverse and Underserved Communities: Connecting Theory and Practice to Inform Therapeutic Processes for Couple Distress

CHAIRS: *Judith Biesen, M.A., University of Notre Dame*

*Binghuang A. Wang, M.S., Binghamton University, State
University of New York*

DISCUSSANT: *Emily Georgia Salivar, Ph.D., Nova Southeastern University*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Risk / Vulnerability Factors, Implementation*

Mutually Responsive Orientation in Intimate Relationships: A Behavioral Coding System

Rebecca Brock, Ph.D., University of Nebraska, Lincoln

Erin L. Ramsdell, M.A., University of Nebraska, Lincoln

The Role of Pornography Consumption in Intimate Partner Violence in Heterosexual Couples: A Prospective Longitudinal Study

Patti Timmons Fritz, Ph.D., C. Psych., University of Windsor

Katherine Jongsma, M.A., University of Windsor

Maintenance of Relationship Functioning For ePREP and Our Relationship for Low-income Couples

Kayla Knopp, M.A., University of Denver

Emily Georgia Salivar, Ph.D., Nova Southeastern University

Brian Doss, Ph.D., University of Miami

McKenzie Roddy, M.S., University of Miami

SATURDAY

Cognitive-behavioral Couple Therapy For Same-sex Female Couples: Pilot Study
Outcome Data

Danielle Weber, M.A., University of North Carolina at Chapel Hill

Alexandra K. Wojda, B.A., University of North Carolina at Chapel Hill

Donald H. Baucom, Ph.D., University of North Carolina at Chapel Hill

Kimberly Z. Pentel, M.A., University of North Carolina at Chapel Hill

8:30 a.m. – 9:30 a.m.

L508, Lobby Level

Symposium 62

**Creating a National Resource Center for Victims of Mass
Violence: Addressing Mental Health Response and
Consequences**

CHAIR: *Angela Moreland, Ph.D., Medical University of South Carolina*

DISCUSSANT: *Dean Kilpatrick, Ph.D., Medical University of South Carolina*

Earn 1 continuing education credit

All levels of familiarity with the material

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: *Trauma*

**Prevalence, Response, and Consequences of Mass Violence Incidents in the US:
A Review of Past Literature and Future Directions**

Angela Moreland, Ph.D., Medical University of South Carolina

**Building Capacity for Delivery of Trauma-Focused Evidence-Based Practices in
the Wake of a Mass Violence Incident**

Rochelle Hanson, Ph.D., Medical University of South Carolina

**Using Technology and Virtual Resources to Support Communities Affected by
Mass Violence**

Daniel W. Smith, Ph.D., Medical University of South Carolina

Marquis Salon A, Marquis Level

Symposium 63

The Process of Improving Care in Community Settings

CHAIR: *Courtney Wolk, Ph.D., University of Pennsylvania*

DISCUSSANT: *Rinad Beidas, Ph.D., University of Pennsylvania*

Earn 1.5 continuing education credits

Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Implementation, Dissemination, Public Health*

Implementing Cognitive Behavioral Therapy in a Youth Residential Setting: An Evaluation of Implementation Outcomes

Cara C. Lewis, Ph.D., Kaiser Permanente Washington Health Research Institute

Natalie Rodriguez-Quintana, M.P.H., Indiana University

Frontline Staff Training in Juvenile Detention as a Buffer for Work Stress and Use of Restraint Among Suicidal Youth

Sean Snyder, MSW, LCSW, West Chester University

Rinad Beidas, Ph.D., University of Pennsylvania

Brittany Rudd, Ph.D., University of Pennsylvania

Understanding the Implementation of Integrated Behavioral Health Services in Primary Care

David Mandell, ScD, University of Pennsylvania

David Oslin, M.D., University of Pennsylvania

Courtney Wolk, Ph.D., University of Pennsylvania

Examination of Implementation Processes in a School-based Mental Health Intervention

Christopher Senior, M.A., Catholic University of America

Mary Alword, Ph.D., Alword, Baker, & Associates LLC

Brendan Rich, Ph.D., Catholic University of America

Sheina Godovich, B.A., Catholic University of America

Marquis Salon B, Marquis Level

Symposium 64

Suicidality in Underrepresented Populations

CHAIR: *Ana Rabasco, B.A., Fordham University*

DISCUSSANT: *Richard Liu, Ph.D., Alpert Medical School of Brown University*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide*

Sexual and Racial Minority Identity and Childhood Maltreatment Differentiate Risk Across the Suicide Ideation to Action Spectrum

Allison Stumper, M.A., Temple University

Amber Graham, M.A., Temple University

David Siegel, B.A., Temple University

Lauren Alloy, Ph.D., Temple University

Taylor Burke, M.A., Temple University

Marin Kautz, B.A., Temple University

Discrimination and Victimization as Risk Factors For Suicide Attempts Among Transgender and Non-binary Adults

Margaret Andover, Ph.D., Fordham University

Ana Rabasco, B.A., Fordham University

Suicidal Ideation in Prisoners With Major Depressive Disorder: Social Support as a Key Factor

Joseph Bonner, Ph.D., UAMS College of Medicine

Andrea Wittenborn, Ph.D., Michigan State University

Lauren Weinstock, Ph.D., Brown University & Butler Hospital

Caron Zlotnick, Ph.D., Butler Hospital and Warren Alpert Medical School of Brown University

Jennifer Johnson, Ph.D., Michigan State University

Fallon Richie, B.A., University of South Alabama

Presence and Characteristics of Suicidal Thoughts and Behaviors: Comparison of Emerging Adults With Differing Racial Identities

Martha Fahlgren, M.A., Temple University

Joey Cheung, B.S., Temple University

Brooke Ammerman, Ph.D., University of Notre Dame

Michael S. McCloskey, Ph.D., Temple University

Kristen M. Sorgi, B.S., Temple University

8:30 a.m. – 10:00 a.m.

Marquis Salon C, Marquis Level

Symposium 65

Novel Ways to Recruit For and Increase Uptake into Digital Mental Health Interventions

CHAIRS: *Emily G. Lattie, Ph.D., Northwestern University Feinberg School of Medicine*

Ashley Knapp, Ph.D., Northwestern University

DISCUSSANT: *Evan Forman, Ph.D., Drexel University*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Technology

Key Words: *Technology / Mobile Health, Research Methods, Treatment/ Program Design*

Cost and Utility of Using Traditional and Digital Strategies For Engaging Users in Digital Mental Health Research

Emily G. Lattie, Ph.D., Northwestern University Feinberg School of Medicine

Approaches For Engaging Adolescents in the Design and Testing of Digital Mental Health Interventions

Kathryn Ringland, Ph.D., Northwestern University

Madhu Reddy, Ph.D., Northwestern University

Sarah Lord, Ph.D., Geisel School of Medicine at Dartmouth college

Alan Budney, Ph.D., Geisel School of Medicine at Dartmouth college

David Mohr, Ph.D., Center for Behavioral Intervention Technologies, Northwestern University

Ashley Knapp, Ph.D., Northwestern University

SATURDAY

Optimizing a Digital Mental Health Service For Implementation in Primary Care Clinics: Service Design For Clinic Integration

Carolyn J. Greene, Ph.D., VA

Thomas Powell, M.D., M.S., University of Arkansas for Medical Sciences

Pauli Lieponis, M.A., Actualize Therapy

Amanda Lunsford, B.A., University of Arkansas for Medical Sciences

Chris Peralta, B.A., University of Arkansas for Medical Sciences

Casey Orr, B.A., University of Arkansas for Medical Sciences

Susan Kaiser, MPH, Center for Behavioral Intervention Technologies, Northwestern University

Nameyeh Alam, MPH, Center for Behavioral Intervention Technologies, Northwestern University

Helom Berhane, B.A., Actualize Therapy

Ozan Kalan, B.A., Actualize Therapy

David Mohr, Ph.D., Center for Behavioral Intervention Technologies, Northwestern University

Andrea K. Graham, Ph.D., Northwestern University Feinberg School of Medicine

Social Media to Connect With Young People Who Have Mental Illness

Patricia Cavazos, Ph.D., Washington University in St. Louis

Screening and Uptake of an Online Intervention For Eating Disorders Implemented Through State-Wide and National Initiatives on College Campuses

Grace Monterubio, M.A., Washington University in St. Louis

Ellen Fitzsimmons-Craft, Ph.D., Washington University School of Medicine

Andrea K. Graham, Ph.D., Northwestern University Feinberg School of Medicine

Katherine Balantekin, Ph.D., R.D., University of Buffalo

Dawn M. Eichen, Ph.D., University of California San Diego

Shiri Sadeh-Sharvit, Ph.D., Stanford University

Neha Goel, B.A., Virginia Commonwealth University

Rachael Flatt, B.S., University Of North Carolina

Marie-Laure Firebaugh, L.C.S.W., Washington University School of Medicine

Anna Karam, M.A., Washington University in St. Louis

Mickey Trockel, M.D., Ph.D., Stanford University

C. Barr Taylor, M.D., Stanford University

Denise Wilfley, Ph.D., Washington University School of Medicine

Grace Monterubio, M.A., Washington University in St. Louis

Symposium 66

Chronic Medical Illness and Anxiety/Depression

CHAIRS: *Arielle Horenstein, M.A., Temple University*
Andrew H. Rogers, M.A., University of Houston
DISCUSSANT: *Daniel McNeil, Ph.D., West Virginia University*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Health Psychology / Behavioral Medicine - Adult

Key Words: *Behavioral Medicine, Depression, Anxiety*

Emotion Dysregulation in the Experience of Pain Among Persons Living With HIV/AIDS

Jafar Bakhshaie, M.D., University of Houston
Arielle Horenstein, M.A., Temple University
Charles Brandt, Ph.D., Houston OCD Center
Richard Heimberg, Ph.D., Temple University
Michael Zvolensky, Ph.D., University of Houston
Andrew H. Rogers, M.A., University of Houston

Exploring Mechanisms of Tai Chi for Improving Depression Symptoms and Quality of Life in Patients With Heart Failure

Charles Coey, Ph.D., Harvard Medical School
Roger Davis, Sc.D., Harvard Medical School
Peter Wayne, Ph.D., Harvard Medical School
Gloria Yeh, M.D., M.P.H., Harvard Medical School
Christina M. Luberto, Ph.D., Massachusetts General Hospital/Harvard Medical School

Do Sleep Disturbances Interfere With the Completion and Effectiveness of Prolonged Exposure For PTSD?

Ursula Myers, Ph.D., Ralph H. Johnson VAMC
Stephanie Keller, Ph.D., Ralph H. Johnson VAMC
Bethany Wangelin, Ph.D., Ralph H. Johnson VAMC
Nicole A. Short, M.S., Medical University of South Carolina/Ralph H. Johnson VAMC

Treatment Effects on Pain Catastrophizing and Cutaneous Allodynia Symptoms in Women With Migraine and Overweight/Obesity: A Post-hoc Secondary Analysis

John Thomas, Ph.D., Alpert Medical School of Brown University

Richard Lipton, M.D., Albert Einstein College of Medicine

Jalena Pavlovic, M.D., Ph.D., Albert Einstein College of Medicine

Julie Roth, M.D., Alpert Medical School of Brown University

Dale Bond, Ph.D., Alpert Medical School of Brown University

Samantha G. Farris, Ph.D., Rutgers, The State University of New Jersey

Preliminary Acceptability, Feasibility, and Pre-Post Change Scores From a Multimodal, Mind-Body Intervention for Fear of Recurrence Among Cancer Survivors

Gloria Yeh, M.D., M.P.H., Harvard Medical school

Elyse Park, Ph.D., Harvard Medical school

Daniel Hall, Ph.D., Harvard Medical School

The Role of Asthma Control in Terms of Symptoms of Anxiety and Depression

Kristen Kraemer, Ph.D., Beth Israel Deaconess Medical Center

Alison C. McLeish, Ph.D., University of Louisville

8:30 a.m. – 10:00 a.m.

M101, Marquis Level

Symposium 67

Interpersonal Relationships Among Marginalized Populations: Implications for Mental Health and Treatment

CHAIR: *Sarah Carter, Ph.D., VA Puget Sound Health Care System*

DISCUSSANT: *Sarah W. Whitton, Ph.D., University of Cincinnati*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Vulnerable Populations

Key Words: *Vulnerable Populations, Social Relationships, Culture*

Investigating Racial/Ethnic Differences in Associations Among Emotion Socialization, Emotion Regulation, and Mental Health Outcomes in Emerging Adults

Sadia Saleem, Ph.D., University of Management and Technology

Keith D. Renshaw, Ph.D., George Mason University

Sarah T. Giff, M.A., George Mason University

Building a Chosen Family: Does LGBT Community Connection Mitigate Associations Between Family Rejection and Depressive Symptoms Among Transgender Veterans?

Kelly Allred, Ph.D., VA Puget Sound

Tracy Simpson, Ph.D., VA Puget Sound

Jillian Shipherd, Ph.D., LGBT Health Program, Department of Veterans Affairs

Keren Lehavot, Ph.D., VA Puget Sound

Sarah Carter, Ph.D., VA Puget Sound Health Care System

Romantic Relationship Involvement Among Young Sexual and Gender Minorities Assigned Female at Birth: Associations with Mental Health and Substance Use

Shariell Crosby, B.A., Institute for Sexual and Gender Minority Health and Wellbeing, Northwestern University

Michael Newcomb, Ph.D., Feinberg School of Medicine

Sarah W. Whitton, Ph.D., University of Cincinnati

Lisa M. Godfrey, M.A., University of Cincinnati

Relationship Distress and Stigma in Sexual Minorities: A Closer Examination of Marginalization Stress and Sources of Social Support

Christina Balderrama-Durbin, Ph.D., Binghamton University

Dana Ergas, M.S., Binghamton University

We aren't All the Same: The Importance of Highlighting Culturally Relevant Factors in the DEEP Analysis When Using IBCT With African American Couples

Shawn Jones, Ph.D. MHS LCP, Virginia Commonwealth University

Jenna B. Teves, Ph.D., Ralph H. Johnson VA Medical Center

Karen H. Petty, Ph.D., Couples and Family Clinic, Ralph H. Johnson VA Medical Center; Medical University of South Carolina

Aleja Parsons, Ph.D., New York University

Symposium 69

Eating Disorders, Self-injury, and Suicide: Common Pathways, Mechanisms, and Functions

CHAIRS: *Kathryn Fox, M.A., Harvard University*

Shirley Wang, B.A., Harvard University

DISCUSSANT: *April R. R. Smith, Ph.D., Miami University*

Earn 1.5 continuing education credits

Moderate level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Eating, Self-Injury, Suicide*

Self-criticism as a Transdiagnostic Predictor of Disordered Eating and Nonsuicidal Self-injury

David Cole, Ph.D., Vanderbilt University

Rachel Zerkowitz, M.A., Vanderbilt University

Bidirectional Relations Between Eating Disorder Symptoms and Suicidal Ideation

Shelby Ortiz, M.A., Miami University

April R. R. Smith, Ph.D., Miami University

Shelby Ortiz, M.A., Miami University

Exploring Intentions to Cause Pain and Self-Punish Across Eating Disordered Behaviors and Nonsuicidal Self-Injury to Better Understand their Comorbidity

Matthew Nock, Ph.D., Harvard University

Shirley Wang, B.A., Harvard University

Kathryn Fox, M.A., Harvard University

Similar Functions, Different Behaviors: New Insights into the Co-occurrence of Eating Disorders and Nonsuicidal Self-injury

Kathryn Fox, M.A., Harvard University

Ann Haynos, Ph.D., University of Minnesota

Matthew Nock, Ph.D., Harvard University

Shirley Wang, B.A., Harvard University

Symposium 71

Expanding Impact: Addressing Co-occurring and Complicating Factors During Evidence-based Treatments For PTSD

CHAIR: *Shannon Blakey, Ph.D.*, VA Mid-Atlantic Mental Illness Research, Education & Clinical Center (MIRECC)/Durham VA Health Care System

DISCUSSANT: *Denise Sloan, Ph.D.*, Boston University School of Medicine & National Center for PTSD

Earn 1.5 continuing education credits

Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *PTSD (Posttraumatic Stress Disorder), Comorbidity, Veterans*

Partners' Experience of PTSD: Unpacking Uncertainty, Self-silencing, Avoidance, and More

Johanna Thompson-Hollands, Ph.D., National Center for PTSD

Ellen DeVoe, Ph.D., Boston University School of Social Work

Denise Sloan, Ph.D., Boston University School of Medicine & National Center for PTSD

Lillian Reuman, M.A., Veterans Affairs Boston Healthcare System

Can Behavioral Theory Explain Depression Onset in Trauma Survivors?

Preliminary Evidence From a Nationally Representative Sample

Jennifer Yi, M.A., University of North Carolina, Chapel Hill

Jean Beckham, Ph.D., Durham VA Health Care System

Patrick Calhoun, Ph.D., VA Mid-Atlantic MIRECC/Durham VA Health Care System

Eric Elbogen, Ph.D., Durham VA Medical Center, Duke University

Shannon Blakey, Ph.D., VA Mid-Atlantic Mental Illness Research, Education & Clinical Center (MIRECC)/Durham VA Health Care System

Conceptualizing and Addressing Suicide-Related Beliefs During Cognitive Processing Therapy For Military Sexual Trauma-Related PTSD

Nicholas Holder, Ph.D., San Francisco VA Health Care System

Jessica Wiblin, B.A., North Texas VA Health Care System

Alina Suris, Ph.D., University of Texas Southwestern Medical Center

Lindsey Monteith, Ph.D., Rocky Mountain Mental Illness Research, Education and Clinical Center for Suicide Prevention

Ryan Holliday, Ph.D., Rocky Mountain MIRECC

8:30 a.m. – 10:00 a.m.

M303, Marquis Level

Symposium 72

Understanding Barriers to Engaging Traditionally Underserved Populations in Mental Health Services

CHAIR: *Alayna L. Park, M.A., UCLA*

DISCUSSANT: *Stanley Huey, Ph.D., University of Southern California*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Culture / Ethnicity / Race

Key Words: *Community-Identified Problems, Stigma, Global Mental Health*

Effects of Ethnicity and Collectivism on Mental Health Disparities

Stanley Huey, Ph.D., University of Southern California

Crystal X. Wang, M.A., University of Southern California

Supporting the Mental Health Needs of Underserved Populations: Provider Perceptions of Barriers to Accessing Community Resources

Alayna L. Park, M.A., UCLA

Maya M. Boustani, Ph.D., Loma Linda University

Dana Saifan, M.A., UCLA

Resham Gellatly, M.A., C.Phil., UCLA

Jennifer Gamarra, M.A., C.Phil., UCLA

Glory Oh, B.A., UCLA

Wendy Chu, B.A., UCLA

Cameo Stanick, Ph.D.,LCP, Hathaway-Sycamores Child and Family Services

Jennifer Regan, Ph.D., Hathaway-Sycamores Child and Family Services

Gina Perez, Psy.D., Hathaway-Sycamores Child and family Services

Debbie Manners, MSW, Hathaway-Sycamores Child and Family Services

Andrea Letamendi, Ph.D., UCLA

Bruce F. Chorpita, Ph.D., UCLA

Alejandra Torres Sanchez, B.A., UCLA

Providers' Perceived Barriers to Engaging Underserved Populations in Mental Health Services

Maya M. Boustani, Ph.D., Loma Linda University

Dana Saifan, M.A., UCLA

Resham Gellatly, M.A., C.Phil., UCLA

Jennifer Gamarra, M.A., C.Phil., UCLA

Andrea Letamendi, Ph.D., UCLA

Cameo Stanick, Ph.D.,LCP, Hathaway-Sycamores Child and Family Services

Jennifer Regan, Ph.D., Hathaway-Sycamores Child and Family Services

Gina Perez, Psy.D., Hathaway-Sycamores Child and family Services

Debbie Manners, MSW, Hathaway-Sycamores Child and Family Services

Michael Reding, Ph.D., Icahn School of Medicine at Mount Sinai

Bruce F. Chorpita, Ph.D., UCLA

Alayna L. Park, M.A., UCLA

A Formative Assessment of Mental Health Needs and Services in the West Bank, Palestine

Bruce F. Chorpita, Ph.D., UCLA

Anna Lau, Ph.D., UCLA

Dana Saifan, M.A., UCLA

"Forever Marked": A Qualitative Study Exploring Cultural Terminology for PTSD Among Haitian Immigrant Women

Samara Toussaint, Psy.D., St. John's University

Symposium 73

Transgender and Gender Diverse Health: Minority Stress, Coping, and Implications for Cognitive Behavioral Science

CHAIR: *Jae A. Puckett, Ph.D.*, Michigan State University

DISCUSSANT: *Ethan Mereish, Ph.D.*, American University

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: LGBTQT+

Key Words: LGBTQ+, Gender, Oppression

Non-suicidal Self-injury, Suicidal Ideation, and Suicide Attempts and Their Relationship to Hospitalization and Health Care Avoidance in Transgender/gender Diverse Vets and Non-vets

Emma Moscardini, B.S., Louisiana State University

Annie Snow, Ph.D., University of Kentucky

Julie Cerel, Ph.d., University of Kentucky

Raymond Tucker, Ph.D., Louisiana State University

Alix Aboussouan, B.S., Louisiana State University

What Buffers Best? Comparing Three Coping Styles as Mediators of the Relationship Between Minority Stress and Internalizing Symptoms in Gender Minority Adults

Matthew Capriotti, Ph.D., San Jose State University

Annesa Flentje, Ph.D., University of California San Francisco

Micah Lubensky, Ph.D., University of California San Francisco

Juno Obedin-Maliver, M.D., Stanford University Medical School

Mitchell Lunn, M.D., Stanford University Medical School

Laura Muratore, B.A., San Jose State University

The SAVAGE Syndemic: Gender Minority Stress and Co-occurring Psychosocial Conditions Among Newly Diagnosed HIV-infected Transgender Women in Argentina

Ines Aristegui, LPsych, Universidad de Palermo

Pablo Radusky, LPsych, Universidad de Buenos Aires

Virginia Zalazar, LPsych, Fundacion Huesped

Claudia Frola, M.D., Fundacion Huesped

Adam Carrico, Ph.D., University of Miami Miller School of Medicine

Omar Sued, Ph.D., Fundacion Huesped

Tiffany R. Glynn, M.S., University of Miami

Transgender and Gender Diverse Individuals' Experiences of Daily Minority Stressors

Brian Mustanski, Ph.D., Northwestern University

Michael Newcomb, Ph.D., Feinberg School of Medicine

Jae A. Puckett, Ph.D., Michigan State University

8:30 a.m. - 11:30 a.m.

A601, Atrium Level

Workshop 9



**Practical and Effective Treatment Methods
For Functional Deficits in Children and Teens
With ADHD: Paths to Improving Home and School
Functioning**

Jenelle Nissley-Tsiopinis, Ph.D., Children's Hospital of Philadelphia

Margaret Sibley, Ph.D., Florida International University

Richard Gallagher, Ph.D., New York University School of Medicine

Earn 3 continuing education credits

Moderate level of familiarity with the material

Primary Category: Child / Adolescent - Externalizing

Key Words: *ADHD, CBT, School*

A recent advance in the psychosocial treatment of ADHD has been the addition of forms of Organizational Skills Training as empirically-validated treatments for ADHD (Bikic, et al, 2017). Challenges and deficits in executing tasks, including organization, time management, and planning often hinder individual, family, and school adjustment in youth with ADHD. Organizational Skills Training (OST) and Supporting Teens' Auton-

SATURDAY

omy Daily (STAND) are two well-established treatments for children with ADHD (Evans et al., 2014). OST with elementary school children has wide impact in improving organization, time management, and planning which contributes to improved achievement and to reduced homework problems and family conflict (Abikoff et al., 2013). STAND, a parent-teen therapy (Sibley, 2017), has had similar positive impact with middle and high school children. Both protocols have been fully tested in clinical settings with promising results shown for adaptations in school and community mental health settings. These CBT treatments address how ADHD symptoms interfere with the practical execution of actions needed at school and home, which parents and teachers see as a critical concern. This workshop will be a training on efficaciously administering the foundations of the protocols (Gallagher et al., 2014; Sibley, 2017). It will emphasize engaging youth, parents, and teachers in a collaborative process to build skills in: supportive parent behavior management, self-motivation, tracking assignments, managing materials, time management, planning, and study skills. In addition to didactics, active learning techniques, including role-plays and exercises, will be utilized to allow participants to fully understand the approaches. Participants will learn how to supportively coach children and teens so that they feel empowered and how to incorporate positive responses from parents and teachers to effectively motivate youth. The program will review the components of related empirically-supported or promising programs for in-school delivery. Presenters are authors of the clinical interventions and the principal investigators of adaptations for delivery in groups in clinical, school, and community settings.

At the end of this session, the learner will be able to:

- List the practical executive deficits that children and teens with ADHD face in organization, time management, and planning that hinder home and school functioning.
- Use assessment methods to evaluate organization, time management, and planning and other executive function deficits in order to select appropriate candidates for treatment.
- Use manuals to treat executive function and organizational deficits in children and teens with ADHD and creatively adapt methods for use in school settings.

Recommended Readings: Abikoff H, Gallagher R, Wells KC, et al. (2013). Remediating organizational functioning in children with ADHD: Immediate and long-term effects from a randomized controlled trial. *Journal of Consulting and Clinical Psychology*, 81, 113-128. doi: 10.1037/a0029648 Sibley, M.H., Graziano, P.A., Kuriyan, A.B., Coxe, S., Pelham, W.E., Rodriguez, L.M. et al., (2016). Parent-Teen Behavior Therapy + Motivational Interviewing for Adolescents with ADHD. *Journal of Consulting & Clinical Psychology*, 84, 699-712. Evans, S.W., Owens, J.S., & Bunford, N. (2014). Evidence-based psychosocial treatments for children with Attention-Deficit/Hyperactivity Disorder. *Journal of Clinical Child and Adolescent Psychology*, 43, 527-551.

Workshop 10

ticket

Supervision and Clinical Case Consultation Strategies: Guided Discovery, Strengthening the Supervisory Relationship, and Experiential Teaching Techniques

Brittany C. Hall, Ph.D., UT Southwestern Medical Center
Lynn McFarr, Ph.D., Harbor-UCLA Medical Center & CBT California
Scott H. Waltman, ABPP, Psy.D., Brooke Army Medical Center

Earn 3 continuing education credits

Moderate level of familiarity with the material

Primary Category: Workforce Development / Training / Supervision, Dissemination & Implementation Science

Key Words: *Cognitive Therapy, Supervision, Implementation*

A major component of extending the social impact of cognitive behavioral science is through the effective dissemination and implementation of the behavioral and cognitive therapies to new trainees. Frequently, these new trainees are delivering care to those who are under-served in the public mental health system. This often translates to needing to teach CBT skills in a shorter time frame than the typical term of doctoral and postdoctoral study. This also includes training clinicians who have been out of ‘student mode’ for years and may be less research-inclined than doctoral students. Trainers and supervisors need practical skills and strategies to aid in the implementation of the behavioral and cognitive therapies. One of the more challenging CBT skills to teach is compassionately and artfully guiding a client to take a more balanced or helpful perspective. Socratic Questioning is at the heart of cognitive exploration; however, it is a complicated skill that is difficult to teach. Common problems of clinicians learning Socratic Questioning included not knowing which questions to ask, trying to get the client to arrive at specific conclusions, or trying to convince the client. This workshop will focus on demystifying the process of guided discovery and presenting a practical framework for how to utilize these techniques in the supervision process. Additional cognitive behavioral, experiential learning, supervision strategies will be discussed and modeled as an effective method for increasing CBT knowledge. Also, the use of CBT strategies will also be discussed to strengthen the supervisory relationship to withstand critical feedback. Essential components such as teaching clinicians how to identify the key cognitions to target, gather more information, curiously listen, provide a summary, and tie it all together will be reviewed and practiced. This workshop is geared towards front-line clinicians, supervisors, and trainers. The workshop

will focus on the strategies that have been found to be successful in two separate large-scale public mental health CBT implementation initiatives. Experiential methods of learning will be emphasized.

At the end of this session, the learner will be able to:

- Utilize a framework for Socratic and guided discovery strategies in supervision and clinical case consultation to inform case formulation, treatment planning, and clinical interventions.
- Use Cognitive Behavioral Strategies for strengthening the supervisory and consultation relationship to be prepared for constructive feedback.
- Incorporate experiential teaching of Cognitive Behavioral strategies to increase supervisee and trainee knowledge of intervention techniques.

Recommended Readings: Waltman, S. H., Hall, B. C., McFarr, L. M., Beck, A. T., & Creed, T. A. (2017). In-session stuck points and pitfalls of community clinicians learning CBT: Qualitative investigation. *Cognitive and Behavioral Practice, 24*, 256-267. doi:10.1016/j.cbpra.2016.04.002 Sudak, D. M., Codd III, R. T., Ludgate, J. W., Sokol, L., Fox, M. G., Reiser, R. P., & Milne, D. L. (2015). Teaching and supervising cognitive behavioral therapy. Hoboken, NJ: John Wiley & Sons. Padesky, C. A. (1993, September). Socratic questioning: Changing minds or guiding discovery. In A keynote address delivered at the European Congress of Behavioural and Cognitive Therapies, London (Vol. 24). Available from: <https://padesky.com/newpad/wp-content/uploads/2012/11/socquest.pdf>

8:30 a.m. – 11:30 a.m.

A706, Atrium Level

Workshop 11

ticket

Trauma-Informed Mindfulness: Integrating Mindfulness-Based Practices Into Psychotherapy With Traumatized Clients

Noga Zerubavel, Ph.D., Duke University Medical Center
Terri L. Messman-Moore, Ph.D., Miami University

Earn 3 continuing education credits

Basic level of familiarity with the material

Primary Category: Treatment - Mindfulness & Acceptance

Key Words: *Mindfulness, Trauma, Education and Training*

This training will provide participants with an understanding of how to integrate mindfulness into psychotherapy with trauma survivors safely and effectively. Trauma occurs as a result of violence, abuse, neglect, loss, disaster, war, and other emotionally

harmful experiences, and the impact often endures long past the event through a variety of sequelae. Traumatized individuals vacillate between experiences of hyperarousal, emotional reactivity, and intrusive imagery, and hypoarousal, dissociation, and numbing of emotions. Mindfulness can provide clients with specific techniques for enhancing self-awareness, emotion regulation, distress tolerance, and attentional control, while also cultivating qualities of acceptance, compassion, and cognitive flexibility. Meditation and other mindfulness practices can promote optimal arousal and provide traumatized clients emotion regulation strategies. Evidence-based mindfulness interventions, such as Mindfulness-Based Cognitive Therapy (MBCT), are widespread. However, mindfulness practices can trigger traumatic memories or physiological arousal in some trauma survivors. Emerging evidence suggests mindfulness exercises may need to be modified for traumatized clients. Trauma-sensitive mindfulness interventions titrate the client's arousal to maintain a window of tolerance, which facilitates psychotherapy and general well-being. In this training, Dr. Messman-Moore and Dr. Zerubavel will provide guidance on how to integrate mindfulness-based practices into psychotherapy with traumatized clients. Participants will learn to teach mindfulness as a way to reduce traumatic sequelae and improve emotion regulation. Discussion will emphasize both formal meditative practices and informal mindfulness practice. The training will involve learning through various methods, including lecture, experiential practice of guided mindfulness meditation, and small group work. No prior knowledge of mindfulness is assumed.

At the end of this session, the learner will be able to:

- Describe rationale for how mindfulness practice can benefit the treatment of trauma-related mental health issues, and how mindfulness techniques can foster focused attention, body awareness, emotion regulation, and self-awareness.
- Explain how traumatic experience dysregulates physiological arousal, and how mindfulness practices foster physiological regulation.
- Identify signs of client overwhelm and discuss strategies to modify mindfulness practices and reduce dysregulation.

Recommended Readings: Treleaven, D. A. (2018). *Trauma-sensitive mindfulness: Practices for safe and transformative healing*. New York: W. W. Norton & Company. Hilton, L., Maher, A. R., Colaiaco, B., Apaydin, E., Sorbero, M. E. ... & Hempel, S. (2017). Meditation for posttraumatic stress: Systematic review and meta-analysis. *Psychological Trauma: Theory, Research, Practice & Policy*, 9, 453-460. Zerubavel, N. & Messman-Moore, T. L. (2015). Staying present: incorporating mindfulness into therapy for dissociation. *Mindfulness*, 6(2), 303-314.

Workshop 12

ticket

Designing and Implementing Contingency Management Interventions for Health Behaviors*Jeremiah Weinstock, Ph.D., Saint Louis University**Carla Rash, Ph.D., UConn Health***Earn 3 continuing education credits**

Basic level of familiarity with the material

Primary Category: Addictive Behaviors, Health Psychology/Medicine-Adult

Key Words: *Addictive Behaviors, Treatment, Behavioral Economics*

Contingency management (CM) is an effective behavioral intervention that provides tangible reinforcement when target behaviors are completed and objectively verified. A large body of literature supports CM's use for treating substance use disorders (SUDs). For example, a meta-analysis of psychological treatments for SUDs found that contingency management had the largest effect size (Dutra et al., 2008) and a recent comprehensive review highlights its diverse applications (Rash, Stitzer, & Weinstock, 2017). Many applications of CM in treating SUDs focus on abstinence, providing monetary rewards or prizes when clients provide objective evidence of abstinence from drugs (e.g., urine samples). Contingency management has also been adapted successfully to reinforce other behaviors, including treatment attendance, medication adherence, treatment-related activities (e.g., submitting job applications, attending medical appointments), physical activity, chronic disease management (e.g., glucose monitoring), and therapeutic homework. Despite this strong empirical foundation, CM has only been widely disseminated within large self-contained healthcare systems (e.g., Veterans Affairs). In this workshop, we will review the application of CM to promote positive behavior change in various health behaviors. Attendees will learn how to design and implement a CM program using guidelines that can be adapted to a variety of target behaviors. Specifically, we will describe 1) the theoretical underpinnings and supporting empirical literature, 2) different types of CM programs (i.e., voucher, prize), 3) effective design features, 4) common barriers to and problems with implementation, 5) how to calculate costs of a CM program, and 6) how to implement CM programs in individual and group settings.

At the end of this session, the learner will be able to:

- Select, monitor, and reinforce target behaviors in a CM intervention.
- Recognize effective features of CM reinforcement schedules.
- Design and calculate costs for a prize-based contingency management intervention.

Recommended Readings: Petry, N. M. (2012). Contingency management for substance abuse treatment: A guide to implementing this evidence-based practice. New York, NY: Routledge. Rash, C. J., Stitzer, M., & Weinstock, J. (2017). Contingency management: New directions and remaining challenges for an evidence-based intervention. *Journal of Substance Abuse Treatment*, 72, 10-18. DePhillippis, D., Petry, N.M., Bonn-Miller, M.O., Rosenback, S.B., & McKay, J.R. (2018). The national implementation of contingency management (CM) in the Department of Veterans Affairs: Attendance at CM sessions and substance use outcomes. *Drug & Alcohol Dependence*, 185, 367-73.

9:00 a.m. – 11:00 a.m.

L504-L505, Lobby Level

Special Session

Directors of Clinical Training/Internship Training Directors Meeting

Debora J. Bell, Ph.D., University of Missouri-Columbia

Key Words: Professional Issues

Join this informal discussion of issues of common concern to those responsible for the training of clinical psychologists. The first half of this session will be devoted to issues most relevant to academic doctoral program directors. Representatives from internship programs are invited to join the meeting for the second half of the session, which will be devoted to the discussion of issues of concern to both groups.

9:30 a.m. – 11:00 a.m.

networking 

Embassy A, Embassy Level, Hyatt Regency Atlanta

Behavioral Medicine and Integrated Primary Care SIG

- Review of SIG Rationale/Mission
- Introduction of New members and representative
- Review of decisions from last year
- SIG accomplishments in the past year
- Award presentations
- Panel discussion
- Collection of dues

SATURDAY

9:30 a.m. – 10:30 a.m.

networking 

Embassy C, Embassy Level, Hyatt Regency Atlanta

Neurocognitive Therapies / Translational Research (NTTR) SIG

At this year's NTTR SIG meeting, we will be introducing our new SIG Leadership, discussing improvements to our Mentorship Program, discuss future Preconference Institutes and activities of the ABCT Think Tank focused on increasing visibility of neuroscience informed research at ABCT.

9:30 a.m. – 11:00 a.m.

networking 

Embassy D, Embassy Level, Hyatt Regency Atlanta

Hispanic Issues in Behavior Therapy SIG

Student research presentations, research awards, business planning including student issues, and networking.

9:30 a.m. – 11:00 a.m.

networking 

International North, Ballroom Level, Hyatt Regency Atlanta

Anxiety SIG

Please join us for a panel discussion on traditional and non-traditional career paths and opportunities for networking and mentoring. All are welcome; you do not need to be a member to attend.

Atrium Ballroom A, Atrium Level

Clinical Roundtable 10

Embracing the Dialectics in the Implementation of Dialectical Behavior Therapy (DBT) in the Veterans Health Administration (VHA)

MODERATORS: *A. Nicole Winchester, Psy.D.*, Cincinnati VA Medical Center
Laura Meyers, ABPP, Ph.D., Orlando VAMC

PANELISTS: *Sara J. Landes, Ph.D.*, Central Arkansas Veterans Healthcare System

Ren F. Stinson, ABPP, Ph.D., Minneapolis VAMC

Elizabeth Chapman, MSW, Ann Arbor Veterans Healthcare System

Jeanette R. DeVevo, LCSW, US Department of Veteran Affairs, Phoenix

Melanie S. Harned, Ph.D., University of Washington

Earn 1.5 continuing education credits

Primary Category: Military and Veterans Psychology

Key Words: *DBT (Dialectical Behavior Therapy), Veterans, Implementation*

The need for evidence-based treatment to address the national health crisis of suicide is critical. Unfortunately, veterans suicide rates are 1.5 times higher than the rates of non-veterans. Dialectical Behavior Therapy (DBT) has demonstrated time and time again clinical efficacy to address not only the life-threatening behaviors seen in multiple diagnostic presentations, and ultimately how to assist patients in building a life worth living. While the research and clinical knowledge supports implementation and use of DBT in mental health settings, there is difficulty in implementing this complex model in a large system such as the Veterans Health Administration. Implementation of DBT in the VHA system is on a scope and scale vastly different than most research has conceptualized and examined. VHA provides treatment services to millions of veterans across the thousands of locations in treatment settings ranging from outpatient, to inpatient, and residential. Recent research from VHA providers has started to highlight the unique challenges and barriers to implementation of DBT, as well as demonstrating the benefits of using DBT in veteran populations, as well as factors that increase facilitation of DBT implementation.

The focus of this clinical round table is to gather prominent VHA clinical leaders that have been part of the grassroots implementation of DBT at various facilities across the country. Topics that have been researched and that will be the focus of the clinical round table include: service utilization costs associated with DBT participation, barriers and facilitators of DBT implementation in VHA care, training options, overcoming conflicting VA pressures and priorities (e.g., suicide prevention initiatives, political pressures, access

concerns), and needed resources for DBT implementation. There are many similarities that are seen with implementation of DBT in community settings, including the concern of maximizing the return on a training investment. The panel will also dive into the unique aspects of implementation of DBT including providing DBT services and maintaining a program in the VHA. As one practices DBT in the VHA, embracing the concept of dialectics (the D in DBT) is paramount to implementation of this needed service.

10:30 a.m. – 12:00 p.m.

Atrium Ballroom B&C, Atrium Level

Invited Panel 2

Realizing ABCT's Mission in a Politicized World

Lynn Bufka, Ph.D., American Psychological Association
Laura D. Seligman, Ph.D., University of Texas Rio Grande Valley
Brandon Gaudiano, Ph.D., Brown University & Butler Hospital
Megan Gordon-Kane, Feminist Women's Health Center
Anita Brown, Ph.D., Georgia Psychological Association
Lauren MacIvor Thompson, Ph.D., Perimeter College of Georgia State University

Key Words: *Public Policy*

ABCT is “committed to the enhancement of health and well-being by advancing the scientific understanding, assessment, prevent and treatment of human problems through the global application of behavioral, cognitive, and biological evidence-based principles.” How can ABCT as an organization and individual ABCT members leverage this mission and knowledge to inform public policy and legislation? Members may be energized by recent issues- such as Georgia’s restrictive abortion laws- but enhancing the health and well-being of others through the application of evidence-based principles extends to many domains. Panelists will address the realities of policy development in our modern era and discuss the best strategies for ensuring that science appropriately informs the process. Panelists will also address the challenging realities of working within divisive and partisan politics to find solutions that advance health and well-being. Challenges include “fake news,” the public’s lack of understanding of science, attempting to advance multiple priorities that require political good will, “irrational” decision making, and working within the legal and ethical bounds of the organization and our disciplines. Panelists include Dr. Laura Seligman, an active member of ABCT’s Women’s SIG, Dr. Anita Brown, an advocate for psychology within the state of Georgia, Dr. Lauren Thompson, a historian specializing in law and health, Ms. Megan Gordon-Kane, an advocate for state level reproductive justice policies from Atlanta based Feminist Women’s Health Center, and Dr. Brandon Gaudiano, an expert in science and pseudoscience. The panel will be moderated by Dr. Lynn Bufka, who oversees policy and research development for professional practice at the American Psychological Association.

Marquis Salon D, Marquis Level

Mini Workshop 14

CBT for Looming Vulnerability Distortions in Anxiety

John Riskind, Ph.D., George Mason University

Earn 1.5 continuing education credits

Basic level of familiarity with the material

Primary Category: Adult Anxiety

Key Words: *Anxiety, Cognitive Biases / Distortions, CBT*

The proposed mini-workshop will expose participants to a set of new constructs, strategies and novel interventions derived from the looming vulnerability model of anxiety that can be incorporated into standard CBT (Riskind & Rector, 2018). In the general CBT paradigm for anxiety today, threat perception is a core etiological process that involves distortions of the probabilities and costs of negative events. Threat perception is framed as a static snapshot of a dynamic emergent process. For example, potential romantic rejection or contamination exposure can be growing/approaching quickly or slowly. There is considerable evidence that anxiety is associated with a cognitive bias to distort and overestimate dynamic emerging properties of threats: individuals who are afraid of spiders overestimate the speed and approaching movement of spiders, individuals who have contamination fear overestimate the rapid spread of germs in their direction, and individuals with social anxiety disorder tend to overestimate the extent that ambiguous social events represent rapidly growing threats of social rejection. Standard CBT has been shown to successfully reduce some of these distortions (Katz et al., 2017). However, additional interventions that target “looming vulnerability distortions” may help to augment the efficacy of CBT. Dorfan and Woody (2006) showed that while imagery instructions to imagine a drop of urine that was placed on their hands as spreading impeded standard habituation, instructions to image the urine as static facilitated habituation. Although condensed to reach a larger audience, the present material was well received as a workshop at last year’s ABCT.

At the end of this session, the learner will be able to:

- Describe the theory and research that support a looming vulnerability model as a cognitive perspective to anxiety and fear.
- Describe novel techniques for targeting and correcting these cognitive and perceptual distortions that can provide adjunctive tools for CBT protocols.

Recommended Readings: Riskind, J. H., & Rector, N. (2018). *Looming Vulnerability: Theory, Research and Practice*. Springer Nature. Riskind, J. H., Rector, N. A., & Taylor, S. (2012). Looming Cognitive Vulnerability to Anxiety and its Reduction in Psychotherapy. *Journal of Psychotherapy Integration*, 22, 137-162. Dorfan, N. M., & Woody, S. R. (2006).

10:30 a.m. – 12:00 p.m.

Imperial Salon A, Marquis Level

Mini Workshop 15

Treating Impulsive, Addictive, and Self-Destructive Behaviors

Peggilee Wupperman, Ph.D., John Jay College/The Graduate Center/City University of New York

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - Other

Key Words: *Addictive Behaviors, Eating, Aggression / Disruptive Behavior / Conduct Problems*

Clients with dysregulated behavior often have trouble engaging in treatment, completing home-practice, and/or attending sessions regularly. As a result, treatment outcomes are often disappointing, and drop-out rates are high. To address these issues, Mindfulness and Modification Therapy (MMT; Wupperman, 2019) offers time- and cost-effective strategies for helping clients break free from dysregulated behavior. MMT integrates key elements from Motivational Interviewing, Dialectical Behavior Therapy, Acceptance and Commitment Therapy, Mindfulness-Based Relapse Prevention, and other evidence-based approaches. Preliminary trials of MMT have shown decreases in alcohol use, drug use, binge eating, physical aggression, and verbal aggression in both self-referred and court-referred clients. Retention has been greater than 80% across studies. Case studies have shown decreases in trichotillomania, skin picking, smoking, compulsive shopping, and other dysregulated behaviors. MMT can be used as a stand-alone treatment or as a precursor to decrease problematic behaviors before moving to more-intensive therapy. In this workshop, participants will master strategies that help improve motivation, engagement, and outcome in clients presenting with dysregulated behavior. Participants will learn to (1) conceptualize and address behavioral dysregulation in ways that decrease treatment obstacles, and (2) help clients begin moving toward lives that feel more meaningful and fulfilling. Implementation of strategies will be demonstrated through descriptions of therapeutic procedures, discussions of case vignettes, and presentation of videos. A guide for integrating the strategies within existing treatment will be presented along with sample handouts that can be modified to fit treatment goals. Adaptations to address client diversity will be discussed.

At the end of this session, the learner will be able to:

- Conceptualize dysregulated behaviors with empirically supported methods.
- Integrate evidenced-back strategies to improve treatment engagement in clients with dysregulated behavior(s).
- Describe strategies to address common treatment obstacles (homework noncompliance, missed sessions, ambivalence about treatment, etc.). Customize strategies and techniques to fit diverse client needs and treatment plans.

Recommended Readings: Wupperman, P. (April 2019). *Treating Impulsive, Addictive, and Self-Destructive Behaviors: Mindfulness and Modification Therapy*. New York, NY: Guilford Press. <https://www.guilford.com/books/Treating-Impulsive-Addictive-and-Self-Destructive-Behaviors/Peggilee-Wupperman/9781462538836> Arkowitz, H., Miller, W. R., & Rollnick, S. (Eds.). (2015). *Motivational interviewing in the treatment of psychological problems*. Guilford Publications. Wupperman, P., Gintoft-Cohen, M., Haller, D.L., Flom, P., Litt, L.C., & Rounsaville, B.J. (2015). Mindfulness and Modification Therapy for behavior dysregulation: A comparison trial focused on substance use and aggression. *Journal of Clinical Psychology*, 71, 964-978.

10:30 a.m. – 12:00 p.m.

Marquis Salon B, Marquis Level

Panel Discussion 17

Telehealth and mHealth: Innovations and Challenges in Clinical and Research Applications Across Private Sector, VA, and DoD Settings

MODERATOR: *Jessica Stern, Ph.D.*, NYU Langone Health Steven A. Cohen Military Family Clinic

PANELISTS: *Ariane Ling, Ph.D.*, NYU Langone Health Steven A. Cohen Military Family Clinic

Gina Raza, Ph.D., Puget Sound Healthcare System; Virginia Tech-Carilion School of Medicine

Jessica Watrous, Ph.D., Naval Health Research Center

Earn 1.5 continuing education credits

Primary Category: Military and Veterans Psychology

Key Words: *Military, Veterans, Technology / Mobile Health*

Use of technology has become an increasingly large part of mental health treatment, dissemination, and research. Use of technology through telehealth services and mHealth applications has become an important tool particularly amongst the military and Veteran community, an underserved population; reasons include, the international spread of military personnel, physical and psychological limitations for in-person attendance, increased demand and geographical limitations to healthcare settings, among others. With increased use of technological advancements in research and clinical practice come ethical

and logistical considerations and challenges. The panelists represent individuals involved in research and/or clinical practice for servicemembers and Veterans in the primary sectors involved in military health: Dr. Watrous, a civilian contractor conducting research with a Department of Defense (DoD) research command in San Diego, Dr. Raza, a VA clinician at VA Puget Sound Healthcare System, and Dr. Ling, a clinician in a private sector military mental health clinic at NYU Langone Health.

Dr. Watrous will discuss the importance of using telehealth and mHealth for treatment and research with the military population given their global reach. She will explore how electronic data collection strategies, mHealth, and telehealth, will allow for increased study beyond the catchment area of San Diego, including those stationed abroad. Additionally, she will share challenges faced in implementing these strategies. Dr. Raza will discuss how telehealth has been used across the West Coast Veteran population within the VA. Additionally, she will explore programmatic and logistical challenges, as well as ethical considerations. Furthermore, she will discuss the use of VA applications in treatment. Dr. Ling will discuss considerations in providing telehealth to Veterans in the community. She will focus on the use of telehealth for higher-risk individuals, including those with Dual Diagnosis presentations, an area yet to be explored more widely clinically and in research. She will discuss clinical and ethical considerations, as well as logistical challenges in applying telehealth services for less-explored and higher-risk indications.

Panel Discussion 27

Expanding the Reach of CBT Through Community, Industry, and Neuroscience Partnerships

MODERATOR: *Angela Fang, Ph.D.*, Massachusetts General Hospital/Harvard Medical School

PANELISTS: *Cassidy A. Gutner, Ph.D.*, Boston University School of Medicine

Amanda Baker, Ph.D., Massachusetts General Hospital/Harvard Medical School

Stephen Schueller, Ph.D., University of California, Irvine

Sabine Wilhelm, Ph.D., Harvard Medical School;
Massachusetts General Hospital

Philippe R. Goldin, Ph.D., University of California, Davis

Earn 1.5 continuing education credits

Primary Category: Dissemination & Implementation Science

Key Words: *Neuroscience, Technology / Mobile Health, Industry*

Although cognitive behavioral therapy (CBT) is widely recognized as an effective psychological treatment for multiple clinical conditions, meta-analyses consistently indicate that approximately 50% of patients do not achieve remission during CBT. The convention theme this year promotes new partnerships to expand the impact of CBT through improved service delivery and translation from related disciplines such as technology and neuroscience. Designed to address diverse approaches to improve CBT outcomes, this panel discussion includes panelists who are leading the effort to develop collaborations with community health systems, industry, and neuroscience partners to expand the reach of CBT outside of the traditional office-based therapeutic context. Cassidy Gutner will provide a broad perspective on implementation within the VA and through a global healthcare company. She will discuss interactions with stakeholders at multiple levels (patients, clinicians, administrators, policy makers) and community providers in providing clinical supervision. Amanda Baker will discuss interactions with companies providing both psychophysiological equipment and smartphone application companies to track CBT-related outcomes. Stephen Schueller will address the intersection of mental health and technology through his experience as Executive Director of Psyberguide, an online resource that reviews mental health apps to help individuals make informed health decisions. Sabine Wilhelm will discuss the rationale of partnering with industry sponsors to improve access to CBT, and strategies for establishing effective collaborations. Philippe Goldin will discuss leveraging findings in neuroscience to improve clinical practice and interacting with neuroscience-based apps to engage patients, clinicians, and the public in

mental health treatment. Angela Fang will moderate the discussion connecting the panelists' work to themes in clinical science.

10:30 a.m. – 12:00 p.m.

A702, Atrium Level

Research and Professional Development 5

The Power and Promise Individual Participant Data: Developing A Clinical Trial Repository for Pediatric OCD

PANELISTS: *Scott N. Compton, Ph.D.*, Duke University
Jennifer B. Freeman, Ph.D., Alpert Medical School of Brown University
Kristen M. Benito, Ph.D., Bradley Hospital
David H. Barker, Ph.D., Bradley Hasbro Children's Research Center

Earn 1.5 continuing education credits

Moderate level of familiarity with the material

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: *OCD (Obsessive Compulsive Disorder), Clinical Trial, Statistics*

Individual participant data (IPD) from clinical trials provides a rich resource that can be used in conjunction with causal modeling, flexible prediction approaches from machine learning and integrative data analysis to help personalize patient recommendations. This workshop will have three core presentations: 1) a summary of current clinical trial evidence in Pediatric OCD, 2) an introduction to the concepts and assumptions undergirding analyses utilizing IPD including a survey of analytic methods and worked examples, and 3) breakout groups that will discuss working documents provided by the presenters focused on practical aspects of building a clinical trials repository. The breakout groups will include the following: i)ethics and by-laws (e.g., confidentiality, access to the repository, publication rules and guidelines, data use agreements), ii) scientific guidance (e.g., prioritize research and clinical questions that can be addressed by the repository, identify prognostic indicators of the outcome, identify theoretically meaningful treatment modifiers), and iii) data curation (e.g., outreach efforts to principal investigators, quality assurance efforts, strategies to overcome barriers to obtaining IPD data). Results of the breakout groups will be used to inform the development of a clinical trials repository in pediatric OCD. Participants will leave with a better understanding of what is known about pediatric OCD treatment, of state-of-the-science analytic approaches to IPD, and of the practical challenges and possible solutions to building a clinical trial repository.

At the end of this session, the learner will be able to:

- Identify evidence gaps in pediatric OCD that can be addressed using IPD from clinical trials
- Articulate the assumptions undergirding analysis of IPD.

- Identify current approaches to IPD analysis. Participants will be able to Understand the process of building a clinical trials repository.

Recommended Readings: McGuire, J. F., Piacentini, J., Lewin, A. B., Brennan, E. A., Murphy, T. K., & Storch, E. A. (2015). A Meta-Analysis of Cognitive Behavior Therapy and Medication for Child Obsessive Compulsive Disorder: Moderators of Treatment Efficacy, Response, and Remission. *Depression and Anxiety, 32*(8), 580–593. <https://doi.org/10.1002/da.22389>Öst, L.-G., Riise, E. N., Wergeland, G. J., Hansen, B., & Kvale, G. (2016). Cognitive behavioral and pharmacological treatments of OCD in children: A systematic review and meta-analysis. *Journal of Anxiety Disorders, 43*, 58–69. <https://doi.org/10.1016/j.janxdis.2016.08.003>Ohmann, C., Banzi, R., Canham, S., Battaglia, S., Matei, M., Ariyo, C., ... Demotes-Mainard, J. (2017). Sharing and reuse of individual participant data from clinical trials: principles and recommendations. *BMJ Open, 7*(12). <https://doi.org/10.1136/bmjopen-2017-018647> Kotze, E. (2014). Movements in the academic supervision relationship: Ethics in practice. *Counselling and Psychotherapy Research, 14*, 147-153. Stewart, L. A., Clarke, M., Rovers, M., Riley, R. D., Simmonds, M., Stewart, G., & Tierney, J. F. (2015). Preferred Reporting Items for a Systematic Review and Meta-analysis of Individual Participant Data: The PRISMA-IPD Statement. *JAMA, 313*(16), 1657–1665. <https://doi.org/10.1001/jama.2015.3656>

10:30 a.m. – 12:00 p.m.

L506-L507, Lobby Level

Spotlight Research 2

Toward a Dimensional Taxonomy of Perseverative Thought

CHAIR: *Kiara R. Timpano, Ph.D.*, Department of Psychology; University of Miami

Panelist: *Lauren Hallion, Ph.D.*, University of Pittsburgh

PRESENTERS: *Aidan Wright, Ph.D.*, University of Pittsburgh
Marc Coutanche, Ph.D., University of Pittsburgh
Jutta Joormann, Ph.D., Yale University
Susan Kusmierski, B.A., University of Pittsburgh
M. Kathleen Caulfield, B.A., University of Pittsburgh

Earn 1.5 continuing education credits

Primary Category: Transdiagnostic

Key Words: *Transdiagnostic, Anxiety, Methods*

Perseverative thought (PT), sometimes called negative repetitive thought, is a transdiagnostic mechanism and defining feature of several major psychological disorders (American Psychological Association, 2013; Watkins, 2008). Although transdiagnostic models

of PT have gained popularity (Ehring & Watkins, 2008; Hallion, Wright, Coutanche, Joormann, & Kusmierski, invited submission), PT remains overwhelmingly conceptualized in terms of subtypes (e.g., worry; obsessions; rumination; intrusive memories). These subtypes are defined, with varying degrees of consistency, on the basis of underlying features such as temporal orientation, ego-dystonicity, and valence.

The taxonomies that are used to classify PT have far-reaching implications. A clinician's decision to classify a thought as an "obsession" versus a "worry," for example, has a major impact on diagnosis, case conceptualization, and treatment. This talk reviews the current state of the science on the classification of PT, bridging historical perspectives and new insights from clinical neuroscience, quantitative modeling, and clinical practice. Longstanding assumptions about the latent structure of PT (e.g., the existence of discrete, mutually-exclusive subtypes) are identified and challenged, and an empirically-derived, fully-dimensional taxonomy is introduced (Hallion et al., invited submission). Using multi-level modeling and machine learning approaches, data suggest that the underlying features of PT naturally covary in terms of five robust dimensions, which outperform a categorical (subtype) model in terms of fit, replicability across samples, and explanatory power (Hallion et al., invited submission). Current studies using functional neuroimaging (Caulfield et al., in progress) and cognitive experimental tasks (Hallion, Kusmierski, & Caulfield, in prep) provide preliminary multimodal support.

During discussion, special attention is paid to potential implications for diverse stakeholders of a shift toward a dimensional taxonomy of PT. Future directions for research are discussed with deference to the superordinate goal of clinical utility, including issues of dissemination and implementation.

At the end of this session, the learner will be able to:

- Identify important underlying features for defining and distinguish between traditionally-defined subtypes of PT.
- Describe some ways that advanced quantitative methods have furthered our understanding of PT.
- Discuss the potential implications, benefits, and drawbacks for diverse stakeholders of implementing a dimensional model of PT.

Recommended Readings: Kotov, R., Krueger, R. F., Watson, D., Achenbach, T. M., Althoff, R. R., Bagby, R. M., ... & Eaton, N. R. (2017). The Hierarchical Taxonomy of Psychopathology (HiTOP): A dimensional alternative to traditional nosologies. *Journal of Abnormal Psychology*, 126(4), 454 - 477. Ehring & Watkins (2008) Ehring, T., & Watkins, E. R. (2008). Repetitive negative thinking as a transdiagnostic process. *International Journal of Cognitive Therapy*, 1(3), 192 - 205. Kircanski, K., Thompson, R. J., Sorenson, J. E., Sherdell, L., & Gotlib, I. H. (2015). Rumination and worry in daily life: Examining the naturalistic validity of theoretical constructs. *Clinical Psychological Science*, 3(6), 926 - 939.

Symposium 116

A Transdiagnostic, Stepped Care School Counselling System: The PRIDE Program in India

CHAIR: *Vikram Patel, Ph.D., Harvard Medical School*

DISCUSSANT: *Bruce F. Chorpita, Ph.D., UCLA*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Global Mental Health

Key Words: *Treatment/ Program Design, Adolescents, Global Mental Health*

The Effectiveness of a Low-intensity Problem-solving Intervention for Common Adolescent Mental Health Problems in New Delhi, India: A School-based, Individually Randomized Controlled Trial

Daniel Michelson, University of Sussex

Improving Uptake of School Counselling in New Delhi, India: Evaluation of a Sensitization Intervention in a Stepped-wedge, Cluster Randomized Controlled Recruitment Trial

Rachana Parikh, Sangath

Adventures in Problem Solving: Participatory Design of a Game-based Smartphone App for Adolescents With Common Mental Health Problems in India

Pattie Gonsalves, M.A., Sangath

Addressing Refractory Adolescent Mental Health Problems: Formative Evaluation of a Transdiagnostic Modular Treatment in Indian Secondary Schools

Kanika Malik, Ph.D., Sangath

Symposium 70

The Influence of Time of Day on Psychopathology and Implications For In-the-Moment and Personalized Interventions

CHAIRS: *Caroline Christian, B.S., University of Louisville*
Peter D. Soyster, B.A., University of California at Berkeley

DISCUSSANT: *Aaron Fisher, Ph.D., University of California, Berkeley*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Transdiagnostic, Technology / Mobile Health, Change Process / Mechanisms*

The Effects of Trait Worry on Diurnal Anxiety: Support For the Contrast Avoidance Model

Bunmi O. Olatunji, Ph.D., Vanderbilt university
Rebecca C. Cox, M.A., Vanderbilt University

Examining the Relationship Between Time of Day and Eating Disorder Cognitions and Behaviors: A Network Perspective

Cheri A. Levinson, Ph.D., University of Louisville
Caroline Christian, B.S., University of Louisville

Using Machine Learning to Identify Person-Specific Temporal Predictors of Future Substance Use.

Aaron Fisher, Ph.D., University of California, Berkeley
Peter D. Soyster, B.A., University of California at Berkeley

Diurnal Variation in Suicidal Thinking: A Real-Time Monitoring Study

Evan Kleiman, Ph.D., Rutgers University
Kate Bentley, Ph.D., Harvard Medical School
Alexander Millner, Ph.D., Harvard University
Rebecca Fortgang, Ph.D., Harvard University
Jeff Huffman, M.D., Massachusetts General Hospital
Matthew Nock, Ph.D., Harvard University
Daniel Coppersmith, B.A., Harvard University

Symposium 74

Long-term Effects of Youth Depression Prevention Programs: Patterns, Moderators and Effects on Parental Depression

CHAIR: *Karen Schwartz, M.S., SDSU/UC San Diego Joint Doctoral Program in Clinical Psychology*

DISCUSSANT: *Robin Weersing, Ph.D., San Diego State University*

Earn 1 continuing education credit

All levels of familiarity with the material

Primary Category: Child / Adolescent - Depression

Key Words: *Adolescents, Depression, Prevention*

Prevention of Depression in At-Risk Adolescents: Identification of Course and Predictors of Intervention Response

Robin Weersing, Ph.D., San Diego State University

Judy Garber, Ph.D., Vanderbilt University

Karen Schwartz, M.S., SDSU/UC San Diego Joint Doctoral Program in Clinical Psychology

Preventing Youth Depression Through an Internet-Based Primary Care Intervention: Long-term Outcomes

Benjamin Van Voorhees, M.D., MPH, University of Illinois at Chicago

Tracy Gladstone, Ph.D., Wellesley College

The Effect of the Penn Resiliency Program for Parents on Maternal Depressive Symptoms over 33 Months of Follow-up

Jane Gillham, Ph.D., Swarthmore College

Steven M. Brunwasser, Ph.D., Vanderbilt University Medical Center

Symposium 75

Impacts of Relationship Transitions on Romantic Relationship Quality and Individual Wellbeing

CHAIR: *Charlie Huntington, B.A., University of Denver*

DISCUSSANT: *Howard Markman, Ph.D., University of Denver*

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Parenting*

Having a Baby: Impact on Married and Cohabiting Parents' Relationships

Galena K. Rhoades, Ph.D., University of Denver

Shelby Scott, PhD, VA Eastern Colorado Healthcare System

Howard Markman, Ph.D., University of Denver

Scott Stanley, Ph.D., University of Denver

Maggie O'Reilly Treter, M.A., University of Denver

The Impacts of Sleep and Capitalization on New Parents' Daily Relational Experiences

Steffany J. Fredman, Ph.D., The Pennsylvania State University

Mark Feinberg, Ph.D., Pennsylvania State University

Yunying Le, M.S., The Pennsylvania State University

Usual Care Practices for Youth With Autism Spectrum Disorder in America: Patterns of Familiarity and Use

Amy Drahota, Ph.D., Michigan State University

Connor M. Kerns, Ph.D., University of British Columbia

Lauren Moskowicz, Ph.D., St Johns University

Latha Soorya, Ph.D., Rush Institute

Allison Wainer, Ph.D., Rush Institute

Anil Chacko, Ph.D., New York University

Elizabeth Cohn, Ph.D., RN, NP, FAAN, Hunter-Bellevue School of Nursing

Matthew Lerner, Ph.D., Stony Brook University

When the Best Support is Expecting Nothing in Return: Differential Support Effects During the Transition to Parenthood

Ronald D. Rogge, Ph.D., University of Rochester

Dev Crasta, Ph.D., VA VISN2 Center of Excellence for Suicide Prevention

Happy, Healthy, and Wedded? How the Transition to Marriage Affects Mental and Physical Health

Galena K. Rhoades, Ph.D., University of Denver

Charlie Huntington, B.A., University of Denver

Separation and Divorce: For Better or Worse

Daniel O'Leary, Ph.D., Stony Brook University

10:30 a.m. – 12:00 p.m.

L508, Lobby Level

Symposium 76

Using Acceptance and Commitment Therapy for Different Clinical Presentations: Evidence-Based Adaptations

CHAIR: *Clarissa Ong, M.S., Utah State University*

DISCUSSANT: *Lizabeth Roemer, Ph.D., University of Massachusetts Boston*

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - Mindfulness & Acceptance

Key Words: *ACT (Acceptance & Commitment Therapy), Clinical Trial, Transdiagnostic*

Adding Acceptance and Commitment Therapy to Exposure and Response Prevention for Obsessive-Compulsive Disorder: A Randomized Controlled Trial

Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill

Brooke Smith, M.S., VA Puget Sound Health Care System - American Lake

Laura Fabricant, Ph.D., VA Medical Center Providence

Ryan Jacoby, Ph.D., Massachusetts General Hospital

Kate Morrison, Ph.D., Utah Center for Evidence Based Treatment

Ellen Bluett, Ph.D., University of Montana

Lillian Reuman, M.A., Veterans Affairs Boston Healthcare System

Shannon Blakey, Ph.D., VA Mid-Atlantic Mental Illness Research, Education & Clinical Center (MIRECC)/Durham VA Health Care System

Thomas Ledermann, Ph.D., Florida State University

Michael Twohig, Ph.D., Utah State University

SATURDAY

A Randomized Controlled Trial of Acceptance and Commitment Therapy For Clinical Perfectionism

Eric Lee, M.A., Baylor College of Medicine

Jennifer Krafft, M.S., Utah State University

Carina Terry, B.S., Utah State University

Tyson Barrett, Ph.D., Utah State University

Michael Levin, Ph.D., Utah State University

Michael Twohig, Ph.D., Utah State University

Clarissa Ong, M.S., Utah State University

Randomized Controlled Trial Comparing an ACT Self-Help Book For Social Anxiety With a Control Group: Examination of Moderators

Jan Fleming, M.D., The Mindfulness Clinic

Rebecca Blackie, Ph.D., Wilfrid Laurier University

Meagan MacKenzie, Ph.D., Ryerson University

Alison Rose, M.A., York University

Nancy Kocovski, Ph.D., Wilfrid Laurier University

Findings From a Randomized Clinical Trial of ACT vs. Usual Care For Anxious Cancer Survivors Within Community Cancer Clinics

Jill Mitchell, Ph.D., M.S.W., Rocky Mountain Cancer Centers-Boulder

Annette Stanton, Ph.D., University of California Los Angeles

Sarah Genung, B.A., University of Colorado Boulder

Joanna J. Arch, Ph.D., University of Colorado Boulder

Acceptance and Commitment Therapy For Primary Headache Sufferers: A Randomized Controlled Trial of Efficacy

Vasilis Vasiliou, Ph.D., University College Cork

Evangelos Karademas, Ph.D., University of Crete

Yiolanda Christou, M.D., The Cyprus Institute of Neurology and Genetics

Savvas Papacostas, M.D., FAAN, The Cyprus Institute of Neurology And Genetics

Maria Karekla, Ph.D., University of Cyprus

Marquis Salon A, Marquis Level

Symposium 77

Empowering Patients With Direct to Consumer Marketing for Evidence Based Psychotherapies

CHAIR: *Casey A. Schofield, Ph.D.*, Skidmore College

DISCUSSANT: *Robert D. Friedberg, Ph.D.*, Palo Alto University

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Dissemination, Evidence-Based Practice, Mental Health Literacy*

Consumer Perspectives on Trauma Focused-Cognitive Behavior Therapy (TF-CBT)

Laura Skriver, Ph.D., Weill Cornell medicine

Emily Becker-Haimes, Ph.D., University of Pennsylvania

Sara J. Becker, Ph.D., Center for Alcohol and Addictions Studies Brown University
School of Public Health

Rinad Beidas, Ph.D., University of Pennsylvania

Kelsie H. Okamura, Ph.D., State of Hawaii Child and Adolescent Mental Health
Division

Advancing Measurement and Understanding of Parental Intentions for Engaging in Youth Evidence-Based Mental Health Services

Jamie Pua Chang, Ph.D., University of Hawaii at Manoa

Brad J. Nakamura, Ph.D., University of Hawaii at Manoa

Spencer Choy, B.A., University of Hawaii at Manoa

Developing and Evaluating Direct-to-Consumer Marketing Materials: A Three-Phase Research Study

Katherine Escobar, B.A., Brown University

Sarah Helseth, Ph.D., Brown University

Sara J. Becker, Ph.D., Center for Alcohol and Addictions Studies Brown University
School of Public Health

Evaluating Approaches to Marketing Cognitive Behavioral Therapy: Does Evidence Matter to Consumers?

Gabriella Ponzini, B.A., West Virginia University

Sara J. Becker, Ph.D., Center for Alcohol and Addictions Studies Brown University
School of Public Health

Casey A. Schofield, Ph.D., Skidmore College

Symposium 78

More than Meets the Eye: Implications of Virtual Reality for Improving and Disseminating Anxiety and Depression Treatment

CHAIR: *Anne Marie Albano, ABPP, Ph.D., Columbia University Medical Center*

DISCUSSANT: *Muniya Khanna, Ph.D., The OCD and Anxiety Institute*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Technology

Key Words: *Technology / Mobile Health, Exposure, Depression*

Feasibility, Acceptability, and Clinical Utility of a Virtual Reality Behavioral Assessment Task for the Assessment of Social Anxiety Disorder in Young Adults

Anne Marie Albano, ABPP, Ph.D., Columbia University Medical Center

Schuyler Fox, B.A., Columbia University Medical Center

Lauren Hoffman, Psy.D., Columbia University Medical Center

Empirical Arguments in Favor of Combining VR and In Vivo Exposure Based on Treatment Mechanisms Instead of Considering VR Simply as an Early Step of an Exposure Hierarchy.

Claudie Loranger, D.Psy., CISSS de l'Outaouais

Geneviève Robillard, M.Sc., Université du Québec en Outaouais

Stéphanie Dumoulin, Ph.D. Candidate, Private Practice

Tanya Guitard, Ph.D. Candidate, Private Practice

Stéphane Bouchard, Ph.D., Université du Québec en Outaouais

Can Virtual Reality Exposure Therapy Improve Threat Reappraisals Among People With Social Anxiety Disorder?

Page Anderson, Ph.D., Georgia State University

Amanda A. Draheim, M.A., Georgia State University

Using Virtual Reality and Ecological Momentary Assessment for Improving Autobiographical Memory in Depressed Individuals: a Single Case Design

Azucena García-Palacios, Ph.D., Universitat Jaume I; Instituto Salud Carlos III

Carlos Suso-Ribera, Ph.D., Universitat Jaume I

Diana Castilla, Ph.D., University of Zaragoza

Javier Fernández-Álvarez, Ph.D. student, Università Cattolica del Sacro Cuore

Desirée Colombo, Ph.D. Student, Universitat Jaume I

Adriana Mira, Ph.D., Universidad de Zaragoza

Juana María Bretón López, Ph.D., Universitat Jaume I

Cristina Botella, Ph.D., Jaume I University

Symposium 79

**Cognitive Behavioral Science Beyond the
Psychotherapy Room: Identifying Mental Health
Disparities and Barriers to Care to Enhance Health and
Well-being Among Diverse and Vulnerable Medical
Populations**

CHAIRS: *Amelia Stanton, Ph.D.*, Harvard Medical School/Massachusetts
General Hospital

Miryam Yusufov, Ph.D., Dana-Farber Cancer Institute

DISCUSSANT: *Conall O’Cleirigh, Ph.D.*, Massachusetts General Hospital/
Harvard Medical School

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Health Psychology / Behavioral Medicine - Adult

Key Words: *Stigma, Vulnerable Populations, Behavioral Medicine*

**Gender Non-binary Individuals Experience Mental Health Disparities Compared
to Their Cis-gender Counterparts: Findings From a Large Community Health
Sample**

Jennifer Potter, M.D., Harvard Medical School

Dana King, B.A., Fenway Health

Chris Grasso, MPH, The Fenway Institute

Kenneth Mayer, M.D., The Fenway Institute

Conall O’Cleirigh, Ph.D., Massachusetts General Hospital/Harvard Medical School

Abigail W. Batchelder, Ph.D., Massachusetts General Hospital/ Harvard Medical
School & Fenway Health

Amelia Stanton, Ph.D., Harvard Medical School/Massachusetts General Hospital

**Shame and Psychotherapy: Addressing Barriers to Psychosocial Care in Cancer
Patients**

James Prochaska, Ph.D., University of Rhode Island

Joseph Rossi, Ph.D., University of Rhode Island

Lawrence Grebstein, Ph.D., University of Rhode Island

Colleen Redding, Ph.D., The University of Rhode Island

Ginette Ferszt, Ph.D., The University of Rhode Island

Miryam Yusufov, Ph.D., Dana-Farber Cancer Institute

Internalized Homophobia, Substance Use, and Avoidance Coping among Sexual Minority Men Living with HIV

Aron Thiim, B.A., The Fenway Institute

Kenneth Mayer, M.D., The Fenway Institute

Abigail W. Batchelder, Ph.D., Massachusetts General Hospital/ Harvard Medical School & Fenway Health

A Pilot Intervention Addressing Coping With Discrimination Among HIV-Positive Latino Sexual Minority Men

Laura Bogart, Ph.D., RAND Corporation

Frank Galvan, Ph.D., Bienestar Human Services, Inc.

Jesus Leija, B.A., RAND Corporation

Sarah MacCarthy, ScD, RAND Corporation

David Klein, M.S., RAND Corporation

David W. Pantalone, Ph.D., University of Massachusetts Boston

10:30 a.m. – 11:30 a.m.

M103, Marquis Level

Symposium 80

Beyond Academic Impairment: Additional Risk for College Students With ADHD

CHAIRS: *Anna Gamer, B.A., University of Northern Iowa*

Elizabeth Lefler, Ph.D., University of Northern Iowa

DISCUSSANT: *Andrea M. Chronis-Tuscano, Ph.D., University of Maryland*

Earn 1 continuing education credit

All levels of familiarity with the material

Primary Category: ADHD - Adult

Key Words: *ADHD, Substance Abuse, Self-Injury*

ADHD and Non-Suicidal Self-Injury in the Transition to College

Elizabeth Lefler, Ph.D., University of Northern Iowa

Anna Gamer, B.A., University of Northern Iowa

Relations Among Healthy Lifestyle Factors and ADHD in College Students: A Self-Determination Theory Approach

Elizabeth Lefler, Ph.D., University of Northern Iowa

Will Canu, Ph.D., Appalachian State University

Erik Willcutt, Ph.D., University of Colorado Boulder

Cynthia Hartung, Ph.D., University of Wyoming

Judah Serrano, M.A., University of Wyoming

SATURDAY

Relations Among Protective Behavioral Strategies, Sex, and ADHD to Predict Alcohol Use and Alcohol-Related Problems: Who Benefits Most, and From What Type of Strategy?

Judah Serrano, M.A., University of Wyoming

John Vasko, MPS, University of Wyoming

Lauren Zimmerman, B.A., University of Wyoming

Elizabeth Lefler, Ph.D., University of Northern Iowa

Will Canu, Ph.D., Appalachian State University

Cynthia Hartung, Ph.D., University of Wyoming

Alison Looby, Ph.D., University of Wyoming

10:30 a.m. – 11:30 a.m.

M104, Marquis Level

Symposium 81

To Approach, Avoid, or Both? Towards an Improved Characterization of Positive and Negative Valence Systems in Eating Disorders

CHAIR: *Erin E. Reilly, Ph.D., University of California, San Diego*

DISCUSSANT: *Katherine Schaumberg, Ph.D., University of Wisconsin-Madison*

Earn 1 continuing education credit

All levels of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Transdiagnostic, Eating*

Associations Between Visceral Sensitivity and Eating Disorder Symptoms in a Clinical Sample

Erin E. Reilly, Ph.D., University of California, San Diego

Christina Wierenga, Ph.D., University of California, San Diego

Walter Kaye, M.D., University of California, San Diego

Tiffany Brown, Ph.D., University of California, San Diego

Imaginal Exposure Eating Disorder Fear Scripts Are Associated With Increased Brain Activation Related to Threat and Reward Areas of the Brain: An fMRI Study

Leigh Brosos, B.A., University of Louisville
Lindsay Knight, M.S., University of Louisville
Karisa J. Hunt, MSW, University of Louisville
Brendan dePue, Ph.D., University of Louisville
Cheri A. Levinson, Ph.D., University of Louisville

Exploring Habit-Based Correlates of Self-Harm and Disordered Eating Among Collegiate Athletes

Katherine Bell Hill, M.D., Stanford University
Jennifer Carlson, M.D., Stanford University
alana Frost Shain, M.D., Washington Hospital
Jenny Wilson, M.D., Oregon Health & Science University
C. Alix Timko, Ph.D., University of Pennsylvania
Kristina Hardy, Ph.D., George Washington University
rebecka Peebles, M.D., University of Pennsylvania
Sasha Gorrell, Ph.D., University of California, San Francisco

10:30 a.m. – 12:00 p.m.

M301, Marquis Level

Symposium 82

Workforce Support in Non-clinical Settings: Leveraging Front-line Staff to Promote Children’s Mental Health in Schools, After-school, and Social Service Settings

CHAIR: *Tara Mehta, Ph.D., University of Illinois at Chicago*
DISCUSSANT: *Sarah Kate Bearman, Ph.D., University of Texas*

Earn 1.5 continuing education credits
Basic levels of familiarity with the material

Primary Category: Dissemination & Implementation Science
Key Words: *Dissemination, Community-Based, Evidence-Based Practice*

Reinforcing Child Welfare Systems Through Workforce Interactions: The R3 Supervision Model

Patricia Chamberlain, Ph.D., Oregon Social Learning Center
Jason Chapman, Ph.D., Oregon Social Learning Center
Lisa Saldana, Ph.D., Oregon Social Learning Center

SATURDAY

Evaluating the Feasibility of a Workplace-based Support System for Recess Staff Promoting Urban Youth Mental Health

Jennifer Kurian, M.A., University of Illinois at Chicago
Erika Gustafson, M.A., University of Illinois at Chicago
Shalini Kansal, M.S., University of Illinois at Chicago
Linda Galib, MPH, Urban Initiatives
Angela Walden, Ph.D., University of Illinois at Chicago
Marc S. Atkins, Ph.D., University of Illinois at Chicago
Tara Mehta, Ph.D., University of Illinois at Chicago

Workforce Support for Urban After-School Programs: Turning Obstacles into Opportunities

Tommy Chou, M.S., Florida International University
Sarah Helseth, Ph.D., Brown University
Erin Hedemann, M.S., Florida International University
Kelly Cromer, M.S., Florida International University
Stacy Frazier, Ph.D., Florida International University
Rachel R. Ouellette, M.S., Florida International University

10:30 a.m. – 12:00 p.m.

M302, Marquis Level

Symposium 83

Community-Based Mental Health and Trauma-Focused Service Provision for Children and Adults with ASD

CHAIR: Connor M. Kerns, Ph.D., University of British Columbia

DISCUSSANT: Ann Garland, Ph.D., UC San Diego, School of Medicine

Earn 1.5 continuing education credits

Moderate level of familiarity with the material

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, Service Delivery, Trauma*

Mental Health Service Use Patterns for Youth With and Without Autism Within a System-Driven Implementation of Evidence-Based Practices

Nicole Stadnick, Ph.D., University of California, San Diego
Anna Lau, Ph.D., UCLA
Kelsey Dickson, Ph.D., San Diego State University
Lauren Brookman-Frazee, Ph.D., University of California, San Diego
Nicole Stadnick, Ph.D., University of California, San Diego

**Screening and Treatment of Trauma-Related Symptoms in Youth With ASD by
Community Providers**

Craig Newschaffer, Ph.D., Pennsylvania State University

Lauren Moskowitz, Ph.D., St Johns University

Amy Drahota, Ph.D., Michigan State University

Allison Wainer, Ph.D., Rush Institute

Latha Soorya, Ph.D., Rush Institute

Matthew Lerner, Ph.D., Stony Brook University

Connor M. Kerns, Ph.D., University of British Columbia

**Improving Community Mental Health Services for Autistic Adults With Co-
Occurring Psychiatric Conditions**

Brenna Maddox, Ph.D., University of Pennsylvania

Samantha Crabbe, MEd, University of Pennsylvania

David Mandell, ScD, University of Pennsylvania

Brenna Maddox, Ph.D., University of Pennsylvania

Symposium 84

Recruitment, Engagement, and Retention of Underrepresented Groups in Bio-Behavioral Research: Lessons Learned and Recommendations for Investigators

CHAIR: *Gabriela A. Nagy, Ph.D.*, Department of Psychiatry and Behavioral Sciences, Duke University Medical Center

DISCUSSANT: *Gabriela A. Nagy, Ph.D.*, Department of Psychiatry and Behavioral Sciences, Duke University Medical Center

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Culture / Ethnicity / Race

Key Words: *Underserved Populations, Research Methods, Culture*

Innovative Strategies For Recruitment, Engagement, and Retention of Low-income, Monolingual Spanish-Speaking Hispanic Immigrants in Longitudinal Bio-Behavioral Research

Allison Stafford, Ph.D., Duke University School of Nursing

Rosa Solorzano, MPH, M.D., Duke University School of Nursing

Maria Luisa Solis, El Centro Hispano

Rosa Gonzalez-Guarda, Ph.D., Duke University School of Nursing

Gabriela A. Nagy, Ph.D., Department of Psychiatry and Behavioral Sciences, Duke University Medical Center

Perceived Discrimination, Hair Cortisol, and Depression Among LGBTQ Ethnic Minorities: Recruitment Strategies Using a Community-partnered Participatory Research Model

Maria Williams, University of Southern California

Wilmer Rivas, University of Southern California

Clarence Williams, Healthy African American Families II

Diana Gamez, B.A., University of California, Irvine

Krystal Griffith, M.A., University of California, Los Angeles

Bowen Chung, M.D., University of California, Los Angeles

Stanley Huey, Ph.D., University of Southern California

Jeanne Miranda, Ph.D., University of California, Los Angeles

Sylwanna Vargas, M.A., University of Southern California

Recruitment and Retention of Racial Minority Couples in Longitudinal Psychophysiological Data Collection

Geoffrey Corner, M.A., University of Southern California

Corey Pettit, B.A., University of Southern California

Hannah Rasmussen, M.A., University of Southern California

Stassja Sichko, B.A., University of California, Los Angeles

Adela Timmons, Ph.D., Florida International University

Sohyun Han, M.A., University of Southern California

Kelly Miller, M.A., University of Southern California

Gayla Margolin, Ph.D., University of Southern California

Yehsong Kim, B.A., University of Southern California

Psychophysiological and Affective Reactivity to Media Images

Effua Sosoo, M.A., University of North Carolina at Chapel Hill

10:30 a.m. – 12:00 p.m.

M304, Marquis Level

Symposium 85

Increasing Diversity in Clinical Research: Reaching New Populations and Developing Diverse Workforces

CHAIR: *Xieying Huang, M.S., Florida State University*

DISCUSSANT: *Esther C. Park, B.A., Florida State University*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: LGBTQ+

Key Words: LGBTQ+, Race, Culture

Course of Suicide Ideation in Transgender vs. Cisgender Military Service Members Receiving Care for Elevated Suicide Risk

Roshni Janakiraman, B.A., Florida State University

Examining the Interaction of Race and Sexual and Gender Minority Identities on Depression and Self-Injurious Thoughts and Behaviors

Sophia Choukas-Bradley, Ph.D., University of Pittsburgh

Rachel Salk, Ph.D., University of Pittsburgh - Department of Psychiatry

Brian Thoma, Ph.D., University of Pittsburgh, Dept Psychiatry

Kathryn Fox, M.A., Harvard University

SATURDAY

Examining Suicide Risk Around the World: The Potential Role of Mental Health Structural Stigma

Christine B. Cha, Ph.D., Teachers College, Columbia University

Jessica D. Ribeiro, Ph.D., Florida State University

Joseph C. Franklin, Ph.D., Florida State University

Leonora M. Guzmán, B.S., M.S., Teachers College, Columbia University

Help-Seeking and Treatment Experiences of Gender Minority Individuals With Eating Disorders

Mary Duffy, B.A., Florida State University

Kristin Henkel, Ph.D., University of Saint Joseph

Valerie Eamshaw, Ph.D., University of Delaware

Thomas Joiner, Ph.D., Florida State University

Mary Duffy, B.A., Florida State University

A More Diverse Field Would Be Better – But How Do We Get There?

Keanan J. Joyner, M.S., Florida State University

11:00 a.m. – 1:00 p.m.

A703, Atrium Level

Master Clinician 6

ticket

Cognitive Behavioral Therapy for Body Dysmorphic Disorder

Fugen Neziroglu, Ph.D., ABPP, Bio Behavioral Institute

Earn 2 continuing education credits

Moderate to Advanced level of familiarity with the material

Primary Category: Obsessive Compulsive and Related Disorders, Treatment- CBT

Key Words: *Body Dysmorphic Disorder, CBT, Treatment*

Body Dysmorphic Disorder (BDD) is classified under obsessive-compulsive spectrum disorders due to its many shared similarities with OCD, including preoccupations associated with engagement in safety behaviors. Patients with BDD have a perceived or imagined defect in their physical appearance, and may engage in behaviors such as mirror gazing, camouflaging, ruminating, skin picking, intense social comparison, and needless dermatological treatment or cosmetic surgery. Though there has been a surge of effective pharmacological and cognitive behavioral treatments in the past 10 years, BDD is still underrecognized and often misdiagnosed. This seminar will begin with a review of the theoretical and empirical models of the psychopathology of and treatment for BDD. It will continue with discussion of and practical instruction on strategies to mitigate symptoms,

such as image re-scripting, attentional training, habit reversal, and exposure and response prevention. Through recent and ongoing research, our ability to treat and recognize BDD has dramatically improved our ability to alleviate a significant amount of the poor quality of life and social isolation that many patients with BDD experience. This seminar will capitalize on these recent improvements through the emphasis of new cognitive and behavioral treatment strategies for this challenging disorder.

At the end of this session, learners will be able to:

- Recognize and diagnose body dysmorphic disorder.
- Identify cognitive behavioral models of BDD and the factors that maintain symptoms.
- Utilize treatment strategies as well as strategies for engagement and change.

Recommended Readings: Allen, A. (2006). Cognitive-behavioral treatment of body dysmorphic disorder. *Primary Psychiatry*, 13(7), 70-76. Neziroglu, F., Bonasera, B., & Curcio, D. (2018). An intensive cognitive behavioral treatment for body dysmorphic disorder. *Clinical Case Studies*, 17(4), 195 - 206. Neziroglu, F., Borda, T., Khemlani-Patel, S., & Bonasera, B. (2018). Prevalence of bullying in a pediatric sample of body dysmorphic disorder. *Comprehensive Psychiatry* 18, 12-16. Neziroglu, F., & Lippman, N. (2015). A review of body dysmorphic disorder after 20 years of research. *Australian Clinical Psychologist*, 1(1), 22-29. Wilhelm, S., Phillips, K. A., Fama, J. M., Greenberg, J. L., & Steketee, G. (2011). Modular cognitive-behavioral therapy for body dysmorphic disorder. *Behavior Therapy*, 42(4), 624-633.

11:00 a.m. – 12:30 p.m.

A704, Atrium Level

Symposium 86

Exercise Your Mind and Body: Boosting Physical Activity and Cognition in Severe Mental Illness

CHAIRS: *Abigail C. Wright, Ph.D.*, Massachusetts General Hospital
Julia Browne, M.A., University of North Carolina at Chapel Hill

DISCUSSANT: *Kim Mueser, Ph.D.*, Boston University

Earn 1.5 continuing education credits

Basic levels of familiarity with the material

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *Schizophrenia, Exercise, Motivation*

Mobility as Motivational Output? Smartphone-based Geo-location and Motivation in People With and Without Schizophrenia

David Gard, Ph.D., San Francisco State University

Daniel Fulford, Ph.D., Boston University

Physical Activity Can Enhance Life (PACE-life): Open Trial Results From a Six-month Walking Intervention for Individuals With Schizophrenia Spectrum Disorders

Claudio Battaglini, Ph.D., University of North Carolina at Chapel Hill

Fred Jarskog, M.D., University of North Carolina at Chapel Hill

Ana M. Abrantes, Ph.D., Brown University

Paschal Sheeran, Ph.D., University of North Carolina at Chapel Hill

Jessica McDermott, B.A., University of North Carolina at Chapel Hill

David Penn, Ph.D., University of North Carolina at Chapel Hill

Julia Browne, M.A., University of North Carolina at Chapel Hill

BeFit: A Pilot of an Integrated Behavioral Management of Healthy Lifestyle Group Intervention for Individuals With Recent Onset Psychotic Illness

Hannah Brown, M.D., Boston Medical Center

Kristina Schnitzer, M.D., Massachusetts General Hospital

Katherine Thayer, MSW, LICSW, MBA, Massachusetts General Hospital

Diana Arntz, Ph.D., Massachusetts General Hospital

Vanya Zvonar, B.A., Massachusetts General Hospital

Abigail Donovan, M.D., Massachusetts General Hospital

Julia Browne, M.A., University of North Carolina at Chapel Hill

Exercise Your Way: A Preference-based Physical Activity Intervention in Early Psychosis: Feasibility Trial (Preliminary Results)

Eve Dubois, Bsc, University of Montreal Hospital Research Centre

Amal Abdel-Baki, MD, University Hospital of Montreal

Ahmed Jérôme Romain, Ph.D., University of Montreal

Mechanisms of Cognitive Benefits From Combined Exercise and Cognitive Remediation in Serious Mental Illness

Susan McGurk, Ph.D., Boston University

Michael W. Otto, Ph.D., Boston University

Kim Mueser, Ph.D., Boston University

Daniel Fulford, Ph.D., Boston University


Snigdha Talluri, M.A., Illinois Institute of technology

Ivy Tran, M.A., Hofstra University

Chitra Khare, M.A., Boston University

Susan McGurk, Ph.D., Boston University

11:30 a.m. – 12:30 p.m.

networking  **International North, Ballroom Level, Hyatt Regency Atlanta**

Asian American Issues in Behavior Therapy and Research SIG

Please join us to learn about the exciting work our members are doing, and the opportunities available to grow our SIG. We offer a professional collegial space for individuals seeking a home within the ABCT. We welcome anyone to our meeting, and warmly invite those with an interest in cultural and diversity issues in treatment and research and/or those who identify with an Asian cultural background.

11:30 a.m. – 1:00 p.m.

networking 

Embassy A, Embassy Level, Hyatt Regency Atlanta

Tic and Obsessive-Compulsive Related Disorders SIG

In this meeting, two presentations will be given by experts in the field about their current SIG-relevant research. Following these presentations, audience members will be provided the opportunity to ask the presenters questions. At the end of the meeting, individuals interested in tic, impulse control, and other obsessive compulsive related disorders will be given the opportunity to connect/network with others who are interested in these disorders.

11:30 a.m. – 12:30 p.m.

networking 

Embassy C, Embassy Level, Hyatt Regency Atlanta

Trauma & PTSD SIG

12:00 p.m. – 3:00 p.m.

A601, Atrium Level

Workshop 13

ticket 

A Transdiagnostic Approach to Exposure-Based Treatment: A Memory-Centric Perspective

Mark Powers, Ph.D., Baylor Scott & White Health
Michael W. Otto, Ph.D., Boston University
Jasper Smits, Ph.D., University of Texas at Austin

Earn 3 continuing education credits

Basic level of familiarity with the material

Primary Category: Adult Anxiety, Treatment- CBT

Key Words: *Treatment, Exposure, Anxiety*

Exposure-based treatments are often disseminated in the context of manualized protocols, and these protocols may have the unwitting effect of drawing attention away from

SATURDAY

the core principles of change that underlie the effect exposure therapy. This workshop is designed to provide a personalized and transdiagnostic approach to thinking through exposure therapy in a way that integrates the latest research in extinction and memory processes. Exposure will be discussed as an active learning process that must be integrated into existing (fear) memory structures. Specific strategies for conceptualizing exposure targets and delivering exposure learning interventions will be emphasized. The goal is to help clinicians enact especially individualized exposure treatments that flexibly move between specific fear targets and exposure procedures.

At the end of this session, the learner will be able to:

- Develop an approach to exposure therapy based on the enactment of core principles of therapeutic change rather than protocols/strategies.
- Plan exposure strategies that can engage the core therapeutic change mechanisms across diagnostic subtypes
- Evaluate the role of contexts in case formulations and exposure planning. Integrate exposure planning with perspectives from cognitive science.

Recommended Readings: Smits, J. A. J., Powers, M. B., & Otto, M. W. (2019). Personalized exposure therapy: A person-centered transdiagnostic approach. New York, NY: Oxford University Press. Kredlow, M. A., Eichenbaum, H., & Otto, M. W. (2018). Memory creation and modification: Enhancing the treatment of psychological disorders. *American Psychologist*, 73, 269-285. Carpenter, J. K., Andrews, L. A., Witcraft, S. M., Powers M. B., Smits J. A. J., & Hofmann, S. G. Cognitive behavioral therapy for anxiety and related disorders: A meta-analysis of randomized placebo-controlled trials. *Depression and Anxiety*, 35, 502-514.

Workshop 14

ticket

Self-Practice and Self-Reflection: Developing Personal and Professional Mastery of Acceptance and Commitment Therapy Through Self-practice of Core ACT Processes

Dennis Tirch, Ph.D., The Center for Compassion Focused Therapy
Laura Silberstein-Tirch, Psy.D., The Center for Compassion Focused Therapy
Joann Wright, Ph.D., ACT One
Martin Brock, MSC, M.A., University of Derby, U.K.
R. Trent Codd III, Ed.S., Cognitive-Behavioral Therapy Center of WNC, P.
A.

Earn 3 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - Mindfulness & Acceptance, Workforce Development/Training/Supervision

Key Words: ACT (*Acceptance & Commitment Therapy*), *Training / Training Directors, Education and Training*

Applying experiential techniques to oneself, as a process of learning ACT, has always been an essential and valued component of ACT training. The culture of deeply personal and emotional work in workshop and supervision settings is deeply valued in the ACT community. Despite this, therapists' self-practice and self-reflection (SP/SR) has rarely been explored and elaborated upon in a systematic way. The presenters will draw upon the significant and growing literature on therapists' self-reflection and self-practice established by James Bennett Levy and colleagues in the context of cognitive-behavioral training and will provide an introduction to an organized and user-friendly approach to developing self-practice in ACT. Participants will learn and directly experience a new way of furthering their mastery of ACT and the psychological flexibility model, through cultivating a rigorous and evidence-based personal practice.

At the end of this session, the learner will be able to:

- Explain and apply an ACT-consistent program for therapists' personal and professional development through self-practice of ACT and self-reflection.
- Summarize at least three key findings from the literature on self-practice and self-reflection in psychotherapy training.

- Apply ACT methods to their own personal issues, enhancing their psychological flexibility and self-care through deliberate and systematic ACT work with themselves as the therapeutic instrument and object of intervention.

Recommended Readings: Tirsch, D.T., Silberstein-Tirsch, L. R., Codd, III, R.T., Brock, M. J. & Wright, M.J. (2019). Experiencing ACT from the Inside Out: A Self-Practice/Self-Reflection Workbook for Therapists (Self-Practice/Self-Reflection Guides for Psychotherapists). The Guilford Press. Bennett-Levy, J., Turner, F., Beaty, T., Smith, M., Paterson, B., & Farmer, S. (2001). The value of self-practice of cognitive therapy techniques and self-reflection in the training of cognitive therapists. *Behavioural and Cognitive Psychotherapy*, 29(2), 203-220. Bennett-Levy, J., & Lee, N. K. (2014). Self-practice and self-reflection in cognitive behaviour therapy training: what factors influence trainees' engagement and experience of benefit?. *Behavioural and Cognitive Psychotherapy*, 42(1), 48-64.

12:00 p.m. – 3:00 p.m.

A706, Atrium Level

Workshop 15



Means Safety Counseling for Suicide Prevention

Craig J. Bryan, ABPP, Psy.D., National Center for Veterans Studies

Earn 3 continuing education credits

Basic level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Aggression / Disruptive Behavior / Conduct Problems, Clinical Utility*

Means safety counseling, also referred to as means restriction counseling, entails assessing whether an individual at risk for suicide has access to a firearm or other lethal means for suicide, and working with the individual and their support system to limit their access to these means until suicide risk has declined. Of the many interventions and strategies developed to prevent suicide, means restriction has garnered the most empirical support and is one of the only intervention that has consistently led to reductions in suicide across diverse samples and populations. Although means safety has long been considered an important component of clinical work with suicidal patients, clear guidance and recommendations for discussing means safety with patients has only recently emerged. This presentation will provide an overview of the means safety counseling approach used in brief cognitive behavioral therapy for suicide prevention (BCBT), with a particular focus on firearm safety. This workshop provides practical suggestions and tips for navigating conversations about firearm safety with high-risk patients, and includes skills training with feedback.

At the end of this session, the learner will be able to:

- Identify the key assumptions that underlie means safety counseling.
- Describe the evidence supporting means restriction for suicide prevention.
- Identify the three core assumptions of means safety counseling.
- Identify common barriers to means safety counseling.
- Use effective clinical strategies to increase an individual's willingness to enact firearm safety procedures.

Recommended Readings: Britton, P. C., Bryan, C. J. , & Valenstein, M. (2016). Motivational interviewing for means restriction counseling with patients at risk for suicide. *Cognitive and Behavioral Practice*, 23(1), 51-61. Bryan, C. J. , Stone, S. L. , & Rudd, M. D. (2011). A practical, evidence-based approach for means-restriction counseling with suicidal patients. *Professional Psychology: Research and Practice*, 42(5), 339. Rudd, M. D. , Bryan, C. J. , Wertenberger, E. G. . , Peterson, A. L. , Young-McCaughan, S. , Mintz, J. , Williams, S. R. , Arne, K. A. , Breitbart, J. , Delano, K. , Wilkinson, E. , & Bruce, T. O. (2015). Brief cognitive behavioral therapy effects on post-treatment suicide attempts in a military sample: results of a 2-year randomized clinical trial. *American Journal of Psychiatry*, 172, 441-449. Berman, A. L. (2006). Risk management with suicidal patients. *Journal of Clinical Psychology*, 62, 171-184. Khazem, L. R., Houtsma, C., Gratz, K. L., Tull, M. T., Green, B. A., & Anestis, M. D. (2015). Firearms matter: The moderating role of firearm storage in the association between current suicidal ideation and likelihood of future suicide attempts among United States military personnel. *Military Psychology*, 28(1), 25-33.

12:00 p.m. – 3:00 p.m.

A707, Atrium Level

Workshop 16

ticket

Case Formulation and Treatment Planning in Dialectical Behavior Therapy

Shireen L. Rizvi, Ph.D., ABPP, Rutgers University
Jennifer Sayrs, Ph.D., Evidence Based Treatment Centers of Seattle

Earn 3 continuing education credits

Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: DBT (*Dialectical Behavior Therapy*), Adherence, Borderline Personality Disorder

Dialectical Behavior Therapy (DBT) is a complex cognitive-behavioral treatment designed for a population with multiple problematic and high-risk behaviors. As with any behavioral treatment, the role of assessment in DBT is critical. Although there is a significant body of research supporting the efficacy of DBT, there is a relative dearth of practical

and principle-based information that help therapists formulate cases and treatment from a DBT perspective. In this workshop, we will provide a step-by-step guide for creating an assessment-driven DBT case formulation. We will focus on identifying stage of treatment, determining goals, identifying the target hierarchy, assessing and treating the primary target behavior, and tracking outcomes. We will highlight the few rules that inform DBT assessment and practice, note and correct several common misconceptions, and demonstrate how the use of thorough assessment can result in a more nuanced case formulation and ultimately, a more effective treatment. Experiential exercises and case examples will be utilized to bring the principles to life. This workshop is designed for clinicians with some direct clinical experience conducting DBT; basic DBT principles will not be reviewed.

At the end of this session, the learner will be able to:

- Identify the key principles that inform case formulation in DBT.
- Describe a seven-step process of generating a DBT case formulation and treatment plan.
- Assess key variables in order to create an idiographic case formulation.

Recommended Readings: Linehan, M.M. (1993). *Cognitive behavioral treatment of borderline personality disorder*. New York: Guilford Press. Koerner, K. (2012). *Doing dialectical behavior therapy: A practical guide*. New York: Guilford Press. Rizvi, S.L., & Sayrs, J.H.R. (in press). *Assessment-driven case formulation in Dialectical Behavior Therapy: Using principles to guide effective treatment*. *Cognitive and Behavioral Practice*.

12:00 p.m. – 2:00 p.m.

A705, Atrium Level

Shabbat

“Please join us for Shabbat. All are welcome.”

12:30 p.m. – 1:30 p.m.

L504-L505, Lobby Level

Annual Meeting of Members

All ABCT members are encouraged to attend this meeting. Learn about the Association’s progress on our Strategic Plan and our priorities for 2020. Meet the newest members of the ABCT governance and help thank your colleagues who have contributed so much to ABCT’s success over the past year. And don’t forget to vote and get your sticker!

Atrium Ballroom B&C, Atrium Level

Invited Address 2

**Transforming the Lives of Children, Parents,
and Communities: Accomplishments and Future
Opportunities**

Matthew Sanders, Ph.D., The University of Queensland

Earn 1 continuing education credit

Primary Category: Parenting / Families

Key Words: *Parenting, Prevention*



**MATTHEW
SANDERS**

This presentation argues that the field of evidence-based parenting support using social learning and cognitive-behavioral principles has made a major contribution to the mental health and well being of children and young people. Of all the potentially modifiable risk and protective factors associated with poor developmental outcomes, none are more important than the quality interactions between parents and children. However, the approach has vast untapped potential to address a much larger range of diverse problems experienced by families in raising their children. The emergence of a population approach combined with ongoing applications for a much wider range of child and adolescent problems has shown the application of core principles to highly effective, flexibly tailorable, and culturally acceptable in a wide range of cultural and socioeconomic contexts around the world. Ongoing innovations include the development of parenting interventions for anxiety disorders, pain syndromes, chronic illnesses, sibling and peer relationship problems, academic attainment, and serious mental health problems and neurodevelopmental disorders. The presentation will illustrate how the field has continued to evolve as a

population health perspective has been increasingly adopted with low-intensity, low-cost programs (in-person and online programs) with wide population reach. The principles of minimal sufficiency and “proportionate universalism” will be illustrated to show how increasing population reach can be achieved in a cost-effective manner. At the same time programs are needed for the most vulnerable children and families. Future parenting interventions should focus on promoting self-regulation skills in both adults and children. Finally, the role of parenting programs in tackling some of the world’s “wicked” problems will be discussed.

At the end of this session, the learner will be able to:

- Describe how innovations in the delivery of positive parenting principles has occurred to tackle a diverse range of child problems.
- Demonstrate an understanding of integrated, multilevel systems of evidence-based interventions to promote population-level change.
- Explain how parenting interventions continue to evolve to address the needs of contemporary parents and families in a culturally sensitive manner.

Recommended Readings: MacDonell, K. W., & Prinz, R. J. (2017). A review of technology-based youth and family-focused interventions. *Clinical Child and Family Psychology Review*, 20(2), 185-200. Sanders, M. R. (2019). Harnessing the power of Positive Parenting to promote the wellbeing of children, parents and communities over a lifetime. *Behaviour Change*, 1-19. Sanders, M.R., & Mazzuchelli, T. (Eds.). (2018). *The Power of Positive Parenting: Transforming the lives of children, parents and communities through the Triple P system*. New York, NY: Oxford University Press. Sanders, M. R., Turner, K. M., & Metzler, C. W. (2019). Applying self-regulation principles in the delivery of parenting interventions. *Clinical Child and Family Psychology Review*, 22(1), 24-42.

Symposium 87

Remote Interventions With Couples: Using Technology to Extend Our Reach

CHAIR: *Steven Sayers, Ph.D.*, University of Pennsylvania / CMC VA Medical Center (Philadelphia)

DISCUSSANT: *Brian Doss, Ph.D.*, University of Miami

Earn 1 continuing education credit

All levels of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Treatment, PTSD (Posttraumatic Stress Disorder)*

Engaging Veterans in Couples Therapy Via Telemental Health Services in the Veterans Affairs Medical System

Jenna B. Teves, Ph.D., Ralph H. Johnson VA Medical Center

Kimberley Stanton, Ph.D., Ralph H. Johnson VA Medical Center

Grace McKee, M.A., Ralph H. Johnson VA Medical Center

Alice Huang, M.A., Ralph H. Johnson VA Medical Center

Julian Libet, Ph.D., Ralph H. Johnson VA Medical Center

Karen H. Petty, Ph.D., Couples and Family Clinic, Ralph H. Johnson VA Medical Center; Medical University of South Carolina

Helping Couples Put in the Work: Promoting Relationship Maintenance as a Mechanism of Change in a Self-Guided Online Relationship Program

Ronald D. Rogge, Ph.D., University of Rochester

Dev Crasta, Ph.D., VA VISN2 Center of Excellence for Suicide Prevention

Telephone-based Coaching Using CRAFT For Intimate Partners of Military Veterans

Eric Kuhn, Ph.D., National Center for PTSD

Chris Eybes, Ph.D., Minneapolis VA Medical Center / University of Minnesota

Shahrazad Mavandadi, Ph.D., CMC VA Medical Center / University of Pennsylvania

James McKay, Ph.D., University of Pennsylvania/ CMC VA Medical Center

Steven Sayers, Ph.D., University of Pennsylvania / CMC VA Medical Center (Philadelphia)

Membership Panel 2

How to Get Published in Cognitive and Behavioral Practice and Behavior Therapy

Denise Sloan, Ph.D., Boston University School of Medicine & National Center for PTSD

Barbara Kamholz, ABPP, Ph.D., VA Boston HCS & BU School of Medicine
Muniya Khanna, Ph.D., The OCD and Anxiety Institute

Christopher R. Martell, ABPP, Ph.D., University of Massachusetts-Amherst
Jonathan Comer, Ph.D., Florida International University

Trevor Hart, Ph.D., Ryerson University

R. Kathryn McHugh, Ph.D., McLean Hospital/Harvard Medical School
Dean McKay, Ph.D., Fordham University

Rory O'Connor

Brian C. Chu, Ph.D., Graduate School of Applied and Professional Psychology, Rutgers University

Key Words: Career Development, Publishing, Professional Development

Join the editors of both Behavior Therapy and Cognitive and Behavioral Practice as they discuss ways to tailor your manuscript for their journals. The editorial team of Cognitive and Behavioral Practice, ABCT's clinically oriented journal, will discuss the mission and objectives of the journal. The team will explain the strategies to help less experienced authors get published. The session is interactive, and is designed for both junior clinicians and academics as well as more senior therapists who may be less familiar with writing and publishing in clinically oriented scientific journals. This is essential for those who have clinical techniques they'd like to share but want help in developing them into an article. The team will also discuss the new online streaming video features the journal launched and ways to better illustrate therapeutic techniques. In addition, the team will talk about the newly section on multi-media reviews. The editors of Behavior Therapy, ABCT's research journal, will talk about the strategies that will help turn a manuscript into an accepted article. The editors will highlight areas they are hoping to increase and offer tips for getting the right mix of discussion, methods, and findings. Questions are welcomed and should be the order of the day.

Research and Professional Development 6

Developing Your Research Career: NIH Training and Career Development Funding Opportunities

PANELISTS: *Ashlee Tipton, Ph.D.*, National Center for Complementary and Integrative Health at NIH
Lisa Uebelacker, Ph.D., Brown University & Butler Hospital
Christina M. Luberto, Ph.D., Massachusetts General Hospital/
Harvard Medical School
Ivan W. Miller, Ph.D., Brown University
Ana M. Abrantes, Ph.D., Brown University
Lauren Weinstock, Ph.D., Brown University & Butler Hospital
Lanay M. Mudd, Ph.D., National Center for Complementary and Integrative Health at NIH

Earn 1.5 continuing education credits

Basic level of familiarity with the material

Primary Category: Workforce Development / Training / Supervision

Key Words: *Career Development, Research Funding, Professional Development*

Applying to the National Institutes of Health (NIH) can seem daunting to many students and early career investigators; however, a training or career development award is a great opportunity to establish a track-record of funding, obtain pilot data for future applications, and receive additional mentorship. The purposes of this panel session are to provide an overview of NIH training and career development funding opportunities, tips for successful grant submissions and review, and advice on key aspects of planning a successful research career with NIH funding. The session presenters will include a program officer at the National Center for Complementary and Integrative Health (NCCIH) at the NIH (Dr. Mudd), a scientific review officer at NCCIH (Dr. Tipton), a current K23-awardee (Dr. Luberto), and a previous K-awardee and now senior investigator with experience as an NCCIH training panel reviewer (Dr. Uebelacker). We have also invited three established investigators who have served on several NIH review panels and have experience mentoring junior faculty to participate in a mock study section and join the panel for Q&A (Dr. Miller, Dr. Abrantes, and Dr. Weinstock). Dr.'s Mudd and Tipton will provide an overview of funding opportunities and the NIH review process, as well as describe funding priorities at the NCCIH. Dr. Luberto will share her experience transitioning from an NCCIH T32 fellowship and applying for, receiving and starting her K-award. Dr. Uebelacker will discuss her transition from her K-award to subsequent R-level funding, as well as her experience reviewing training applications. Each presenter will provide their unique perspective about how to make successful early career transitions and how to secure NIH

funding. A mock study section will be used to illustrate key strengths and weaknesses commonly discussed when reviewing K applications. There will be ample opportunity for questions and answers during the session. Overall, the session will focus on developing a successful research career plan with NIH funding.

At the end of this session, the learner will be able to:

- Understand NIH career development funding opportunities and the application review process.
- Become familiar with NCCIH funding priorities for mindfulness and acceptance-based approaches.
- Be able to develop a successful research career plan that links different NIH funding opportunities to different stages of career development.

Recommended Readings: Silda N and Lund PK. The impact of individual mentored career development (K) awards on the research trajectories of early-career scientists. *J Assoc Amer Med Col.* Epub ahead of print. DOI: 10.1097/ACM.0000000000002543. Eblen MK, Wagner RM, Roy Chowdhury D, Patel KC, Pearson K. How Criterion Scores Predict the Overall Impact Score and Funding Outcomes for National Institutes of Health Peer-Reviewed Applications. *PLOS-One* 11(6):e0155060. doi:10.1371/journal.pone.0155060 Jones HP, McGee R, Weber-Main AM, Buchwald DS, Manson SM, Vishwanatha JK, Okuyemi KS. Enhancing research careers: an example of a US national diversity-focused, grant writing training and coaching experiment. *BMC Proceedings* 2017, 11(Suppl 12):16 DOI 10.1186/s12919-017-0084-7.

1:30 p.m. – 3:00 p.m.

Marquis Salon D, Marquis Level

Symposium 88

Transdiagnostic Approaches in the Aetiology and Treatment of Anxiety Disorders

CHAIRS: *Muriel A. Hagenaars, Ph.D., Utrecht University*

Iris M. Engelhard, Ph.D., Utrecht University

DISCUSSANT: *Dirk Hermans, Ph.D., KU Leuven*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Adult Anxiety

Key Words: Anxiety, Transdiagnostic, Treatment

Long-Term Efficacy of Cognitive Behavioral Therapy For Anxiety and Related Disorders: A Systematic Review and Meta-Analysis

Eva Van Dis, M.S., University of Utrecht

The Unified Protocol For Transdiagnostic Treatment of Emotional Disorders Compared With Diagnosis-Specific Protocols For Anxiety Disorders: Long-Term Outcomes

Todd Farchione, Ph.D., Boston University

David Barlow, Ph.D., Boston University

Jacqueline R. Bullis, Ph.D., McLean Hospital/Harvard Medical School

Predictive Value of Implicit and Explicit Self-Esteem for the Recurrence of Anxiety Disorders: A 3 Year Follow-Up Study

Lonneke van Tuijl, Ph.D., University Medical Center Groningen

Peter J. de Jong, Ph.D., University of Groningen

Relation Between Cognitive and Behavioral Strategies and Future Change in Common Mental Health Problems Across 18 Years

Michelle G. Newman, Ph.D., The Pennsylvania State University

Hani Zainal, Ph.D., The Pennsylvania State University

Symposium 89

Reframing Behavioral Addictions as Reinforcer Pathologies: Implications for Theory and Practice

CHAIR: Samuel F. Acuff, M.S., The University of Memphis

DISCUSSANT: Carla Rash, Ph.D., UConn Health

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Addictive Behaviors

Key Words: *Addictive Behaviors, Behavioral Economics, Risk / Vulnerability Factors*

A Cross-cultural Behavioral Economic Analysis of Compulsive Internet Use: Data From Six Countries

Angelina Pilatti, Ph.D., National University of Cordoba

Sam Leonard, B.S., The University of Memphis

Megan Collins, B.S., The University of Queensland

Leanne Hides, Ph.D., The University of Queensland

Nutamkumar S. Thingujam, Ph.D., Tripura University

Wen Jia Chai, B.S., University of Science, Malaysia

Chloe Shuai, B.S., The University of Exeter

Lee Hogarth, Ph.D., The University of Exeter

James G. Murphy, Ph.D., University of Memphis

Samuel F. Acuff, M.S., The University of Memphis

Examining Gambling Disorder From a Behavioral Economic Perspective

Tony Buchanan, Ph.D., St. Louis University

Kyler Mulhauser, M.A., University of Alabama at Birmingham

Ryan Van Patten, Ph.D., University of California, San Diego

Jeremiah Weinstock, Ph.D., Saint Louis University

Assessing the Relative Reinforcing Value of Gambling and Video Games

Drew T. Bassett, M.S., Auburn University

Leon H. Butler, Ph.D., Sacred Circle Healthcare

Jessica G. Irons, Ph.D., James Madison University

Nicole R. Schultz, M.A., Auburn University

Christopher J. Correia, Ph.D., Auburn University

Assessing the Utility of a Brief Abstinence Test to Reduce Smartphone and Social Media Use Among College Students

Danielle R. Valenti, B.S. student, James Madison University

Meshayla M. Lumpkin, B.S. student, James Madison University

Jessica G. Irons, Ph.D., James Madison University

Taylor Stanley, B.S., James Madison University

1:30 p.m. – 3:00 p.m.

M106-M107, Marquis Level

Symposium 90

All the Skills, All the Time: Lessons Learned From Dialectical Behavior Therapy Intensive Outpatient and Residential Programs

CHAIR: *Emily Cooney, Ph.D., Yale School of Medicine*

DISCUSSANT: *Lorie Ritschel, Ph.D., University of North Carolina Chapel Hill School of Medicine*

Earn 1.5 continuing education credits

Moderate level of familiarity with the material

Primary Category: Program / Treatment Design

Key Words: *DBT (Dialectical Behavior Therapy), Implementation, Measurement*

Intensive Outpatient Dialectical Behavior Therapy (DBT) for Adults and Adolescents: Implementation, Modifications, and Outcomes Monitoring

Blair Kleiber, Ph.D., Evidence Based Treatment Centers of Seattle (EBTCS)

Sarah Huffman, B.A., Evidence Based Treatment Centers of Seattle (EBTCS)

Alex Ivey, Psy.D., Evidence Based Treatment Centers of Seattle (EBTCS)

Joanna Watson, Ph.D., Evidence Based Treatment Centers of Seattle (EBTCS)

Travis L. Osborne, ABPP, Ph.D., Evidence Based Treatment Centers of Seattle (EBTCS)

Joanna Berg, Ph.D., Evidence Based Treatment Centers of Seattle (EBTCS)

Jennifer Sayrs, Ph.D., Evidence Based Treatment Centers of Seattle (EBTCS)

Defining Measurement-Based Care Criteria for Predicting Treatment Response in a Residential Dialectical Behavior Therapy Setting

Emily Cooney, Ph.D., Yale School of Medicine

Sarah Barnes, M.S., Yale School of Medicine

Seth Axelrod, Ph.D., Yale School of Medicine

SATURDAY

Dialectical Behavior Therapy in a Mixed Diagnosis Intensive Outpatient Program For Transitional Age Youth

Emily Cooney, Ph.D., Yale School of Medicine

Nataly Beck, M.D., Yale School of Medicine

Kristine Weidner, LCSW, Yale-New Haven Psychiatric Hospital

Is More DBT Associated With Less Suffering? Outcomes Associated With an Intensive Outpatient DBT Program in an Academic Medical Center.

Emily Cooney, Ph.D., Yale School of Medicine

Seth Axelrod, Ph.D., Yale School of Medicine

2:00 p.m. – 4:00 p.m.

A703, Atrium Level

Master Clinician 7

ticket

Integrating Motivational Interviewing With Cognitive-Behavioral Interventions to Maximize Client Outcomes

Sylvie Naar, Ph.D., Florida State University College of Medicine

Steven Safren, Ph.D., University of Miami

Earn 2 continuing education credits

Moderate level of familiarity with the material

Primary Category: Treatment - Other, Treatment- CBT, Transdiagnostic

Key Words: *Motivational Interviewing, CBT, Motivation*

Both cognitive-behavioral therapy (CBT) and motivational interviewing (MI) based interventions have decades of empirical study and are front-line evidence-based treatment interventions for a variety of psychological and self-care treatments. Despite the strongest evidence for CBT (Hofmann, Asnaani, Vonk, Sawyer, & Fang, 2012), there are still many individuals who do not respond to treatment, do not adhere to between-session practice change tasks, discontinue treatment prematurely, or, after initial success, are unable to maintain change (Naar-King, Earnshaw, & Breckon, 2013). The use of a collaborative, guiding conversational style to strengthen a person's own intrinsic motivation and commitment for change (motivational interviewing) may be a powerful way to maximize outcomes in cognitive-behavioral treatments. There are several ways that MI can be combined with CBT. First, MI may be delivered as a brief pretreatment to build motivation for multisession intervention. Second, MI can be used at specific moments during CBT when discord or ambivalence arises. Third, MI can serve as an integrative framework in which other interventions, such as CBT strategies, could be delivered. After providing a

brief didactic presentation, this seminar will interact with participants to demonstrate and practice integrating MI with assessment and collaborative treatment planning and integrating MI with an example CBT-intervention, behavioral activation. We will end with questions and discussion.

At the end of this session, the learner will be able to:

- Describe the MI Spirit and the reinforcement of change language as the foundation for patient/client-provider interactions when conducting CBT interventions.
- Demonstrate integrating MI with collaborative assessment and treatment planning.
- Explain the use of MI to promote adherence to CBT interventions.

Recommended Readings: Miller, W.R., & Rollnick, S. (2013). *Motivational Interviewing: Helping people change* (3rd ed.). New York: Guilford Press. Naar, S., & Safren, S.A. (2017). Motivational interviewing and CBT: Combining strategies for maximum effectiveness. New York: Guilford Press. Naar-King, S., Earnshaw, P., & Breckon, J. (2013). Toward a universal maintenance intervention: Integrating cognitive-behavioral treatment with motivational interviewing for maintenance of behavior change. *Journal of Cognitive Psychotherapy*, 27(2), 126-137. DOI: 10.1891/0889-8391.27.2.

2:00 p.m. – 3:30 p.m.

networking **International North, Ballroom Level, Hyatt Regency Atlanta**

Native American Issues in Behavioral Therapy and Research SIG

The SIG will meet to discuss ongoing efforts to bring awareness to ongoing topics, initiatives, projects, clinical interests, and research relevant to Native American, Pacific Islander, and First Nations. Opportunities to develop collaborations, engage in leadership roles, and increase the involvement in the SIG will also be discussed.

2:00 p.m. – 3:30 p.m.

networking **Embassy A, Embassy Level, Hyatt Regency Atlanta**

Sexual and Gender Minority SIG

Review SGM-specific content at the annual convention, plan content for the upcoming convention, elicit feedback from members about ongoing initiatives, announce a student award, and provide networking opportunities.

2:00 p.m. – 3:30 p.m.



Embassy C, Embassy Level, Hyatt Regency Atlanta

Technology & Behavior Change SIG

The Technology and Behavior Change SIG meeting will discuss SIG business and will have members share research and clinical work relevant to the SIG focus. Members will have the opportunity to give brief presentations in a modified Ignite presentation format (5 minutes) to showcase their work using varying technologies to facilitate behavior change. Presentations can be about formal research projects or findings, work in progress, new ideas, and innovative uses of technology in clinical practice. All ABCT members are welcome to join this meeting, and we encourage all individuals with shared interest in technology and behavior change to attend and consider joining our SIG.

2:00 p.m. – 3:30 p.m.



Embassy D, Embassy Level, Hyatt Regency Atlanta

Child & Adolescent Anxiety SIG

The Child and Adolescent Anxiety Special Interest Group (SIG) was formed to facilitate advancements in the field of child and adolescent anxiety disorders. To this end, the SIG aims to: i) provide an arena for members to discuss current controversies, limitations of research and directions for future research; ii) foster collaboration amongst researchers and clinicians; and iii) provide an avenue for members to network with colleagues sharing a common interest in child anxiety.

Clinical Roundtable 11

Foundations and Flexible Applications of Behavioral Activation in Clinical Context

MODERATORS: *Katherine Crowe, Ph.D.*, NYU Langone Health

Carolyn Spiro-Levitt, Ph.D., NYU Langone Health

PANELISTS: *R. Eric Lewandowski, Ph.D.*, NYU Langone Health

Jessica Jenness, Ph.D., University of Washington

Kathryn DeLonga, Psy.D., Mood Brain & Development Unit,
National Institute of Mental Health

Christopher R. Martell, ABPP, Ph.D., University of
Massachusetts-Amherst

Elizabeth McCauley, Ph.D., University of Washington

Earn 1.5 continuing education credits

Primary Category: Child / Adolescent - Depression

Key Words: *Depression, Behavioral Activation, Adolescents*

Recent meta-analytic research suggests that psychotherapy treatment of depression in teens is less effective than previously recognized, with effect sizes among the lowest for all psychiatric conditions in youth. Further, depression in teens is increasingly understood to be a heterogeneous condition requiring flexible and personalized psychotherapy treatments. In light of these challenges, Behavioral Activation (BA) has emerged as a promising additional strategy for supporting youth to overcome depression. In this clinical roundtable, panelists representing outpatient child psychiatry clinics and inpatient and outpatient research groups will review considerations in the flexible application of BA treatment with heterogeneous and complicated presentations of depression in teens. Panelists will review the BA model, highlighting the central role of behavioral avoidance in the onset and maintenance of depression, as well as research on the neurobiology of reward functioning in depressed teens that supports renewed interest in this approach. Case examples will illustrate how BA principles can be applied to conceptualize and guide treatment in complex presentations with comorbidities and challenging contextual factors. Panelists will also review approaches under study to optimally engage parents and support treatment with challenging populations including teens with depression and comorbid conditions. Discussion will focus on strategies to maximize the impact of treatment through in-vivo activation activities. Panelists will also discuss challenges of assessing and maintaining fidelity while applying this model flexibly according to principles rather than to a set protocol.

Clinical Roundtable 12

Exposures Gone Awry: Rallying and Recuperating from Unforeseen, Unanticipated, and Uncommon Blunders!

MODERATOR: *Simon A. Rego, ABPP, Psy.D., Montefiore Medical Center/
Albert Einstein College of Medicine*

PANELISTS: *Anne Marie Albano, ABPP, Ph.D., Columbia University
Medical Center*

*Martin E. Franklin, Ph.D., Perelman School of Medicine at the
University of Pennsylvania*

*Maureen L. Whittal, ABPP, Ph.D., Vancouver CBT Centre/
University of British Columbia*

*Michael Southam-Gerow, Ph.D., Virginia Commonwealth
University*

Earn 1.5 continuing education credits

Primary Category: Treatment - CBT

Key Words: *Exposure, Anxiety, Treatment*

Exposure therapy is defined as any treatment that encourages the systematic confrontation of feared stimuli, which can be external (e.g., feared objects, activities, situations) or internal (e.g., feared thoughts, physical sensations) in order to reduce the person's fearful reaction to the stimulus (Kaplan & Tolin, 2011). At this time, expert consensus guidelines consider exposure therapy to be the most effective treatment for anxiety disorders, with 60% to 90% of treatment completers having either no remaining symptoms or sub-clinical symptoms. As a long considered "first-line" treatment, exposure therapy has been taught in training programs and workshops for years and, as a result, has been adopted in all of its various forms (e.g., in vivo, imaginal, interoceptive, virtual reality, etc.) into the clinical repertoire of cognitive behavioral therapists throughout the world. While our protocols and textbooks typically describe how to implement exposure therapy in a seemingly simple and straightforward manner, as many exposure therapists know firsthand, what happens in the real world is often unpredictable. Thus, fears of this unpredictability, along with concerns about crossing ethical lines and buying into the myths of exposure lead many novice therapists to be reluctant to utilize exposure therapy and, as a result, patients receive a modified version of exposure (if at all) that ironically may limit progress in therapy and also discourage patients from trying a proper course of treatment with a bona-fide exposure therapist. How often does exposure therapy not go exactly as planned? What should the therapist do in these instances or when an unanticipated issue emerges during an exposure exercise? Are there predictable challenges in conducting exposure therapy that can be prophylactically addressed? Is there an ethical line that should not be crossed when engaging in exposure? Is there any validity to some of the myths about exposure?

These questions, along with any other questions the audience members may have, will be answered by four master clinicians (Anne Marie Albano, Marty Franklin, Michael Southam-Gerow, and Maureen Whittal) with decades of experience in conducting exposure therapy with children, adolescents, and adults.

2:30 p.m. – 4:00 p.m.

Imperial Salon B, Marquis Level

Clinical Roundtable 13

Psychologists in Pediatric Medical Settings: Extending the Reach of Evidence-Based Treatment

MODERATORS: *Corinne Catarozoli, Ph.D.*, Weill Cornell Medicine, New York Presbyterian Hospital

Rebecca Lois, Ph.D., New York University School of Medicine

PANELISTS: *Lara Brodzinsky, Psy.D.*, Hassenfeld Children's Hospital at NYU Langone

Laura Reigada, Ph.D., City University of New York, Brooklyn College and the Graduate Center

Christopher Smith, Ph.D., Samaritan Family Medicine

Joslyn Kenowitz, Ph.D., Nemours/A.I DuPont Hospital for Children

Earn 1.5 continuing education credits

Primary Category: Health Psychology / Behavioral Medicine - Child

Key Words: *Behavioral Medicine, Health Psychology, Integrated Care*

This clinical round table aims to both illustrate the benefits of psychologists providing evidence-based treatment in pediatric medical settings, as well as discuss realistic implementation of these positions. A significant research base has demonstrated the value of extending psychological services within the medical setting as a means to improve health outcomes, reduce unnecessary healthcare utilization, and improve patient experience. As a result, healthcare systems are increasingly employing psychologists, in turn increasing access to care for individuals with a wide range of health problems across diverse populations. The shift to this more comprehensive behavioral health model requires multidisciplinary collaboration. Accordingly, the role of psychologist in these settings expands beyond providing direct service as a clinician to include consultant, educator, supervisor, and trainer. Oftentimes, pediatric psychologists are the first mental health provider with which families interface and can offer important education on the role of non-pharmacological treatment of various medical issues (i.e., pain). Operating from this behavioral health framework offers an integrative and individualized approach to healthcare, as it conceptualizes and addresses mental and physical aspects to health, two domains that have historically been separated. The panelists in this clinical round table represent a wide

range of pediatric medical settings including outpatient, inpatient consultation-liaison, primary care, and specific medical divisions of pediatric gastroenterology and endocrinology. Several frameworks of how psychologists are integrated and practice in medical settings will be presented and panelists will discuss optimal models (consultation, co-location, integrated care) for various behavioral health problems. This panel will heavily focus on implementation and coordinated care among a multidisciplinary team, including discussion on facilitating communication between medical and psychiatric providers, as well as issues including funding, insurance, and billing. Presenters will offer pragmatic guidance on overcoming operational challenges and areas for future direction.

2:30 p.m. – 4:00 p.m.

Marquis Salon C, Marquis Level

Mini Workshop 16

Using Digital Tools to Facilitate Cognitive-Behavioral Therapy for Insomnia Treatment With Veterans

Carolyn J. Greene, Ph.D., VA

Christi S. Ulmer, Ph.D., VA Center of Innovation; Duke University School of Medicine

Katherine E. Miller, Ph.D., Department of Veterans Affairs

Pearl A. McGee-Vincent, Psy.D., National Center for PTSD, VA Palo Alto Health Care System

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Technology

Key Words: *Sleep, Technology / Mobile Health, Veterans*

The Society of Behavioral Sleep Medicine, the American Academy of Sleep Medicine, the American College of Physicians, and the National Institutes of Health recommend Cognitive Behavioral Therapy for Insomnia (CBT-I) as the standard treatment for chronic insomnia²⁻⁵. CBT-I is highly effective in reducing not only insomnia severity, but also depression and suicidal ideation. This workshop will describe and demonstrate digital tools developed by the Department of Veterans Affairs (VA) to facilitate CBT-I delivery and access and will provide pragmatic clinical implementation strategies and resources. Although these tools were developed with Veterans in mind, they are publicly available and can be used with any adult population. CBT-i Coach⁶ is a free mobile app that facilitates delivery of CBT-I for those engaged in face to face treatment with a trained provider. The app provides users with a convenient and easy-to-use sleep diary, customizable reminders, educational content, and additional tools like relaxation exercises. CBT-I trained

clinicians have reported favorable impressions of its impact on homework adherence and outcomes. 7 Research has shown that CBT-I can be effectively delivered by self-help workbooks, computers, and/or mobile apps.8-10 The VA developed Path to Better Sleep¹¹, a free online program that contains all the components of CBT-I, to help reach the many Veterans who would benefit from CBT-I. Path to Better Sleep can be used independently as a self-help tool, or in conjunction with clinician support. Presenters will provide participants with skills and resources to integrate CBT-I Coach and Path to Better Sleep into clinical practice. The workshop will include demonstration, lecture, and discussion of clinical considerations, including privacy and risk issues. Presenters will assume a knowledge of CBT techniques. We anticipate that this workshop will be relevant to a broad audience of clinicians whose patients struggle with insomnia.

At the end of this session, the learner will be able to:

- Describe how free digital CBT-I resources such as Path to Better Sleep or CBT-i Coach meet an important public health need.
- Describe how these resources can be used with Veterans, either as adjuncts to treatment or as recommendations for self-care.
- Identify three client-centered considerations to take into account when integrating technology into clinical care.

Recommended Readings: Kuhn, E., Weiss, B. J., Taylor, K. L., Hoffman, J. E., Ramsey, K. M., Manber, R., ... & Trockel, M. (2016). CBT-I coach: a description and clinician perceptions of a mobile app for cognitive behavioral therapy for insomnia. *Journal of clinical sleep medicine*, 12(04), 597-606. Ulmer CS, Farrell-Carnahan L, Hughes JM, Manber R, Leggett MK, Tatum J, Swinkels C, Beckham JC, and the Mid-Atlantic (VISN 6) Mental Illness Research, Education and Clinical Center (MIRECC). (2016). Improve your Sleep: A Self-Guided Approach for Veterans with Insomnia (Clinician Manual). Weingardt, K.R. & Greene, C.J. (2015). New Electronic Tools for Veterans. *North Carolina Medical Journal*. 76 (5): 332-334.

Panel Discussion 4

So You Want to Train People From Different Professions in CBT... Now What?

MODERATOR: *Barbara Kamholz, ABPP, Ph.D.*, VA Boston HCS & BU School of Medicine

PANELISTS: *Pooja Dave, N/A, Ph.D.*, CHA/Harvard Medical School
Cory F. Newman, ABPP, Ph.D., Perelman School of Medicine at the University of Pennsylvania
Gail Steketee, Ph.D., Boston University
Shona N. Vas, Ph.D., The University of Chicago

Earn 1.5 continuing education credits

Primary Category: Treatment - CBT

Key Words: *Education and Training, CBT, Supervision*

The importance of disseminating cognitive-behavioral therapies (CBT) is widely acknowledged (e.g., Becker & Wiltsey-Stirman, 2011; Chorpita et al., 2011), with a portion of that attention focused on traditional clinical education and training (e.g., Kamholz et al., 2014). If CBT is going to permeate the healthcare field, training must go beyond psychology programs to meaningfully include social work, psychiatry, and primary care, among others. It is therefore unsurprising that major CBT-oriented organizations, such as ABCT, ADAA, and ISTSS note the importance of interprofessional CBT education (e.g., Kamholz et al., 2014), and aim to attract mental health (and other healthcare) professionals from a broad range of backgrounds and disciplines to their membership and meetings. Unfortunately, CBT experts typically do not have formal guidance in interprofessional training and may struggle to translate psychology-centric education to a broader range of learners. Furthermore, the American Psychological Association, Accreditation Council for Graduate Medical Education, and Council on Social Work Education offer little specific direction to inform these issues. Panelists include CBT educators with decades of experience training a range of students and professionals in evidence-based psychotherapies. They will discuss (1) the ways in which background education and philosophy of training affects CBT training, (2) considerations for “must have” topics for CBT curriculum development and clinical training (across basic and more advanced experiences), (3) strengths/challenges of different professions for CBT training and how to have/set appropriate expectations for training, and (4) assessment of competencies.

Atrium Ballroom A, Atrium Level

Panel Discussion 18

Successful Career Paths For the Scientist-Practitioner: A “Branching Pipeline” Approach to Retaining Women in Clinical Psychology

MODERATOR: *Jennifer W. Malatras, Ph.D.*, University at Albany, State University of New York

PANELISTS: *Julia M. Hormes, Ph.D.*, University at Albany, State University of New York

Ilana R. Luft, Ph.D., St. Louis Children’s Hospital, Washington University School of Medicine

Julie N. Morison, Ph.D., HPA/LiveWell

Julie L. Ryan, Ph.D., William James College

C. Alix Timko, Ph.D., University of Pennsylvania

Earn 1.5 continuing education credits

Primary Category: Professional/ Interprofessional Issues

Key Words: *Professional Issues, Professional Development, Women’s Issues*

Receiving a doctorate in Clinical Psychology prepares the Scientist-Practitioner for diverse roles, responsibilities, and career paths, yet the predominant culture of the field is to dichotomize the pipeline of career development (e.g., academic vs. clinical). Moreover, while there has been significant progress toward equal representation of women in the workplace, gender disparities persist, contributing to pipeline leakage. One related systemic barrier to pipeline progression is the relative dearth of systemic training, mentorship, and knowledge about the variety of career options both available and emerging and how to successfully navigate career transitions (Kaslow et al., 2018). These barriers may be particularly salient for women who remain underrepresented in more traditional pathways and who may be underprepared to explore alternative routes.

In line with this year’s conference theme, *Extending the Social Impact of Cognitive Behavioral Science*, this panel will take a step to shift the culture of career development, embracing the concept of a branching pipeline to successfully retain more women in the field. Specifically, the panel seeks to legitimize and provide knowledge about multiple professional pathways in the field of clinical psychology by bringing together early- and mid-career women psychologists from a variety of career paths for a discussion of career options and trajectories. Collectively, the panelists have experience as cognitive-behavioral psychologists in a range of settings, including tenure- and non-tenure track doctoral program faculty, university-based clinical faculty, hospital-based clinical and research faculty, and private practice. Panelists will discuss how and why each have made different career

choices, how they integrate science and practice, and how they strive to achieve work-life balance in each career setting. Audience participation and questions are encouraged.

2:30 p.m. – 4:00 p.m.

Marquis Salon B, Marquis Level

Panel Discussion 19

**Levering Technology to Support Personalized care:
Applying User-centered Design, Citizen Science, and
Machine Learning Algorithms to Digital Interventions**

MODERATOR: *Stephen Schueller, Ph.D.*, University of California, Irvine

PANELISTS: *Adrian Aguilera, Ph.D.*, University of California, Berkeley
Naomi Pollock, DSW, LCSW, AbleTo

Lauren A. Rutter, Ph.D., McLean Hospital/Harvard Medical School

Earn 1.5 continuing education credits

Primary Category: Program / Treatment Design

Key Words: *Technology / Mobile Health, Behavioral Medicine, Assessment*

As digital behavioral health interventions become widely developed and implemented, personalization is emerging as a key element to ensure broad scale effectiveness. Deep knowledge of the user is required to support personalization. This knowledge can be obtained through a wide range of methods, including user-centered design principles, citizen science, and machine learning algorithms. The selection of methodology depends on aspects of care delivery such as the type of intervention, the user, the technology, and the treatment. Panelists from research and private industry were selected to discuss the process of personalization, applying these methods in both assessment and intervention. We will first discuss how a user-centered design process can be employed to increase therapist adoption of personalized assessments and interventions. We will also review how citizen science can inform assessment. Lastly, we will discuss examples of the use of machine learning algorithms to personalize interventions. We will discuss the pros and cons of these various approaches, offering insights about personalization across populations and intervention modalities. We will also discuss the intervention implementation process, how to incorporate continuous feedback into a digitally-delivered intervention, and discuss some strengths and limitations of personalized care delivery.

Spotlight Research 3

Training Family and Caregivers in CBT for Psychosis-Informed Skills Within the Context of a CBTp Provider Network

- CHAIR: *Sarah L. Kopelovich, Ph.D., University of Washington School of Medicine*
- Presenter: *Samantha Davis, BFA, University of Washington*
- PANELISTS: *Bryan Stiles, M.A., University of Washington School of Medicine*
Marie Monroe-DeVita, Ph.D., University of Washington
Kate Hardy, Ph.D., Stanford University
Doug Turkington, M.D., Newcastle University

Earn 1.5 continuing education credits

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *Psychosis / Psychotic Disorders, Parent Training, Underserved Populations*

CBT for psychosis (CBTp), an evidence-based treatment for schizophrenia spectrum disorders, emphasizes integration of family members in the treatment course, yet these recommendations are discordant with common practice. Psychosis REACH (Recovery by Enabling Adult Carers at Home) is a training for family members and caregivers in CBTp-informed principles and skills. A pilot study of Psychosis REACH, conducted in the UK and Canada, demonstrated the feasibility of training adult caregivers in this intervention. Improvements in caregiver mental health across time, including significantly less psychological distress and negative appraisal of caregiving circumstances at follow-up, were reported. This investigative team offered a one-day Psychosis REACH training for the first time in the United States to a self-selected sample of 225 family members of individuals with a psychotic spectrum disorder in Washington State. A smaller intensive three-day training with follow-on consultation was delivered to a subsample of 30 family members selected with the assistance of a local Family and Caregiver Advisory Board to function as family peer supports in the state. Family members were referred from agencies that comprise Washington State's CBTp Provider Network, as well as by those without CBTp-trained providers. Participants completed measures of positive and negative caregiving experiences, self-perceived psychological distress, attitudes toward or interactional style with their loved one with psychosis, and attitudes toward psychosis prior to the training, immediately after completing the training, and 4 months post-training. This presentation will report on the findings of the initial training and 4-month follow-up, will discuss the opportunities and challenges of training adult caregivers in CBTp skills, and will consider the potential for extending care to an underserved population through this novel training approach.

At the end of this session, the learner will be able to:

- Recognize the challenges in current approaches to caregiver engagement for families of individuals with psychosis.
- Describe the impact of evidence-based family-focused interventions on caregiver mental health and engagement.
- Delineate the feasibility and acceptability of implementing short-term CBT interventions in caregiver populations.

Recommended Readings: Turkington, D., Gega, L., Lebert, L., Douglas-Bailey, M, Rustom, N., Alberti, M., Deighton, S., & Naeem, F. (2018). A training model for relatives and friends in cognitive behavioural therapy (CBT) informed care for psychosis. *Cogent Psychology*, 5: 1497749. <https://doi.org/10.1080/23311908.2018.1497749>Turkington, D., & Spencer, H. (2019). *Back to Life, Back to Normality Volume 2: CBT Informed Recovery for Families with Relatives with Schizophrenia and Other Psychoses*. Cambridge University Press.Lobban, F., Postlethwaite, A., Glentworth, D., Pinfold, V., Wainwright, L., Dunn, G., . . . Haddock, G. (2013). A systematic review of randomised controlled trials of interventions reporting outcomes for relatives of people with psychosis. *Clinical Psychology Review*, 33, 372–382. doi:10.1016/j.cpr.2012.12.004

2:30 p.m. – 4:00 p.m.

M301, Marquis Level

Symposium 100

Expanding the Impact of Youth Evidence-based Mental Health Care Through Parents

CHAIR: *Vanesa Ringle, M.S., University of Miami*

DISCUSSANT: *Jill Ehrenreich-May, Ph.D., University of Miami*

Earn 1.5 continuing education credits

Moderate to Advanced level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Dissemination, Public Health, Parenting*

Parents' Ability to Critically Appraise Treatment Claims as a Strategy to Increase Demands for Evidence-based Practices

Amanda Jensen-Doss, Ph.D., University of Miami

Vanesa Ringle, M.S., University of Miami

The Role of Parent Reflexive Reaction to Feelings in Mental Health Help Seeking Behaviors

Elizabeth Casline, M.S., University of Miami

Amanda Jensen-Doss, Ph.D., University of Miami

Kiara R. Timpano, Ph.D., Department of Psychology; University of Miami

Zabin Patel, M.P.H., M.S., University of Miami

How Powerful is Knowledge of Youth Mental Health?: The Validation of the Mental Health Literacy Test in a Caregiver Sample

Katherine Barnes, B.S. (in progress), University of California, Los Angeles

Bruce F. Chorpita, Ph.D., UCLA

Jennifer Gamarra, M.A., C.Phil., UCLA

Parent Mental Health Problems and Motivation as Predictors of Their Engagement in Community-Based Child Mental Health Services

Kelsey Dickson, Ph.D., San Diego State University

Alyson Shapiro, Ph.D., San Diego State University

Gina May, BA, UCSD/CASRC

Pui Cheng, M.S., San Diego State University

Rachel Haine-Schlagel, Ph.D., CASRC/San Diego State University

2:30 p.m. – 4:00 p.m.

M302, Marquis Level

Symposium 101

Labels Matter: The Role of Sexual Assault Perceptions in Risk and Outcomes

CHAIRS: *Emily L. Bernstein, B.S., University of Central Florida*

Amie R. Newins, Ph.D., University of Central Florida

DISCUSSANT: *Patricia A. Resick, Ph.D., Duke University Medical Center*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Women's Issues

Key Words: *Violence / Sexual Assault, Cognitive Schemas / Beliefs, Women's Issues*

Sexual Assault Acknowledgment and Psychological Symptoms: The Indirect Effect of Social Reactions to Disclosures

Amie R. Newins, Ph.D., University of Central Florida

Emily L. Bernstein, B.S., University of Central Florida

What's in a Label? Sexual Assault Characteristics, Rape Acknowledgment, and Outcomes

Laura Wilson, Ph.D., University of Mary Washington

Amie R. Newins, Ph.D., University of Central Florida

Assessing Putative Risk for Sexual Victimization Among College Women: Development of the Sexual Assault Script Scale (SASS)

Kari Leiting, Ph.D., VA Medical Center, Sioux Falls

Katie Witkiewitz, Ph.D., University of New Mexico

Elizabeth A. Yeater, Ph.D., University of New Mexico

#WhyIDidntReport: A Linguistic Inquiry Word Count Analysis of Barriers to Reporting Sexual Violence

Ananda Amstadter, Ph.D., Virginia Commonwealth University

Katherine Bogen, B.A., Rhode Island Hospital

Lauren Grocott, B.A., Rhode Island Hospital

Aderonke Ilegbusi, MPH, Brown University School of Public Health

Nicole Nugent, Ph.D., Alpert Medical School of Brown University

Lindsay Orchowski, Ph.D., Alpert Medical School of Brown University

Symposium 102

Cultural Competence and Evidence-based Practice in Training and Provision of Care in Diverse Societies

CHAIR: *Vaishali Raval, Ph.D.*, Miami University

DISCUSSANT: *Terri L. Messman-Moore, Ph.D.*, Miami University

Earn 1 continuing education credit

All levels of familiarity with the material

Primary Category: Culture / Ethnicity / Race

Key Words: *Culture, Evidence-Based Practice, Training / Training Directors*

Perceptions of Cultural Competence Training in Psychology Graduate Programs in India and USA

Baiju Gopal, Ph.D., Christ University

M. Cameron Hay, Ph.D., Miami University

Pankhuri Aggarwal, M.A., Miami University

Miriam Priti Mohan, M.A., Christ University

padma Kumari, Ph.D., Christ University

Elizabeth Thomas, Ph.D., Christ University

Aaron Luebbe, Ph.D., Miami University

Vaishali Raval, PhD, Miami University

Perceptions of Training in and Use of Evidence-based Practice Across Trainees, Faculty, and Practitioners in India and USA

Baiju Gopal, Ph.D., Christ University

Harishankar Moosath, M.A., Christ University

Aneesh Kumar, Ph.D., Christ University

Viju Painadath, Ph.D., Christ University

Jayshankar Reddy, Ph.D., Christ University

Madhavi Rangaswamy, Ph.D., Christ University

Vaishali Raval, Ph.D., Miami University

Aaron Luebbe, Ph.D., Miami University

Building Capacity for Provision of Training in Cultural Competence and Evidence-based Practice in Graduate Programs

Ann Kathleen Burlew, Ph.D., University of Cincinnati

Greta Dsouza, Ph.D., Christ University

Tony Sam George, Ph.D., Christ University

Kelamparampil Joseph Varghese, Ph.D., Christ University

Vaishali Raval, Ph.D., Miami University

Baiju Gopal, Ph.D., Christ University

2:30 p.m. – 4:00 p.m.

M304, Marquis Level

Symposium 139

Extending Research on the Interrelation of Interpersonal and Emotional Dysfunction Within Borderline Personality Disorder

CHAIR: *Kim Gratz, Ph.D., University of Toledo*

DISCUSSANT: *Jennifer Cheavens, Ph.D., The Ohio State University*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Personality Disorders

Key Words: *Borderline Personality Disorder, Emotion, Social Relationships*

The Relation of Borderline Personality Disorder to Implicit and Explicit Emotional and Interpersonal Motives for Nonsuicidal Self-Injury

Katherine Dixon-Gordon, Ph.D., University of Massachusetts Amherst

Matthew Tull, Ph.D., University of Toledo

Kim Gratz, Ph.D., University of Toledo

Alexander L. Chapman, Ph.D., Simon Fraser University

Novel Online Group Chat Paradigm Elicits Emotional Reactivity in Youth With Borderline Personality Disorder Pathology

Keith Edmonds, M.A., University of Toledo

Jason Rose, Ph.D., University of Toledo

Kim Gratz, Ph.D., University of Toledo

Julia R. Richmond, M.A., University of Toledo

Expanding Our Understanding of Emotion Regulation in Borderline Personality: The Use of Social Comparison as an Emotion Regulation Strategy

Julia R. Richmond, M.A., University of Toledo

Keith Edmonds, M.A., University of Toledo

Jason Rose, Ph.D., University of Toledo

Kim Gratz, Ph.D., University of Toledo

The Role of Interpersonal and Emotional Factors in Substance Use Outcomes Among Individuals With Borderline Personality Disorder

Julia R. Richmond, M.A., University of Toledo

Ariana Vidana, B.S., University of Toledo

Kim Gratz, Ph.D., University of Toledo

Matthew Tull, Ph.D., University of Toledo

Accuracy for Subtle Facial Emotional Expressions Among Individuals With Borderline Personality Disorder Symptoms and Diagnoses

Evelyn Meier, Ph.D., American University

Vincent Barbieri, M.A., American University

Nathaniel R. Herr, Ph.D., American University

Symposium 91

Efficacy and Feasibility of Integrating Evidence-based Treatment and Support into Schools: Four Approaches From the United States and Japan

CHAIR: *Chelsey Bowman, Ed.M.*, Boston University

DISCUSSANT: *Thomas Ollendick, Ph.D.*, Virginia Polytechnic Institute and State University

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Child / Adolescent - School-Related Issues

Key Words: *School, Evidence-Based Practice, Child*

Targeted Evidence-based Intervention for Struggling Readers in Elementary School: Combining Cognitive Behavioral Skills With Reading Intervention

Sharon Vaughn, Ph.D., University of Texas at Austin

Chelsey Bowman, Ed.M., Boston University

Greg Roberts, Ph.D., University of Texas at Austin

Phil Capin, Ph.D., University of Texas at Austin

Melodee Walker, Ph.D., Boston University

Amie Grills, Ph.D., Boston University

Touchstones and Strategies for Effective Implementation of School-based Universal Intervention for Preventing Adolescent Depression in Japan

Yugo Kira, M.S., Hiroshima University

School-based Universal Acceptance and Commitment Therapy for Adolescents' Emotional and Behavioral Problems: First Step in Introducing a Stepped Care Approach in School

Fumito Takahashi, Ph.D., Shinshu University

Acceptability and Feasibility of a School Mental Health Consultation Service

Abigail Stark, M.S., Suffolk University

Sadie Cathcart, B.A., The University of Massachusetts Boston

Lauren Santucci, Ph.D., McLean Hospital

Jacqueline Sperling, Ph.D., McLean Hospital

Mona Potter, M.D., McLean Hospital

Taylor Wilmer, Ph.D., McLean Hospital

Symposium 92

**Extending the Impact of Professional Training:
Innovative Models to Support Clinician Competence**

CHAIR: *Kimberly A. Hepner, Ph.D.*, RAND Corporation

DISCUSSANT: *Donna Sudak, M.D.*, Drexel University

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Workforce Development / Training / Supervision

Key Words: *Training / Training Directors, Supervision, Professional Development*

Barriers to Accessing Training Resources in Evidence-based Principles: A Needs Assessment

Allison Meyer, M.A., Duke University

Erin E. Reilly, Ph.D., University of California, San Diego

Steve D. Hollon, Ph.D., Department of Psychology, Vanderbilt University

Amanda Jensen-Doss, Ph.D., University of Miami

Douglas Mennin, Ph.D., Teachers College

Jordana Muroff, Ph.D., Boston University

Tammy Schuler, Ph.D., Association for Behavioral and Cognitive Therapies; Fred Hutchinson Cancer Research Center (Seattle, WA)

Bradley White, Ph.D., University of Alabama

Bethany A. Teachman, Ph.D., University of Virginia

Katharine E. E. Daniel, BS, University of Virginia

Assessing Psychotherapy Training for Clinicians: Development of the Training in Psychotherapy (TIP) Tool

Stephanie Brooks Holliday, Ph.D., RAND Corporation

Jessica Sousa, MSW, MPH, RAND Corporation

Terri Tanielian, M.A., RAND Corporation

Kimberly A. Hepner, Ph.D., RAND Corporation

Unpacking the Black Box: What Consultation Activities are Used and Consultation, and How Effective Are They?

Kera Swanson, MPH (expected 8/2019), National Center for PTSD

Matthew Beristianos, Ph.D., National Center for PTSD; Stanford University

Heidi La Bash, Ph.D., National Center for PTSD

Jeanine Lane, M.A., Ryerson University

Norman Shields, Ph.D., Royal Canadian Mounted Police

Candice Monson, Ph.D., Ryerson University

Jiyoung Song, B.A., National Center for PTSD

Clara Johnson, B.A., National Center for PTSD

Jansey Lagdamen, B.S., National Center for PTSD

Syed Aajmain, B.A., National Center for PTSD

Shannon Wiltsey-Stirman, Ph.D., National Center for PTSD and Stanford University

Consultation at a Distance: The Use of Technology to Encourage Participation and Enhance Competence

Kelly Chrestman, Ph.D., Uniformed Services University of the Health Sciences / Center for Deployment psychology

Diana Dolan, Ph.D., Uniformed Services University of The Health Sciences / Center for Deployment Psychology

Carin Lefkowitz, Psy.D., Uniformed Services University of The Health Sciences / Center for Deployment Psychology

Kevin Holloway, Ph.D., Uniformed Services University of The Health Sciences / Center for Deployment Psychology

Andrew Santanello, Psy.D., Uniformed Services University of The Health Sciences / Center for Deployment Psychology

Jennifer Phillips, Ph.D., Uniformed Services University of The Health Sciences / Center for Deployment Psychology

William Brim, Psy.D., Uniformed Services University of The Health Sciences / Center for Deployment Psychology

David S. Riggs, Ph.D., Uniformed Services University of The Health Sciences / Center for Deployment Psychology

The STRONG STAR Training Initiative: Increasing Clinician Competence Working With Suicidal Clients

Brooke Fina, LCSW, BCD, UT Health San Antonio

Hannah Tyler, Ph.D., UT Health San Antonio

Katherine Dondanville, Psy.D., ABPP, UT Health San Antonio

Craig J. Bryan, ABPP, Psy.D., National Center for Veterans Studies

David Rozek, Ph.D., University of Utah School of Medicine

John Moring, Ph.D., UT Health San Antonio

Symposium 93

Considering Parenting in a Cultural Context: Class, Ethnicity, & Gender

CHAIR: *Deborah J. Jones, Ph.D., UNC Chapel Hill*

DISCUSSANT: *Robert J. McMahon, Ph.D., Simon Fraser University, British Columbia; BC Children’s Hospital, Vancouver*

Earn 1 continuing education credit

Advanced level of familiarity with the material

Primary Category: Parenting / Families

Key Words: *Ethnicity, Gender, Underserved Populations*

Parental Socialization of Social Class: Exploring the Salience of Class in White Non-Hispanic Families

Alexis Georgeson, M.A., University of North Carolina at Chapel Hill

Chloe Zachary, M.A., UNC Chapel Hill

Patrick Turner, B.A., UNC Chapel Hill

Deborah J. Jones, Ph.D., UNC Chapel Hill

April Highlander, MA, UNC Chapel Hill

Factor Analysis of the Emotions as Child Scales in a Latinx Sample of Adolescents

Erinn Duprey, ED.M., University of Georgia

Meghan Goyer, M.A., Georgia State University

Jena Michel, B.A., Georgia State University

Laura G. McKee, Ph.D., Georgia State University

Parent and Child Gender Differences in Parent-Reported Use of Maladaptive Disciplinary Strategies

Justin Parent, Ph.D., Florida International University

Dave Thissen, Ph.D., UNC Chapel Hill

Rex Forehand, Ph.D., UVM

Raelyn Loiselle, M.A., UNC Chapel Hill

Symposium 94

**Technology-Based Mindfulness Interventions:
Development, Patterns of Use, and Clinical Impact**

CHAIR: *Colleen Conley, Ph.D., Loyola University Chicago*

DISCUSSANT: *Moria J. Smoski, Ph.D., Duke University*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Treatment - Mindfulness & Acceptance

Key Words: *Mindfulness, Technology / Mobile Health, Treatment Development*

**Reducing Negative Repetitive Thinking and Internalizing Symptoms in
Adolescents Using a Mindfulness Mobile Application**

Caroline Swords, Lawrence University

Lori M. Hilt, Ph.D., Lawrence University

**Benefits of a Mobile Mindfulness Application for Depressed College Students:
Preliminary Findings From an Ongoing RCT**

Brynn Huguenel, M.A., Loyola University Chicago

Jenna Duffecy, Ph.D., University of Illinois - Chicago

Rebecca Silton, Ph.D., Loyola University Chicago

Colleen Conley, Ph.D., Loyola University Chicago

**A Mindfulness App for Depressed College Students: User Patterns and Links to
Well-Being Outcomes**

Colleen Conley, Ph.D., Loyola University Chicago

Brynn Huguenel, M.A., Loyola University Chicago

Optimizing a Self-Directed Mobile Mindfulness Intervention for Improving Psychological Distress in ICU Survivors: The LIFT Program

Wen Regan, Ph.D., Duke University

Anna Ungar, Ph.D., University of Washington

Jeffrey McKeegan, MSN, RN, University of Colorado-Denver

Monica Guy, MSW, Duke University

Mary Key, CRC, Duke University

Raha Manyara, CRC, Duke University

Allie Frear, CRC, Duke University

Maren Olsen, Ph.D., Duke University

Linda Sanders, M.S., Duke University

Tina Gremore, Ph.D., Duke University

Launa Porter, Ph.D., Duke University

Marc Moss, M.D., University of Colorado-Denver

Catherine Hough, M.D., University of Washington

Christopher Cox, M.D., Duke University

Jeffrey Greeson, Ph.D., Rowan University

2:30 p.m. – 3:30 p.m.

Marquis Salon A, Marquis Level

Symposium 95

The Integration of Religion/Spirituality into Culturally-Informed, Cognitive-Behavioral Mental Health Treatments

CHAIR: *Kayla K. Thayer, Ph.D., Nova Southeastern University*

DISCUSSANT: *Stevan Lars Nielsen, Ph.D., Brigham Young University*

Earn 1 continuing education credit

All levels of familiarity with the material

Primary Category: Spirituality and Religion

Key Words: *Spirituality and Religion, Treatment, Culture*

Religiosity/Spirituality as a Predictor of Attrition From a Culturally Informed Family Treatment For Schizophrenia that Targets Religious Coping

Amy Weisman de Mamani, Ph.D., University of Miami

Kayla K. Thayer, Ph.D., Nova Southeastern University

Findings From the First Wave of Data From a Culturally Informed, Religiously-Based, Cognitive-Behavioral Mental Health Treatment Offered in a Religious Institution

Merranda McLaughlin, B.S., University of Miami

Daisy Lopez, B.A., University of Miami

Olivia Altamirano, B.A., University of Miami

Amy Weisman de Mamani, Ph.D., University of Miami

Flexible Spiritually-Integrated Cognitive Behavior Treatment For Acute Psychiatric Care: A Feasibility Study Among Clinically and Spiritually Diverse Patients

Sarah Salcone, B.A., Spirituality and Mental Health Program & Geriatric Psychiatry Research Program, McLean Hospital

David G. Harper, Ph.D., Geriatric Psychiatry Research Program, McLean Hospital; Department of Psychiatry, Harvard Medical School

Brent Forester, M.D., Geriatric Psychiatry Research Program, McLean Hospital; Harvard Medical School

David H. Rosmarin, ABPP, Ph.D., McLean Hospital/Harvard Medical School

2:30 p.m. – 4:00 p.m.

M101, Marquis Level

Symposium 96

Onward, Together! Patient-Centered Research to Expand the Impact of Behavioral Treatments For Tourette Syndrome

CHAIR: *Matthew Capriotti, Ph.D., San Jose State University*

DISCUSSANT: *Amanda Talty, Tourette Association of America*

Earn 1.5 continuing education credits

Basic level of familiarity with the material

Primary Category: Tic and Impulse Control Disorders

Key Words: *Tic Disorders, Implementation, Technology / Mobile Health*

Utilization of Behavioral Treatment For Persistent Tic Disorders: Barriers and Predictors

Christine Conelea, Ph.D., University of Minnesota

Douglas Woods, Ph.D., Marquette University

Michael Himle, Ph.D., University of Utah

Brianna Wellen, B.S., University of Utah

**Implementing TeleCBIT in a Comprehensive Medical Tic Treatment Program:
Uptake, Acceptability, Feasibility, and Effectiveness**

Michael Himle, Ph.D., University of Utah
Christine Conelea, Ph.D., University of Minnesota
Flint Espil, Ph.D., Stanford University Medical School
Carol Mathews, M.D., University of Florida
Brianna Wellen, B.S., University of Utah
Brianna Young, B.A., San Jose State University
Matthew Capriotti, Ph.D., San Jose State University

**Development and Initial Testing of an Online Program for Training Therapists
in Comprehensive Behavioral Intervention for Tics (CBIT)**

Douglas Woods, Ph.D., Marquette University
Suzanne Mouton-Odum, Ph.D., Psychology Houston, PC
Jordan Stiede, B.A., Marquette University
Emily Ivey, B.S., University of Utah
Brianna Wellen, B.S., University of Utah
Christopher Bauer, B.S., Marquette University
Michael Himle, Ph.D., University of Utah

Cultural Differences in Reactions to Tics

Douglas Woods, Ph.D., Marquette University
Jordan Stiede, B.A., Marquette University

**Engaging Stakeholders in Tourette Syndrome Behavior Therapy Research
Planning and Prioritization**

Christine Conelea, Ph.D., University of Minnesota
Sara Hamilton, BA, Tourette Association of America
Michael Himle, Ph.D., University of Utah
Carolyn Hunt, MPA, University of California, San Francisco
Carol Mathews, M.D., University of Florida
Diana Shineman, Ph.D., Tourette Association of America
Matthew Capriotti, Ph.D., San Jose State University
Shannon Bennett, Ph.D., Weill Cornell Medicine

Symposium 97

Moving From Efficacy to Effectiveness With High-Quality Implementation of Interventions For Children With Attention Deficit Hyperactivity Disorder

CHAIRS: *Julie Sarno Owens, Ph.D.*, Ohio University
Amori Y. Mikami, Ph.D., University of British Columbia
DISCUSSANT: *Marc S. Atkins, Ph.D.*, University of Illinois at Chicago

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: ADHD - Child

Key Words: ADHD, Implementation, School

Implementation and Fidelity as Predictors of Treatment Outcomes in the HOPS Interventions for Adolescents With ADHD

Rosanna P. Breaux, Ph.D., Virginia Commonwealth University
Joshua Langberg, Ph.D., Virginia Commonwealth University
Rosanna P. Breaux, Ph.D., Virginia Commonwealth University

Evaluating the Transportability of the STP-PreK to an Authentic Early Childhood Education Setting For Children Living in Urban Poverty

Katie Hart, Ph.D., Florida International university
Bridget Poznanski, M.S., Florida International University
Randi Cheatham-Johnson, M.S., Florida International University
Della Gregg, M.S., Florida International University
Katherine Zambrana, M.S., Florida International University
Feion Villodas, Ph.D., M.P.H., San Diego State University
Miguel Villodas, Ph.D., San Diego State University
Katie Hart, Ph.D., Florida international university

The Impact of Strategy Use and Implementation Integrity of a Social Inclusion Intervention on Classroom Peer Relations

Hannah Kassab, B.S., Ohio University
Julie Sarno Owens, Ph.D., Ohio University
Amori Yee Mikami, Ph.D., University of British Columbia
Steven W. Evans, Ph.D., Ohio University
Hannah Kassab, B.S., Ohio University

**Organization Skills Training Intervention For Adolescents With ADHD:
Evidence For Shorter and More Frequent Sessions**

Kari Benson, M.S., Ohio University

Steven W. Evans, Ph.D., Ohio University

George J. DuPaul, Ph.D., Lehigh University

Julie Sarno Owens, Ph.D., Ohio University

Kari Benson, M.S., Ohio University

2:30 p.m. – 4:00 p.m.

M104, Marquis Level

Symposium 98

**Addressing Violence, Abuse, and Trauma Throughout
the Socioecological Model**

CHAIR: *Melanie D. Hetzel-Riggin, Ph.D., Penn State Erie, The Behrend
College*

DISCUSSANT: *Emily Dworkin, Ph.D., University of Washington School of
Medicine*

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Violence / Aggression

Key Words: *Violence / Sexual Assault, Trauma, Risk / Vulnerability Factors*

**Relationships Matter: The Role of Caregivers in the Prospective Association
Between Adversity and Trauma and Adolescent Psychosocial Adjustment**

Jacqueline Duong, B.A., San Diego State University

Nichola Morelli, B.A., San Diego State University

Meghan Evans, B.A., San Diego State University

Damian M. Elson, B.A., San Diego State University

Miguel Villodas, Ph.D., San Diego State University

**Machine Learning Predicts Caregiver Perceived Need for and Utilization of
Adolescent Counseling Services Among Families At-risk for Child Maltreatment**

Tommy Chou, M.S., Florida International University

Cynthia Navaro, M.S., Utah State University

Tyson Barrett, Ph.D., Utah State University

Miguel Villodas, Ph.D., San Diego State University

Melanie Domenech Rodríguez, Ph.D., Utah State University

Alejandro Vazquez, M.S., Utah State University

SATURDAY

Employee Insights to the Successful Organizational Implementation of Trauma-Informed Care

Wilson Brown, Ph.D., Penn State Behrend

Differences Among Domestic Violence Stakeholder Groups on Knowledge and Attitudes of Interpersonal Violence

Danielle Wieczorek, Penn State Behrend

Marna Owens-Bailey, Penn State Behrend

Melanie D. Hetzel-Riggin, Ph.D., Penn State Erie, The Behrend College

Family First Prevention Services Act: Engaging with Federal Legislation Supporting Evidence Based Practices for Caregivers and Youth with Child Welfare Involvement

Kacy Workman, University of Richmond

Sunny Shin, Ph.D., Virginia Commonwealth University

Laura Reed, M.S.W., Department of Social Services

Lisa Jobe-Shields, Ph.D., University of Richmond

2:30 p.m. – 3:30 p.m.

M202, Marquis Level

Symposium 99

Moving Effective Treatment For Posttraumatic Stress Disorder to Primary Care.

CHAIR: *Jeffrey Cigrang, Ph.D., Wright State University*

DISCUSSANT: *Jeffrey L. Goodie, ABPP, Ph.D., Uniformed Services University of the Health Sciences*

Earn 1 continuing education credit

Moderate level of familiarity with the material

Primary Category: Primary Care / Integrated Care

Key Words: *Integrated Care, Education and Training, PTSD (Posttraumatic Stress Disorder)*

The PE-PC Journey: Pilot Study to First Dissemination Effort

Sheila Rauch, ABPP, Ph.D., Emory University School of Medicine

Jerah Griggs, M.Ed., LPC, The Pennsylvania State University

Kyle Hawkey, M.Ed., The Pennsylvania State University

Jeffrey Cigrang, Ph.D., Wright State University

Filling a Critical GAP: VA Pilot Training in PE-PC

Jeffrey Cigrang, Ph.D., Wright State University

Margaret Venners, MSW, MPH, VA National Center for PTSD

Nancy Bernardy, Ph.D., VA National Center for PTSD

Jessica Hamblen, Ph.D., VA National Center for PTSD

Paula Schnurr, Ph.D., VA National Center for PTSD

Sheila Rauch, ABPP, Ph.D., Emory University School of Medicine

Disseminating PE-PC to Michigan Community Health Centers

Rebecca Sripada, Ph.D., University of Michigan

Kimberly Avallone, Ph.D., University of Michigan

Heather Walters, M.S., University of Michigan

Jeffrey Cigrang, Ph.D., Wright State University

Sheila Rauch, ABPP, Ph.D., Emory University School of Medicine

Rebecca Sripada, Ph.D., University of Michigan

3:30 p.m. – 5:00 p.m.

Marquis Salon D, Marquis Level

Symposium 103

Bridging the Gap: Addressing Barriers and Improving Access to Evidence-Based Psychotherapy

CHAIRS: *Gabriella Ponzini, BA, West Virginia University*

Shari Steinman, Ph.D., West Virginia University

DISCUSSANT: *Bethany A. Teachman, Ph.D., University of Virginia*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Adult Anxiety

Key Words: *Dissemination, Stigma, Evidence-Based Practice*

The Anxious Mom: Knowledge Differentials for Postpartum Anxiety and Depression

Shari Steinman, Ph.D., West Virginia University

Gabriella Ponzini, B.A., West Virginia University

An Oft-Overlooked Barrier to Treatment: Measuring Stigma Enacted Against People With Anxiety Disorders

Gabriella Ponzini, B.A., West Virginia University

Jeffrey Girard, Ph.D., Carnegie Mellon University

Casey A. Schofield, Ph.D., Skidmore College

SATURDAY

Genetic Invincibility Effects as a Potential Barrier to Mental-Health Treatment

Woo-kyoung Ahn, Ph.D., Yale University

Matthew Lebowitz, Ph.D., Columbia University Medical Center

Annalise M. Perricone, Ph.D., Yale University

Improving the Reach of Clinical Practice Guidelines: An Experimental Investigation of Message Framing on User Engagement

Lynn Bufka, Ph.D., American Psychological Association

Bethany A. Teachman, Ph.D., University of Virginia

Alexandra Werntz, M.A., University of Virginia

Patient-level Barriers to Evidence-based Treatment Seeking in Anxiety Disorders: Linking a Systematic Review to Novel Intervention

Lauren Landy, Ph.D., University of Colorado Boulder

Margaret Tobias, M.A., University of Colorado Boulder

Kate Wolitzky-Taylor, Ph.D., University of California - Los Angeles

Joanna J. Arch, Ph.D., University of Colorado Boulder

4:00 p.m. - 5:30 p.m.

networking

Embassy C, Embassy Level, Hyatt Regency Atlanta

Attention-deficit/Hyperactivity Disorder (ADHD) SIG

A leader in the field of ADHD will present her or his current research. Recent speakers have included Russell Barkley, Joel Nigg, Jeff Halperin, Marc Atkins, and Charlotte Johnston. SIG activities and plans will be discussed, including a report on our annual Pre-conference Research and Practice Exchange (PRECON). Winners of the student poster competition will also be recognized.

4:00 p.m. - 5:30 p.m.


networking

Embassy A, Embassy Level, Hyatt Regency Atlanta

Behavioral Sleep Medicine SIG

This meeting is open to any ABCT members with an interest in sleep. Our members vary from students who want to learn more about the field, sleep specialists and/or researchers, and those with very little sleep background. All our welcome. Greetings and introductions open the meeting. This is followed by a discussion of SIG business, including submission or collaborative ideas for the next meeting. To conclude the session, members provide a brief description of their activities over the past year.

4:00 p.m. – 5:30 p.m.

networking  **International North, Ballroom Level, Hyatt Regency Atlanta**

Bipolar Disorders SIG


This year's meeting will focus on the exchange of ideas related to advancement of bipolar disorders research, particularly within the context of identified gaps in the literature, shifting funding priorities, and clinical need. Opportunities will be available for networking to promote collaborative projects. The remainder of the meeting will focus on SIG business, including presentation of the Johnson Youngstrom Prize for Outstanding Student Poster.

4:00 p.m. – 5:30 p.m.

networking  **Marietta, Conference Level, Hyatt Regency Atlanta**

Clinical Psychology at Liberal Arts Colleges SIG

4:00 p.m. – 5:30 p.m.

networking  **Embassy D, Embassy Level, Hyatt Regency Atlanta**

Clinical Psychological Science SIG

This is the first meeting of the Clinical Psychological Science SIG. We will allow new members to meet one another, develop a mission statement, as well as plan for governance of the SIG.

SATURDAY

Clinical Grand Round 2

**Virtual Reality Exposure Therapy For PTSD:
Demonstrations of Imaginal Exposure With and
Without Virtual Reality**

CHAIR: Andrew M. Sherrill, Ph.D., Emory University School of
Medicine

PANELISTS: Barbara Rothbaum, Ph.D., Emory University School of
Medicine

Laura A. Loucks, Ph.D., Emory University School of Medicine

Mark S. Burton, Ph.D., Emory University School of Medicine

Jessica R. Goodnight, Ph.D., Emory University School of
Medicine

Earn 1.5 continuing education credits

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: PTSD (Posttraumatic Stress Disorder), Prolonged Exposure, Technology /
Mobile Health

SATURDAY



ANDREW
SHERRILL



BARBARA
ROTHBAUM



LAURA
LOUCKS



JESSICA
GOODNIGHT

Prolonged exposure (PE) is a trauma-focused intervention for posttraumatic stress disorder (PTSD) with extensive efficacy in diverse populations and trauma types. The active components of PE are imaginal exposure to the patient's memory of their index trauma and *in vivo* exposure to trauma-related stimuli and situations. Most patients effectively respond to conventional imaginal exposure; however, a significant minority of patients do not benefit. Conventional imaginal exposure can include several barriers including difficulty with imaginal visualization, subtle cognitive avoidance strategies (e.g., distraction, minimization), and limited clinician control. By providing a multisensory experience (e.g., sights,

sounds, smells), virtual reality exposure therapy (VRE) is one method designed to help combat these barriers and help patients access and engage their trauma memories more effectively. VRE for PTSD builds upon the theory, methods, and strong evidence-base of PE. In VRE, imaginal exposure to the trauma memory is conducted with the eyes open. As the patient verbally recounts the trauma, the clinician manipulates the virtual environment to match the memory's context (e.g., hotel room, city market) and sensory stimuli (e.g., sound of incoming mortars, smell of smoke). In 1999, Dr. Barbara Rothbaum and colleagues published the first study on VRE for PTSD. Now, twenty years later, the cost of virtual reality technologies has dramatically decreased, making VRE widely accessible to clinicians. The aim of this Clinical Grand Round is to demonstrate the use of imaginal exposure with and without virtual reality to help audience members understand the potential advantages of VRE and illustrate the competencies necessary to conduct VRE. Drs. Loucks and Burton will introduce the session and provide a brief background on the theory, evidence, and implementation of VRE. Next, one mock patient (Dr. Goodnight) will be used for demonstrations by two clinicians. Dr. Sherrill will demonstrate conventional imaginal exposure and Dr. Rothbaum will demonstrate how virtual reality is used in imaginal exposure. The mock patient will report the same trauma memory for both demonstrations. After the demonstrations, all presenters will answer audience questions.

At the end of this session, the learner will be able to:

- Describe how virtual reality exposure therapy is used for PTSD.
- Discuss potential advantages of using virtual reality for imaginal exposure to trauma memories.
- List prerequisites to implementing virtual reality exposure therapy for PTSD.

Recommended Readings: Sherrill, A. M., Rothbaum, A. O., McSweeney, L. B., & Rothbaum, B. O. (2019). Virtual reality exposure therapy for posttraumatic stress disorder. *Psychiatric Annals*, 49(8), 343-347. Rothbaum, B. O., Hodges, L. F., Ready, D., Graap, K., & Alarcon, R. D. (1999). Virtual reality exposure therapy for Vietnam veterans with posttraumatic stress disorder. *Journal of Clinical Psychiatry*, 12(2), 263-271. • Reger, G. M., Koenen-Woods, P., Zetocha, K., Smolenski, D. J., Holloway, K. M., Rothbaum, B. O., ... & Mishkind, M. (2016). Randomized controlled trial of prolonged exposure using imaginal exposure vs. virtual reality exposure in active duty soldiers with deployment-related posttraumatic stress disorder (PTSD). *Journal of Consulting and Clinical Psychology*, 84(11), 946-959.

Clinical Roundtable 14**Athlete Mental Health: Strategies for Engaging Stakeholders in Identification and Treatment**

MODERATOR: *Christopher Stanley, Ph.D.*, Florida Gulf Coast University

PANELISTS: *Katherine Rovtar*, Clemson University

Bailey J. Nevels, Ph.D., Clemson University

Ashley Brauer, Ph.D., The Victory Program at McCallum Place

Diana Rancourt, Ph.D., University of South Florida

Earn 1.5 continuing education credits

Primary Category: Global Mental Health

Key Words: *Global Mental Health, Underserved Populations, Integrated Care*

Mental health issues in athletic contexts are often under-identified and under-treated due to several factors. Athletes may be hesitant to disclose mental health difficulties due to concerns related to stigma, reduced playing time, or scholarship. Athletics staff may be wary of assessing mental health due to potential for high performing athletes to be removed from competition. Recent policy changes have attempted to address these issues. For example, the NCAA provides educational resources about student-athlete mental health, including a model of care. This has prompted some universities to generate athlete wellness protocols, inclusive of mental health concerns. Athletic trainers (ATs) and Sport Psychology (SP) professionals, who share a collective role in managing and preserving athlete wellness and are often the first line of intervention with athlete mental health issues, have helped generate and employ these protocols. However, many SP professionals may be more performance-oriented, and are not necessarily clinically trained. Nonetheless, performance interventions often stem from cognitive-behavioral skills, and brief cognitive behavioral interventions have potential to target identified mental health concerns in the often limited time available.

The interdisciplinary clinical roundtable panel will include professionals with extensive experience relevant to mental health. Two researchers will discuss research findings and barriers to obtaining athlete mental health data; an AT with experience in university and elite settings will discuss protocols and how to balance demands from competing stakeholders; a licensed psychologist working with college athletes will discuss common concerns, effective CBT interventions, and multidisciplinary collaboration. The moderator is a certified mental performance consultant (CMPC) and SP professional working in various contexts, including with US elite national teams.

Clinical Roundtable 15

Practicing Cognitive Behavioral Therapy With Religious Patients From Christian, Muslim and Jewish Communities

MODERATOR: *Amy Weisman de Mamani, Ph.D., University of Miami*

PANELISTS: *David H. Rosmarin, ABPP, Ph.D., McLean Hospital/Harvard Medical School*

Shadi Beshai, Ph.D., University of Regina

Jeremy Cummings, Ph.D., Southeastern University

Earn 1.5 continuing education credits

Primary Category: Spirituality and Religion

Key Words: *Spirituality and Religion, CBT, Therapy Process*

Even in this increasingly secular age, more than eight in ten people worldwide identify with a religious group, including 2.2 billion Christians, 1.6 billion Muslims, and 14 million Jews (Pew Research Center, 2010). Yet, spiritual and religious issues are often ignored in the practice of Cognitive Behavioral Therapy (CBT). A recent study of CBT practitioners (Rosmarin, Green, Pirutinsky, & McKay, 2013) found that 36% reported discomfort in addressing spiritual issues, 19% reported never/rarely inquiring about spirituality, and 71% reported little-to-no previous clinical training in this area. However, this same study also found that 47% of practitioners had interest in learning how to better address spirituality in CBT, and that previous training was significantly associated with more favorable attitudes towards spirituality and mental health (Rosmarin et al., 2013). A lack of core competencies in how to address spirituality and religion in CBT is not inconsequential in that it encumbers efforts to disseminate evidence-based treatments to communities in need. Further, recent meta-analytic findings point to potential clinical advantages to addressing spirituality/religion in the context of treatment (Smith, Bartz & Richards, 2007). To these ends, this clinical round table will focus on the multicultural application of CBT to religious patients from Christian, Muslim, and Jewish communities. We will discuss effective strategies for delivering cognitive restructuring, exposure, and other CBT techniques with religiously diverse patients. We will also discuss methods for treating common clinical presentations (e.g., scrupulosity) among adherents. Finally, we will broadly address connections between CBT theory and diverse faith systems, as well as how religious worldviews can inform CBT case conceptualization and the treatment process.

Clinical Roundtable 16

**Clinical Challenges and Opportunities for
Family Involvement in the Treatment of Adult
Psychopathology**

MODERATOR: *Melanie S. Fischer, Ph.D.*, Institute of Medical Psychology,
University Hospital Heidelberg

PANELISTS: *Donald H. Baucom, Ph.D.*, University of North Carolina at
Chapel Hill

Steffany J. Fredman, Ph.D., The Pennsylvania State University

Barbara S. McCrady, Ph.D., Department of Psychology and
Center on Alcoholism, Substance Abuse and Addictions
(CASAA), University of New Mexico

David Miklowitz, Ph.D., Director, Child and Adolescent
Mood Disorders Program, UCLA Semel Institute for
Neuroscience and Behavior

Karen H. Petty, Ph.D., Couples and Family Clinic, Ralph H.
Johnson VA Medical Center; Medical University of
South Carolina

Earn 1.5 continuing education credits

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Families, Treatment*

Family interventions have a long tradition in the treatment of psychopathology in children and adolescents. Although interpersonal influences on various disorders and their social consequences are well researched throughout the life span, adults typically receive individually focused treatment. However, interventions that incorporate partners or other family members have frequently been shown to be more effective than individual interventions, with the most extensive evidence for mood and substance use disorders. Additionally, family-based interventions can reach beyond the index patient, with positive effects for the involved family members who suffer from high rates of caregiver burden and psychopathology. Thus, including family members when treating adults can increase the effectiveness and reach of our interventions. However, many clinicians do not feel equipped to address the complexities of involving more people in treatment, or they are unsure how to adapt their couple/family services when psychopathology is present. This clinical roundtable consists of leading researchers, clinicians, and trainers who are experts in their respective areas, which results in multiple perspectives on the central questions for this roundtable - What are the clinical challenges and opportunities for partner and fam-

ily involvement in the treatment of adult psychopathology? How can benefits for patients and family members be maximized? What are possible next steps at the level of the individual clinician, their organizations, and the broader mental health systems? The panels' combined expertise spans across disorders (depression, anxiety disorders, PTSD, OCD, eating disorders, substance use disorders, bipolar disorder), settings (Universities, VA medical centers, England's National Health Service), and populations (Veterans/civilians, rural/urban, couples/families), providing a unique synergy for an informative roundtable.

4:30 p.m. – 6:00 p.m.

M101, Marquis Level

Clinical Roundtable 17

Improving Access to CBT in Rural Canada: Challenges and Opportunities

MODERATOR: *Amanda Lints-Martindale, Ph.D.*, University of Manitoba

PANELISTS: *Amanda Lints-Martindale, Ph.D.*, University of Manitoba

Jolene Kinley, Ph.D., University of Manitoba

Shelley Goodwin, Ph.D., Dalhousie University

Jennifer Richards, Ph.D., IWK Health Centre

Earn 1.5 continuing education credits

Primary Category: Vulnerable Populations

Key Words: *CBT, Service Delivery, Vulnerable Populations*

The primary goal of this clinical round table is to discuss the challenges and opportunities related to the implementation of Cognitive Behavioural Therapy (CBT) in rural Canada. The traditional approach toward mental health treatment (i.e., 1:1 treatment services) may not be sufficient to address demands in Canada as there are, arguably, not enough psychologists in Canada to meet existing demand (e.g., there are an estimated 48 psychologists per 100,000 Canadians with most psychologists concentrated in urban centers; Votta-Bleeker & Cohen, 2014). Lack of access to clinical psychologists is particularly problematic in rural areas of Canada where recruitment and retention of psychologists can be challenging (Dyck & Hardy, 2013). As such, various reports have encouraged psychologists to reconceptualize how evidence based therapies such as CBT are provided within the publicly funded system, particularly within rural areas (e.g., Chodos, 2017, Peachy, 2013; 2017). In this clinical round table presentation, panelists will endeavor to shed light on this topic by discussing strategies to increase access to CBT in rural areas of Canada, including the development and implementation of CBT-based classes, implementation of interprofessional collaborative practice, and use of clinician training aimed to increase fidelity to CBT. Panelists will discuss challenges from rural areas of Manitoba and Nova Scotia from the perspectives of both private and public practice. Discussants will also highlight future directions for CBT within rural Canada.

SATURDAY

Mini Workshop 17

Cognitive and Behavioral Practice With Sexual and Gender Minorities

Matthew D. Skinta, ABPP, Ph.D., Private Practice
Debra A. Hope, Ph.D., University of Nebraska-Lincoln
Jeffrey M. Cohen, Psy.D., Columbia University Medical Center

Earn 1.5 continuing education credits

Basic level of familiarity with the material

Primary Category: LGBTQ+

Key Words: LGBTQ+

Chronic invalidation contributes to higher rates of emotional disorders in sexual and gender minorities, a population more likely to seek mental health services relative to their cisgender, heterosexual counterparts. Cognitive and Behavioral Therapies (CBTs) acknowledge the context of behavior, which allows for the consideration of negative thoughts and avoidance behaviors as potential learned responses. CBTs also offer valuable coping techniques to address unhelpful cognitions and behavior which can be used to empower sexual and gender minority people. This workshop addresses how to apply evidence-based cognitive and behavioral approaches, including traditional CBT and more recent iterations under the umbrella of Contextual Behavioral Therapies, such as Acceptance and Commitment Therapy (ACT) or Functional Analytic Psychotherapy (FAP), for work with sexual and gender minorities. We will introduce the psychological processes that contribute to emotional disorders in sexual and gender minorities such as internalized stigma, rejection sensitivity, and concealment. These unique processes warrant adaptations to standard practice. Utilizing live therapy demonstrations, we will illustrate how to adapt cognitive and behavioral techniques to address sexual and gender minority specific treatment targets. A master CBT therapist and a master ACT/FAP therapist will both provide a demonstration of a therapy session with an SGM person.

At the end of this session, the learner will be able to:

- Identify and address psychological processes unique to sexual and gender minorities in order to maximize treatment gains.
- Increase your ability to apply and adapt CBT techniques such as cognitive restructuring, exposure, and behavioral activation to sexual and gender minority specific treatment targets.
- Utilize acceptance and mindfulness-based techniques such as cognitive defusion, values clarification, and committed action for work with sexual and gender minorities.

Recommended Readings: Feinstein, B. A., Goldfried, M. R., & Davila, J. (2012). The relationship between experiences of discrimination and mental health among lesbians and gay men: An examination of internalized homonegativity and rejection sensitivity as potential mechanisms. *Journal of consulting and clinical psychology, 80*(5), 917. Pachankis, J.E. & Safren, S. (2019) *Handbook of Evidence-Based Mental Health Practice with Sexual and Gender Minorities*. Oxford University Press. Skinta, M. D., Hoeflein, B., Muñoz-Martínez, A. M., & Rincón, C. L. (2018). Responding to gender and sexual minority stress with functional analytic psychotherapy. *Psychotherapy, 55*(1), 63.

4:30 p.m. – 6:00 p.m.

A704, Atrium Level

Mini Workshop 18

Recovery Oriented Cognitive Therapy for Schizophrenia

Aaron P. Brinen, *Psy.D.*, Drexel University College of Medicine

Earn 1.5 continuing education credits

Basic level of familiarity with the material

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *Schizophrenia, Cognitive Therapy, Recovery*

Despite the best efforts of inpatient and outpatient providers, some individuals with schizophrenia spectrum diagnoses require long-term hospital care or experience repeated hospitalization. This workshop operationalizes specific procedures that promote the recovery efforts of individuals with a schizophrenia spectrum diagnosis who are having difficulty sustaining themselves in the community. The key elements are activating schema of hope connection and success, identifying the future-oriented aspirations, promoting action toward those targets, and using the cognitive model to understand and strategize the removal of obstacles (low energy, aggressive behavior, disorganization, psychosis, self-injury) to each person's unique recovery progress. These success experiences serve as opportunities for experiential learning to correct maladaptive beliefs. Each individual's hidden capacities can be activated and reintegrated into the self. The workshop will be relevant to hospital and community service providers.

At the end of this session, the learner will be able to:

- Name the three parts of the Recovery Oriented Cognitive Therapy Protocol.
- Explain how the therapeutic relationship and in session experiences are used for behavioral experiments.
- Describe the cognitive formulation for negative symptoms.

Recommended Readings: Grant, P.M., Huh, G.A., Perivoliotis, D., Stolar, N.M., Beck, A.T. (2012). Randomized trial to evaluate the efficacy of cognitive therapy for low-func-

tioning patients with schizophrenia. Archives of General Psychiatry, 69(2), 121-127. Thomas EC, Luther L, Zullo L, Beck AT, Grant PM. From neurocognition to community participation in serious mental illness: the intermediary role of dysfunctional attitudes and motivation. Psychol. Med. 2017;47(5):822-36. Beck AT, Grant PM, Huh GA, Perivoliotis D, Chang NA. Dysfunctional attitudes and expectancies in deficit syndrome schizophrenia. Schizophr Bull. 2011.

4:30 p.m. – 6:00 p.m.

A701, Atrium Level

Panel Discussion 20

**How will Progress Continue After the Grant Ends?
The Role of Purveyor Organizations in Sustainable
Dissemination of Evidence-based Programs**

MODERATORS: *Margaret E. Crane, M.A.*, Temple University

Philip C. Kendall, Ph.D., Temple University

PANELISTS: *Matthew Sanders, Ph.D.*, The University of Queensland

Eric Daleiden, Ph.D., PracticeWise, LLC

Allen R. Miller, Ph.D., Beck Institute for Cognitive Behavior
Therapy

Dennis D. Embry, Ph.D., PAXIS Institute

Ceth Ashen, Ph.D., C. Ashen Consulting

Earn 1.5 continuing education credits

Primary Category: Dissemination & Implementation Science

Key Words: *Dissemination, Implementation, Industry*

Despite advancements in dissemination and implementation science, a gap remains between evidence-based programs (EBP) and clinical practices. One potentially important group that is under-acknowledged in the literature is purveyor organizations, a group that actively works to implement a program or practice (Fixsen et al., 2005). Purveyor organizations may exist separate from academics and research settings, and often involve entrepreneurial thinking and atypical funding models. Such organizations can extend the reach of EBP by creating scalable models to program dissemination and implementation. Our panel will bring together five trailblazers in purveyor organizations (Matthew Sanders, Eric Daleiden, Allen Miller, Dennis Embry, and Ceth Ashen) to share their insights and experiences (positive and interfering) in the role of purveyor organizations for sustainable dissemination of EBP. Panelists will discuss their experiences (respectively, with Triple P International, PracticeWise, the Beck Institute for Cognitive Behavioral Therapy, the PAXIS Institute, and Incredible Years, Inc.), and how their purveyor organization has learned from implementation successes and failures. They will describe how their organization works with stakeholders, policy makers, community organizations, and provides

opportunities for trainees. Regardless of whether the panelists work with manual-based, modular, or principle-based treatments, they will assess the value of the program brand to increasing pull demand and consumer awareness of their program. Panelists will also address potential conflicts of interest and balancing financial realities of running an organization with making programs affordable to clients. Each panelist will conclude with recommendations for the “next needed” study to maximize sustainable implementation of EBTs.

4:30 p.m. – 6:00 p.m.

A702, Atrium Level

Panel Discussion 21

Improving the Impact of Evidence-Based Treatments for Youth: What the Manuals Don't Tell You About Navigating Caregiver Challenges

MODERATORS: *H. Gemma Stern, B.S.*, Graduate School of Applied and Professional Psychology, Rutgers State University of New Jersey

Emily Badin, B.A., Graduate School of Applied and Professional Psychology, Rutgers State University of New Jersey

PANELISTS: *Andrea M. Chronis-Tuscano, Ph.D.*, University of Maryland
Brian C. Chu, Ph.D., Graduate School of Applied and Professional Psychology, Rutgers University
Tom Hildebrandt, PsyD, Department of Psychiatry, Icahn School of Medicine at Mount Sinai
Cheryl B. McNeil, Ph.D., West Virginia University
Anthony Puliafico, Ph.D., Columbia University Medical Center

Earn 1.5 continuing education credits

Primary Category: Parenting / Families

Key Words: *Parenting, Child, Treatment*

Caregiver factors (e.g., caregiver psychopathology and familial stress) can negatively impact positive treatment outcomes for youth across diagnostic presentations. Currently, caregivers have varying degrees of involvement in treatment, from functioning as agents of change to simply facilitating their child's attendance to session. As a result, both common and distinct challenges (e.g., parental disengagement and/or overinvolvement) may arise across different treatment approaches. Furthermore, clinicians lack evidenced-based resources to navigate the aforementioned obstacles. Panelists were chosen to present on their research and clinical expertise to highlight caregiver challenges across diverse ap-

proaches to childhood treatment. These experts will identify evidence-based strategies to address these concerns. Dr. Andrea Chronis-Tuscano will discuss her research on the attenuating role of parental psychopathology on the treatment of externalizing disorders, early behavioral inhibition, and anxiety disorders. Dr. Brian Chu will address caregiver challenges encountered in individual treatment of youth anxiety and depression. Dr. Tom Hildebrandt will consider parental factors in the treatment of eating disorders and the clinical decisions of when and what type of exposure to use drawing on his lab's research and clinical application of Exposure-Based Family Therapy. Dr. Cheryl McNeil will highlight unique caregiver obstacles when implementing Parent-Child Interaction Therapy. Dr. Anthony Puliafico, co-creator of PCIT CALM, will explore the barriers to effective anxiety treatment when working with anxious caregivers of young children. To increase the social impact of evidence-based treatments for youth, the panel will suggest strategies to equip clinicians to work effectively with caregivers across varied settings and diverse family backgrounds, resources, and cultures. The panel will consider implications for guiding future research and clinical practice.

4:30 p.m. – 6:00 p.m.

L401-L403, Lobby Level

Panel Discussion 22

Training Masters-Level Clinicians in Evidence-Based Cognitive-Behavioral Practice

MODERATOR: *Matthew Capriotti, Ph.D.*, San Jose State University

PANELISTS: *Deah Abbott, M.A.*, Georgia State University

Matthew Capriotti, Ph.D., San Jose State University

Daniel Houlihan, Ph.D., Minnesota State University Mankato

Elena Klaw, Ph.D., San Jose State University

Caleb W. Lack, Ph.D., University of Central Oklahoma

Sarah Nadeau, M.S., MFT, San Jose State University

Earn 1.5 continuing education credits

Primary Category: Workforce Development / Training / Supervision

Key Words: *Education and Training, Training / Training Directors, Career Development*

Masters-level practitioners (e.g., marriage and family therapists, counselors, and clinical social workers) provide the majority of psychotherapy services in the United States. However, few programs that train providers at this level emphasize evidence-based, cognitive-behavioral practice (EBCBP). Creating Masters-level training programs that emphasize EBCBP can increase the impact of CBT by “getting in at the ground level” of clinical training, in contrast to training via continuing education, which is shown to have limited impact on practice. This also increases the chance that consumers of services will have the most effective treatments available.

Toward the conference theme of “leveraging or developing new workforces or stakeholders,” faculty and alumnae from three Masters-level programs that emphasize EBCBP will discuss the following themes: (1) Training students to integrate multicultural and contextual thinking into cognitive-behavioral case conceptualization, given the diversity of the clients they will serve in community mental health settings; (2) Creating curricula that both emphasizes theoretical and practical foundations of EBCBP and covers the broad range of content mandated by licensure requirements; (3) Providing infrastructure for students to develop EBCBP skills in the context of community practicum sites where these approaches may or may not be emphasized; (4) Providing experiences to support students’ specific career goals (e.g., community practice, doctoral study); (5) Training in nomothetic and ideographic assessment to support measurement-based care. Panelists will also discuss their career trajectories toward training Masters-level clinicians and provide advice for grad students and early-career professionals interested in pursuing this path. We will conclude with Q&A in which panelists and attendees will dialogue about audience-nominated topics in training EBCBP at the Masters level.

4:30 p.m. – 6:00 p.m.

Marquis Salon C, Marquis Level

Panel Discussion 23

Jumping Off the Academic Track: Extending the Social Impact of CBT in Unique Careers

MODERATOR: *Ilyse Dobrow DiMarco, Ph.D.*, North Jersey Center for Anxiety and Stress Management

PANELISTS: *Ilyse Dobrow DiMarco, Ph.D.*, North Jersey Center for Anxiety and Stress Management

Jonathan Fader, Ph.D., Union Square Practice/SportStrata

Amelia Aldao, Ph.D., Private practice

Kenneth R. Weingardt, Ph.D., Pear Therapeutics

Paula Wilbourne, Ph.D., Sibly

Earn 1.5 continuing education credits

Primary Category: Professional/ Interprofessional Issues

Key Words: *Professional Development, Technology / Mobile Health, Dissemination*

Graduate students in clinical psychology, particularly those involved with groups like ABCT, are often primed to enter a career in academia. Yet not every academically-oriented professional ultimately chooses an academic career; and in fact, there are a number of non-traditional job opportunities for individuals trained in research methods and evidence-based treatments. Individuals in these roles are tasked with delivering CBT knowledge in novel and unique ways. They can often reach significantly larger and more diverse audiences than can traditional career academics, thereby extending the social impact of CBT. In this panel, several professionals who “jumped off the academic track” will discuss

their career trajectories and offer guidance to those looking to pursue similar paths. Panelists include a tenure-track faculty member turned management consultant (Dr. Amelia Aldao); a popular press writer/blogger (Dr. Ilyse Dobrow DiMarco); a sports and performance psychologist who works with a number of professional athletic teams (Dr. Jonathan Fader); the clinical director of a tech company developing digital therapeutics for behavioral health conditions (Dr. Ken Weingardt); and the co-founder and chief officer of a mental health app (Dr. Paula Wilbourne). Each of the panelists will: 1) Describe their background and training; 2) Describe their current career and how they pursued it; 3) Discuss the pros and cons of “taking the road less traveled;” and 4) Provide concrete suggestions for others looking to explore similar careers.

4:30 p.m. – 6:00 p.m.

M302, Marquis Level

Panel Discussion 24

Ladies First! Perspectives and Pointers From Four Past Presidents for Women Pursuing a Path in the Profession

MODERATOR: *Simon A. Rego, ABPP, Psy.D., Montefiore Medical Center/
Albert Einstein College of Medicine*

PANELISTS: *Anne Marie Albano, ABPP, Ph.D., Columbia University
Medical Center*

*Patricia A. Resick, Ph.D., Ph.D., Duke University Medical
Center*

Jacqueline B. Persons, Ph.D., Oakland CBT Center

*Sabine Wilhelm, Ph.D., Harvard Medical School;
Massachusetts General Hospital*

Earn 1.5 continuing education credits

Primary Category: Women's Issues

Key Words: *Career Development, Professional Development, Women's Issues*

According to Gerdes (2003), from 1976 to 1995, the number of women faculty members and women in higher education executive-administrative-managerial positions more than doubled. However, it is discouraging to realize that women continue to be underrepresented in the upper ranks of faculty and administrators, in leadership of mental health care/practice organizations, and in professional organizations, and women continue to earn less than men in comparable situations (Billard, 1994; Glazer-Raymo, 1999; National Center for Education Statistics, 1998; Ransom & Megdal, 1993; Valian, 1998). In addition, a gender-based bias is evident across the range of professional mental health settings, including the VA, where women could use all their vacation time and sick leave for maternity, as well as the academic workplace, where strict requirements for achieving tenure discriminate against young faculty with family care responsibilities, most notably mothers (Halpern, 2008). Thus, unfortunately the concepts “glass ceiling” (Morrison, White, Van

Velsor, & Center for Creative Leadership, 1992) and “chilly climate” (Sandler, 1986), originally introduced in the 1980s, along with the inequities in the academic workplace, sometimes called the “baby gap” or “motherhood penalty” are still well-understood and frequent depictions of structural and attitudinal constraints impeding women’s progress in the field, making professional development a challenge for early career psychologists with family care responsibilities and, at times, forcing them to consider alternative career paths. Sadly, the issue remains so pervasive that inevitably, even in the most enlightened workplaces, women are forced to contend with subtle biases. Therefore, in fitting with the theme of this year’s convention, “Wisdom of Purpose and Perspective: Extending the Social Impact of Cognitive Behavioral Science”, four past ABCT presidents (Anne Marie Albano, Patricia Resick, Jacqueline Persons, and Sabine Wilhelm) will provide their perspectives and advice to early career psychologists on how to successfully combine their professional and family roles and responsibilities, as well as to senior psychologists on how to successfully nurture the careers of their younger colleagues.

4:30 p.m. – 6:00 p.m.

M303, Marquis Level

Spotlight Research 4

Implicit Anti-Black Bias Predicts Black Mortality Rates

CHAIR: *Monnica T. Williams, Ph.D.*, University of Connecticut
Presenter: *Terence Ching, M.Soc.Sci.*, University of Connecticut
PANELISTS: *Jamilah R. George, M.Div.*, University of Connecticut
Terence Ching, M.Soc.Sci., University of Connecticut

Earn 1.5 continuing education credits

Primary Category: Culture / Ethnicity / Race

Key Words: *African Americans / Black Americans, PTSD (Posttraumatic Stress Disorder), Competence*

Black Americans experience disparities in access to quality mental health care and mental health overall. Black-White racism has been implicated as a source of disparities in the US, but the role of bias from other non-White ethnic groups is unclear. Implicit bias attitudes are thoughts and feelings that often exist outside of conscious awareness, and thus are difficult to acknowledge and control. These attitudes are often automatically activated and can influence human behavior without conscious volition, leading to increased commission of small racist acts. Many studies over the last several decades demonstrate the pervasive nature of implicit bias and its significant impact on the lives of Black people in the US and abroad (Brewer, 1979; Kleinpenning & Hagendoom, 1993; Pettigrew & Meertens, 1995; Hodson, Dovidio, & Gaertner, 2002; Hall et al, 2015; Lee, Lindquist, & Payne, 2018).

We investigated the extent to which implicit anti-Black racial bias exists among various ethnic/racial groups. Significant anti-Black bias was noted among all non-Black groups, with non-Hispanic Whites and East Asians consistently exhibiting the most bias

after correcting for multiple comparisons (all $ps < .001$). We also examined anti-Black bias state-by-state and correlated these findings with several different relevant indicators for Black Americans. For example, among non-Hispanic Whites, implicit anti-Black bias was significantly correlated with all examined measures of explicit anti-Black bias ($rs = .21-.25$, $ps < .001$). Next, we used mean implicit anti-Black bias (excluding explicit racists) to predict CDC mortality rates for Blacks, while controlling for per capita hate groups (to examine explicit environmental bias), as well as White death rate. Implicit anti-Black bias significantly and uniquely predicted overall Black mortality rates, $b = -.45$, $MSE = 36130.26$, $t(47) = -3.71$, $p < .001$. Black mortality from mental health problems was more strongly predicted by per capita hate groups ($b = .495$, $MSE = 68.351$, $t(37) = 2.934$, $p = .006$), than White implicit bias when both were entered into a linear regression. Finally, we will discuss how implicit versus explicit biases may contribute to mental health disparities for Black people nationally.

At the end of this session, the learner will be able to :

- Articulate an overview of implicit bias, its role in the US historical and sociopolitical context, and its relevance to the field of mental health.
- Summarize data which indicate the significant impact of anti-Black bias (state-by-state) predicting Black mortality rates.
- Engage with a provided framework to deepen one's awareness and understanding of implicit bias to minimize disparaging health outcomes for Blacks.
- Assess for trauma symptoms due to racism and discrimination utilizing the UConn Racial/Ethnic Stress & Trauma Survey (UnRESTS).

Recommended Readings: Gaertner, S. L., & Dovidio, J. F. (2005). Understanding and addressing contemporary racism: From aversive racism to the common ingroup identity model. *Journal of Social Issues*, 61(3), 615-639. Smith, W. A., Allen, W. R., & Danley, L. L. (2007). Assume the position...you fit the description: College experiences and racial battle fatigue among African American male college students. *American Behavioral Scientist*, 51, 551-578. Williams, D. R. (2018). Stress and the mental health of populations of color: Advancing our understanding of race-related stressors. *Journal of Health and Social Behavior*, 59(4), 466-485.

Symposium 104

Exposure Therapy: From Bench to Bedside

CHAIR: *Joanna L. Kaye, M.S., VA San Diego Healthcare System*

DISCUSSANT: *Michael Southam-Gerow, Ph.D., Virginia Commonwealth University*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Exposure, Anxiety, Dissemination*

**Context Renewal as a Moderator of Treatment Response to Pharmacological
Decontextualization of Exposure Therapy**

Anastasia McGlade, MA, University of California, Los Angeles

Michael Treanor, Ph.D., University of California, Los Angeles

Michael Fanselow, Ph.D., University of California, Los Angeles

Michelle Craske, Ph.D., University of California, Los Angeles

Amy Sewart, M.A., University of California, Los Angeles

**Response Prevention or Response Permission? A Randomized Controlled Trial
of the Judicious Use of Safety Behaviors During Exposure Therapy**

Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill

Jennifer Buchholz, M.A., UNC Chapel Hill

Sarah Jessup, B.S., Vanderbilt University

Ryan Jacoby, Ph.D., Massachusetts General Hospital

Lillian Reuman, M.A., Veterans Affairs Boston Healthcare System

Kimberly Z. Pentel, M.A., University of North Carolina at Chapel Hill

Shannon Blakey, Ph.D., VA Mid-Atlantic Mental Illness Research, Education & Clinical Center (MIRECC)/Durham VA Health Care System

Examining Effectiveness of TRAILS, a Coaching Based CBT Implementation Program, in Schools

Jill Paladino, MPH, University of Michigan
Shawna Smith, Ph.D., University of Michigan
Michael Prisbe, MSW, University of Michigan
Kristen Miner, LMSW, University of Michigan
Meredith Ollila, M.A., University of Michigan
Susanna Hanrath, LMSW, University of Michigan
Lynne Scoville, LMSW, University of Michigan
Elizabeth Koschmann, Ph.D., University of Michigan
Emily Bilek, Ph.D., University of Michigan

What Holds Us Back? The Role of Therapist Factors in the Cautious Implementation of Exposure Therapy

Anu Asnaani, Ph.D., University of Utah
James D. Herbert, Ph.D., University of New England
Noah Suzuki, B.A., Drexel University
Mary Glass, B.A., Drexel University
Evan Forman, Ph.D., Drexel University
Joanna L. Kaye, M.S., VA San Diego Healthcare System

Training With Tarantulas: Hands-on Practice to Enhance Exposure Therapy Training

Emily Becker-Haimes, Ph.D., University of Pennsylvania
Lara Rifkin, M.A., Temple University
Sophie Palitz, M.A., Temple University
Lesley Norris, M.A., Temple University
Katherine Phillips, B.S., Temple University
Margaret E. Crane, M.A., Temple University
Philip C. Kendall, Ph.D., Temple University
Hannah E. Frank, M.A., Temple University

Symposium 105

Qualitative and Mixed Method Research on ADHD Treatment: The Importance of Stakeholders' Perspectives

CHAIR: Anne Morrow, M.S., Nova Southeastern University

DISCUSSANT: Marc S. Atkins, Ph.D., University of Illinois at Chicago

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: ADHD - Adult

Key Words: ADHD, Methods, Treatment

A Mixed Methods Assessment of Reasons For ADHD Medication Discontinuation and Restarting Among Youth With ADHD

Amanda C. Tow, M.D., University of North Carolina at Chapel Hill

Laura Kuhn, Ph.D., University of North Carolina at Chapel Hill

James M Swanson, Ph.D., University of California, Irvine

L. Eugene Arnold, M.D., Ohio State University

Brooke S. G. Molina, Ph.D., University of Pittsburgh

John T. Mitchell, Ph.D., Duke University Medical Center

Evaluating the Long-term Effects of the Summer Treatment Program-Adolescent Using a Mixed Methods Approach

Stefany J. Coxe, Ph.D., Florida International University

Carlos Yeguez, B.S., Florida International University

Margaret Sibley, Ph.D., Florida International University

A Qualitative Investigation of Parental Support and Involvement for Beginning College Students With ADHD

Jessica Hinojosa, Undergraduate, University of Wyoming

Brittany McDonald, Undergraduate, University of Wyoming

Elizabeth Lefler, Ph.D., University of Northern Iowa

Christine L. McKibbin, Ph.D., University of Wyoming

Cynthia Hartung, Ph.D., University of Wyoming

Anne Stevens, M.A., University of Wyoming

The Medication Self: Exploring Self-Views of Non-White Young Adults With ADHD and Histories of Stimulant Treatment

Anil Chacko, Ph.D., New York University

Michael D. Levy, M.A., New York University

Mikell Bursky, New York University

Oriana Barone, New York University

Janice Lu, New York University

Mixed-method Examination of Latinx Teachers' Perceptions of Daily Behavioral Report Card Interventions to Support Students With ADHD

Miguel Villodas, Ph.D., San Diego State University

Stacy Frazier, Ph.D., Florida International University

Joseph Raiker, Ph.D., Florida International University

Michelle Liriano, B.A., Florida International University

Alexandra English, B.A., Florida International University

Cinthya Lozano, M.S., Florida International University

Mileini Campe, M.S., Florida International University

Sam Sarah Lesperance, B.S., Florida International University

Kelcey Little, B.S., Florida International University

Anne Morrow, M.S., Nova Southeastern University

4:30 p.m. – 5:30 p.m.

A705, Atrium Level

Symposium 106

Mental Health Interventions in Schools: Examining Multiple Ecological Levels of Intervention

CHAIR: Tara Kenworthy, M.A., University of South Carolina

DISCUSSANT: Tara Mehta, Ph.D., University of Illinois at Chicago

Earn 1 continuing education credit

All levels of familiarity with the material

Primary Category: Child / Adolescent - School-Related Issues

Key Words: School, Treatment/ Program Design, Adolescents

Implementing Innovative School-based Mental Health Services in a Rural High School: A Case Study

Tara Kenworthy, M.A., University of South Carolina

C. Nicole White, M.A., University of South Carolina

A Brief Mindfulness-Based Intervention (bMBI) to Decrease Stress and Burnout in Secondary School Teachers

Alex Roberts, M.A., University of South Carolina

Nicole Zarrett, Ph.D., University of South Carolina

Stephen Taylor, M.A., University of South Carolina

Using Organizational Readiness to Understand Implementation Challenges in the Interconnected Systems Framework: A Case Study

Samantha N. Hartley, M.A., University of South Carolina

4:30 p.m. – 6:00 p.m.

A706, Atrium Level

Symposium 107

Chronic Pain and Substance Use: Toward an Understanding of Psychological Vulnerabilities

CHAIRS: Katherine McDermott, B.A., Florida State University

Andrew H. Rogers, M.A., University of Houston

DISCUSSANT: Gordon Asmundson, Ph.D., University of Regina

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Addictive Behaviors

Key Words: *Pain, Addictive Behaviors, Health Psychology*

Associations Between Pain and Opioid Use in Long-term Naturalistic Follow-up of Adults With Prescription Opioid Use Disorder

Katherine McDermott, B.A., Florida State University

Margaret Griffin, Ph.D., McLean Hospital/Harvard Medical School

R. Kathryn McHugh, Ph.D., McLean Hospital/Harvard Medical School

Roger Weiss, M.D., McLean Hospital/Harvard Medical School

Katherine McDermott, BA, Florida State University

Cigarette Smoking and Pain: The Role of Distress Tolerance

Andrew H. Rogers, M.A., University of Houston

Kirsten Langdon, Ph.D., Brown University/Rhode Island Hospital

Michael Zvolensky, Ph.D., University of Houston

Andrew H. Rogers, M.A., University of Houston

SATURDAY

Associations of PTSD, Chronic Pain, and Their Comorbidity on Cannabis Use Disorder: Results From an American Nationally Representative Study

Elena Bilevicius, B.A.H., M.Sc., University of Manitoba

Jordana Sommer, B.A.H., University of Manitoba

Gordon Asmundson, Ph.D., University of Regina

Renee ElGabalawy, Ph.D., University of Manitoba

Elena Bilevicius, B.A.H., M.Sc., University of Manitoba

Past-Month Pain Status and Problematic Alcohol Use: The Explanatory Role of Expectancies for Alcohol Analgesia

Lisa LaRowe, M.S., Syracuse University

Jessica Powers, B.A., Syracuse University

Stephen Maisto, Ph.D., Syracuse University

Michael Zvolensky, Ph.D., University of Houston

Joseph Ditre, Ph.D., Syracuse University

Lisa LaRowe, M.S., Syracuse University

Opioid and Alcohol Use Among Veterans With Chronic Pain: Differences in Functioning Based on Misuse Status

C. Graham Ford, M.S., University of New Mexico

Zachary Schmidt, Ph.D., New Mexico VA Healthcare Services

Kevin Vowles, Ph.D., University of New Mexico

C. Graham Ford, M.S., University of New Mexico

Symposium 108

The Neuroscience of Hoarding and OCD: Predictors of Treatment-Response, Decision Making, and the State vs Trait Debate

CHAIR: *Amitai Abramovitch, Ph.D., Texas State University*

DISCUSSANT: *Dean McKay, Ph.D., Fordham University*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Neuroscience

Key Words: *Neuroscience, OCD (Obsessive Compulsive Disorder), Hoarding*

Neural Predictors of CBT Response in Hoarding Disorder

Hannah Levy, Ph.D., Hartford Hospital

Lauren Hallion, Ph.D., University of Pittsburgh

Bethany Wootton, Ph.D., University of Technology Sydney

Krishna Pancholi, M.S., Institute of Living

Michael Stevens, Ph.D., Institute of Living

David Tolin, Ph.D., Institute of Living

Does Cognitive-behavioral Therapy Affect Goal-directed Planning in Obsessive-Compulsive Disorder?

Claire Gillan, Ph.D., Trinity College

H Blair Simpson, M.D./Ph.D., New York State Psychiatric Institute/Columbia University

Michael Wheaton, Ph.D., Barnard College

Effects of Obsessive-compulsive Spectrum Symptoms on Decision-making: The Moderating Role of Stress

Nikki Puccetti, B.A., University of Miami

Aaron Heller, Ph.D., University of Miami

Kiara R. Timpano, Ph.D., Department of Psychology; University of Miami

Caitlin A. Stamatis, M.S., University of Miami

Cognitive Function and OCD Severity: Have We Been Barking Up the Wrong Tree?

Breana McCormack, B.S., Texas State University

Devon Brunner, B.A., Texas State University

Nathan Wofford, B.A., Texas State University

Amitai Abramovitch, Ph.D., Texas State University

Symposium 109

Cost-Effectiveness of CBT: Critical Information for Dissemination and Implementation

CHAIR: *Alessandro S. De Nadai, Ph.D., Texas State University*

DISCUSSANT: *Eric A. Storch, Ph.D., Baylor College of Medicine*

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Dissemination, Implementation, CBT*

Cost-Effectiveness of Interventions for Pediatric Anxiety and Obsessive-Compulsive Disorder

Troy Quast, Ph.D., University of South Florida

Tara Little, M.A., Texas State University

Kaitlyn Westerberg, B.A., Texas State University

Kevin Patyk, B.A., Texas State University

Maureen Monahan, M.A., University of South Florida

Eric A. Storch, Ph.D., Baylor College of Medicine

Sean Gregory, Ph.D., Northern Arizona University

Alessandro S. De Nadai, Ph.D., Texas State University

Introduction to Cost-Inclusive Research for Maximizing the Impact of Cognitive-Behavioral Science (CBS)

Brian Yates, Ph.D., American University

Cost-Inclusive Analysis of a Pilot Intervention to Improve Binge Eating and Obesity in Adolescents

Rachel Engelhart, M.A., RD, LPC, Re: Nutrition

Finza Latif, M.D., Children's National Medical Center

Sarah E. Hornack, Ph.D., Children's National Health System

Cost-Effectiveness of Treatment by Psychologists-in-Training

Brian Yates, Ph.D., American University

Erica Hart, Ph.D., American University

Corinne Kacmarek, M.A., American University

Symposium 110

Suicide Prevention: From Biomarkers to Intervention Implementation

CHAIR: *Courtney Wolk, Ph.D.*, University of Pennsylvania

DISCUSSANT: *Matthew Nock, Ph.D.*, Harvard University

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Suicide, Implementation, Dissemination*

Assessing Risk of Future Suicidality: Blood Biomarkers and Clinical Risk Scales

Alexander Niculescu, M.D., Ph.D., Indiana University

Feasibility and Initial Efficacy of a Smartphone-based Intervention For Suicide Risk Reduction

Kate Bentley, Ph.D., Harvard Medical School

Jeff Huffman, M.D., Massachusetts General Hospital

Matthew Nock, Ph.D., Harvard University

Evan Kleiman, Ph.D., Rutgers University

Feasibility and Acceptability of a Brief Safety Planning Intervention for Primary Care Behavioral Health Patients

Morgan Hill, M.A., University of Arkansas - Fayetteville

Kyle Jackson, B.S., University of Arkansas - Fayetteville

Meredith Sourk, M.A., MSW, University of Arkansas - Fayetteville

Ana Bridges, Ph.D., University of Arkansas - Fayetteville

Aubrey R. Dueueke, Ph.D., Medical University of South Carolina

Safety Planning Intervention For Autistic Adolescents and Adults

Samantha Crabbe, M.S.Ed., University of Pennsylvania

David Mandell, Sc.D., University of Pennsylvania

Shari Jager-Hyman, Ph.D., University of Pennsylvania

Brenna Maddox, Ph.D., University of Pennsylvania

Developing Implementation Strategies With Stakeholders to Promote Firearm Safety as a Suicide Prevention Strategy in Pediatric Primary Care

Courtney Wolk, PhD, University of Pennsylvania

Shari Jager-Hyman, PhD, University of Pennsylvania

Steven Marcus, PhD, University of Pennsylvania

Brian Ahmedani, PhD, Henry Ford Health System

John Zeber, PhD, University of Massachusetts Amherst

Joel Fein, M.D., Children's Hospital of Philadelphia

Gregory Brown, Ph.D., University of Pennsylvania

Rinad Beidas, Ph.D., University of Pennsylvania

4:30 p.m. – 6:00 p.m.

Imperial Salon A, Marquis Level

Symposium 111

Improving Treatments for Hoarding Disorder: From the Laboratory to the Clinic

CHAIR: *Hannah Levy, Ph.D., Hartford Hospital*

DISCUSSANT: *Kiara R. Timpano, Ph.D., Department of Psychology; University of Miami*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: *Hoarding, Emotion, Treatment*

Physiological and Subjective Indicators of Negative and Positive Emotional Reactivity in Persons with Hoarding, Collectors, and Healthy Controls

Kiara R. Timpano, Ph.D., Department of Psychology; University of Miami

Ashley M. Shaw, Ph.D., university of Miami

A Comparison of Cognitive Restructuring and Thought Listing for Excessive Acquiring in Hoarding Disorder

David Tolin, Ph.D., Institute of Living

Randy Frost, Ph.D., Smith College

Elizabeth Offermann, B.A., Kennedy Krieger Institute

Gail Steketee, Ph.D., Boston University

Hannah Levy, Ph.D., Hartford Hospital

Online Webcam-based Group Cognitive Behavioral Treatment (GCBT-W) For Hoarding: A Pilot Study

Suzanne Otte, MSW, Scituate Hoarding Response Team and Boston University

Laura Minier, MSW, Town of Scituate, Scituate Board of Health

Susan Sami, MPH, Town of Hingham, Hingham Board of Health

Jennifer Keefe, MPH, Scituate Board of Health

Jordana Muroff, Ph.D., Boston University

The Effect of Defusion Versus Distraction on Letting Go of Personal Possessions

Carina Terry, B.S., Utah State University

Michael Twohig, Ph.D., Utah State University

Clarissa Ong, M.S., Utah State University

4:30 p.m. – 6:00 p.m.

M104, Marquis Level

Symposium 112

Applying Acceptance and Commitment Therapy to the Treatment of Domestic Violence, Stalking, & Sexual Misconduct

CHAIR: *Erika Lawrence, Ph.D., The Family Institute at Northwestern University*

DISCUSSANT: *Miriam Ehrensaft, Ph.D., Duke University*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Violence / Aggression

Key Words: *ACT (Acceptance & Commitment Therapy), Intimate Partner Aggression, Criminal Justice*

Applying ACT to Target Intimate Partner Violence in a Group of Adult Men Court-Mandated to Attend

Erika Lawrence, Ph.D., The Family Institute at Northwestern University

Amie Zarling, Ph.D., Iowa State University

Callie Mazurek, M.S., The Family Institute at Northwestern University

Applying ACT to Target Intimate Partner Violence in a Group of Adult Women Court-Mandated to Attend

Amie Zarling, Ph.D., Iowa State University

SATURDAY

Applying ACT to Target Mental Health and Recidivism Among Adolescent Boys in Juvenile Detention

Karey O'Hara, Ph.D., REACH Institute, Arizona State University

Samantha J. Reznik, M.A., University of Arizona

Erika Lawrence, Ph.D., The Family Institute at Northwestern University

Connie Beck, Ph.D., University of Arizona

Caroline Shanholtz, M.A., University of Arizona

Jennifer Duchschere, M.A., University of Arizona

Adapting ACT to Target Sexual Misconduct, Dating Violence and Stalking on a College Campus

Jennifer Duchschere, M.A., University of Arizona

Erika Lawrence, Ph.D., The Family Institute at Northwestern University

Monique DiCarlo, MSW, University of Iowa

Samantha J. Reznik, M.A., University of Arizona

4:30 p.m. – 5:30 p.m.

M202, Marquis Level

Symposium 113

Building the Capacity of Primary Care Providers and Improving Experiences for Families: Findings From Trauma-informed Training, Collaborative Care, and Specialized Medical Home Efforts

CHAIR: *Elizabeth A. Miller, M.D., Ph.D.*, University of Pittsburgh School of Medicine

DISCUSSANT: *David J. Kolko, Ph.D.*, University of Pittsburgh School of Medicine

Earn 1 continuing education credit

All levels of familiarity with the material

Primary Category: Primary Care / Integrated Care

Key Words: *Primary Care, Trauma, Education and Training*

Training Pediatric Primary Care Residents in Trauma-Informed Care: A Feasibility Trial

Rochelle Hanson, Ph.D., Medical University of South Carolina

Elizabeth Wallis, M.D., Medical University of South Carolina

Emily Fanguy, B.A., Medical University of South Carolina

Carla Newman, LMSW, Medical University of South Carolina

Aubrey R. Dueweke, Ph.D., Medical University of South Carolina

Effects of Primary Care Provider Attitudes on Changes in Behavioral Health-related Effort and Skill During a Pediatric Collaborative Care Trial

David J. Kolko, Ph.D., University of Pittsburgh School of Medicine

K. Ashana Ramsook, M.S., Penn State University

Anna S. Huh, M.D., Montefiore Medical Center

Olga V. Berkout, Ph.D., Texas A&M University Corpus Christi

John V. Campo, M.D., West Virginia University and The Rockefeller Neuroscience Institute

Elizabeth A. Miller, M.D., Ph.D., University of Pittsburgh School of Medicine

Adapting Pediatric Medical Homes for Youth in Foster Care: Caregiver Perspectives and Experiences

Dana M. Bakua, M.S., Oklahoma State University

Jennifer Reinink, B.A., University of Oklahoma Health Sciences Center

Amanda Cherry, Ph.D., University of Oklahoma Health Sciences Center

Julie Lees, M.D., University of Oklahoma Health Sciences Center

Deborah Shropshire, M.D., University of Oklahoma Health Sciences Center

Larry Mullins, Ph.D., Oklahoma State University

Stephen Gillaspay, Ph.D., University of Oklahoma Health Sciences Center

Hannah C. Espleta, M.S., Oklahoma State University

Symposium 114

Behavioral Health Treatment Needs, Entry, and Outcomes Among Justice-involved Individuals

CHAIRS: *Mandy D. Owens, Ph.D.*, VA Puget Sound Health Care System
Kelly E. Moore, Ph.D., East Tennessee State University
DISCUSSANT: *Raymond DiGiuseppe, Ph.D.*, St. John's University

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Criminal Justice / Forensics

Key Words: *Criminal Justice, Treatment, Substance Abuse*

The Effect of Adverse Childhood Experiences on Substance Use and Psychiatric Symptoms Among Court-Involved Non-Incarcerated Youth

Johanna Folk, Ph.D., University of California San Francisco
Eraka Bath, M.D., University of California Los Angeles
Lilli Ramos, B.A., University of California San Francisco
Brooke Rosen, M.D., University of California San Francisco
Marina Tolou-Shams, Ph.D., University of California San Francisco
Johanna Folk, Ph.D., University of California San Francisco

Substance Use Disorder Diagnosis and Treatment Entry in Justice-Involved Youth: Influences of Victimization and Comorbid Conditions

Emily Dworkin, Ph.D., University of Washington School of Medicine
Jordan Davis, Ph.D., University of Southern California
Tim Janssen, Ph.D., Brown University
Tara Dumas, Ph.D., Huron University College at Western University
Jeremy Goldblach, Ph.D., University of Southern California
John Monterosso, Ph.D., University of Southern California
Emily Dworkin, Ph.D., University of Washington School of Medicine

The Role of Emotion Dysregulation in Substance Use, Criminal Charges, and Prior Treatment Episodes Among Probationers in Court-mandated Substance Use Treatment

Kelly E. Moore, Ph.D., East Tennessee State University
Matthew Tull, Ph.D., University of Toledo
Kim Gratz, Ph.D., University of Toledo
Kelly E. Moore, Ph.D., East Tennessee State University

**Anger and Aggression Treatments for Perpetrators of Intimate Partner Violence:
A Meta-Analysis**

Olga Gulyayeva-Fuller, M.A., St. John's University

Natasha Kostek, M.A., St. John's University

Joanne Raptis, M.A., St. John's University

Vanessa Rumie, M.A., St. John's University

Ashley Abbatangelo, M.A., St. John's University

Ray DiGiuseppe, Ph.D., St. John's University

Olga Gulyayeva-Fuller, M.A., St. John's University

4:30 p.m. – 6:00 p.m.

M304, Marquis Level

Symposium 115

**Brief, Technology-Mediated Interventions to Expand
the Reach of Cognitive-Behavioral Therapies**

CHAIR: *Jessica L. Schleider, Ph.D., Stony Brook University*

DISCUSSANT: *Stephen Schueller, Ph.D., University of California, Irvine*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Treatment - Other

Key Words: *Dissemination, Technology / Mobile Health, Treatment*

**Randomized Trial of a Single-session Growth Mindset Intervention for Rural
Adolescents' Internalizing and Externalizing Problems**

Laura Widman, Ph.D., North Carolina State University

Crystal Hoyt, Ph.D., University of Richmond

Mitchell Prinstein, Ph.D., University of North Carolina, Chapel Hill

Jeni Burnette, Ph.D., North Carolina State University

Jessica L. Schleider, Ph.D., Stony Brook University

**Acceptability, Feasibility, and Usefulness of Using a Digital Health Agent to
Deliver MI to Treat Alcohol Abuse: Clinician Perspectives**

Jaynish Hazari, MPH, Loma Linda University

Stephanie Lunn, M.S., Florida International University

Mihai Polcneau, M.S., Ecole Nationale D'Ingenieurs de Brest

Christine Lisetti, Ph.D., Florida International University

Maya M. Boustani, Ph.D., Loma Linda University

SATURDAY

Promoting Positive Parenting Via a Brief E-health Intervention in Pediatric Primary Care

Sarah Kate Bearman, Ph.D., University of Texas

Dominique Egger, B.A., University of Texas at Austin

Abby Bailin, M.A., University of Texas at Austin

Development and Refinement of an mHealth Intervention to Facilitate Behavioral and Emotional Recovery After Pediatric Injury

Jennifer Winkelmann, M.S., LPC, Medical University of South Carolina

Meagan Mack, M.A., Medical University of South Carolina

Tatiana Davidson, Ph.D., Medical University of South Carolina

Margaret Anton, Ph.D., MUSC

Kenneth Ruggiero, Ph.D., Medical University of South Carolina

Leigh E. Ridings, Ph.D., Medical University of South Carolina

Augmenting the LUNCH Groups® Social Skills Treatment Program with a Parent-Directed Smartphone App: Acceptability, Perceived Utility, and Usage Rates

Bruce M. Gale, Ph.D., Behavior Tech Solutions, Inc.

Atrium Ballroom B&C, Atrium Level

Presidential Address

Increasing the World's Therapeutic Intelligence Through Strategic Alignment of Individuals, Institutions, and Industries

Bruce F. Chorpita, Ph.D., UCLA

Earn 1 continuing education credit

Primary Category: Professional / Interprofessional Issues

Key Words: *Evidence-Based Treatment, Implementation*



BRUCE
CHORPITA

The focus for ABCT this year is purposeful reflection on how we can better achieve the mission of health and wellness through cognitive behavioral science. I will begin by outlining the landscape that must be crossed to achieve that mission, noting where our current resources and strategies encounter seemingly unmanageable complexity. On the other hand, an inventory of our strengths will show that we know more than at any time in human history about how to address mental health challenges and that we have unprecedented technological capabilities to organize and deliver that knowledge to where it is needed. Accordingly, I will articulate a framework of Coordinated Strategic Action to organize people and evidence to make efficient use of these historic capabilities to meet these extraordinary challenges, with working examples and empirical findings from mental health systems and interventions. Finally, in the spirit of our organization's behavioral intellectual rebellion, I will call for us to reflect on the contingencies or "token economies" in which we, our organizations, and our industries operate, to ask what we can do to

engineer a society with greater capability of engaging in healthy and therapeutic behavior for ourselves and those around us.

At the end of this session, the learner will be able to:

- Describe the “Three D’s” of robust knowledge frameworks designed for challenging contexts: Diversity, Dynamics, and Development.
- Provide one or more concrete illustrations of Coordinated Strategic Action as a way of organizing people, knowledge, and technology to reduce human suffering and increase wellness.
- Articulate the contingencies operating on yourself as an individual, on your institution, and on your industry, to consider how to better align our collective activities with our larger mission.

Recommended Readings: Chorpita, B. F. (2019). Metaknowledge is power: Models to address unmet mental health needs. *Journal of Child Psychology and Psychiatry*, 60, 473-476. Chorpita, B. F., & Daleiden, E. L. (2018). Coordinated strategic action: Aspiring to wisdom in mental health service systems. *Clinical Psychology: Science and Practice*, 25, 1-14. Kazdin, A. E. (2019). Annual research review: Expanding mental health services through novel models of intervention delivery. *Journal of Child Psychology and Psychiatry*, 60, 455-472. Singla, D.R., Kohrt, B.A., Murray, L.K., Anand, A., Chorpita, B.C., & Patel, V. (2017). Psychological treatments for the world: Lessons from low- and middle-income countries. *Annual Review of Clinical Psychology*, 13, 149-181.

10:30 p.m. – 1:00 a.m.

Atrium Ballroom, Atrium Level

Saturday Night Dance Party

Dance away the evening- salsa, rumba, tango, or hip hop. We will have it all. Our DJ will take requests and the photo booth will have plenty of fun props for great pictures that you can take home as a memento of this great party. Connect with your colleagues or meet new friends one last time at this closing late night event. We hope to see you there!

Sunday

8:30 a.m. – 10:00 a.m.

Atrium Ballroom A, Atrium Level

Panel Discussion 16

Making Our Science Palatable to the Hungry Public: Embracing the Power of Social Media

MODERATOR: *Daniel L. Hoffman, ABPP, Ph.D.*, Long Island Jewish Medical Center/Zucker Hillside Hospital

PANELISTS: *Daniel L. Hoffman, ABPP, Ph.D.*, Long Island Jewish Medical Center/Zucker Hillside Hospital

Dean McKay, Ph.D., Fordham University

Rebecca Sachs, ABPP, Ph.D., CBT Spectrum

Shane G. Owens, ABPP, Ph.D., Farmingdale State College

Simon A. Rego, ABPP, Psy.D., Montefiore Medical Center/
Albert Einstein College of Medicine

L. Kevin Chapman, Ph.D., Private Practice

Earn 1.5 continuing education credits

Primary Category: Improved Use of Research Evidence

Key Words: *Technology / Mobile Health, Public Health, Evidence-Based Practice*

Pseudoscience pervades everyday life and influences the public's understanding of psychopathology and effective treatments for mental illness. Countless websites, commercials, internet ads, social media groups and influencers promote "miracle cures" for everything from acne to schizophrenia. Additionally, contraindicated advice on parenting strategies, psychotherapy, and mental and physical health is proclaimed in these popular forums. In part due to low science and mental health literacy, the public is particularly vulnerable to these false claims from polished, yet dubious sources. Evidence based psychosocial interventions in mental health care are at a disadvantage to pharmaceutical spending on advertising, branding and messaging across media outlets.

As evidence-based mental health practitioners, we have a responsibility to help the public discern effective from ineffective—even dangerous—treatments. It is imperative that we develop more compelling means of delivering knowledge and engaging the public to extend the social impact of evidence-based treatments (EBT's). We need to effectively harness the full range of media, including social networking media, to increase visibility

and accessibility of EBT's for mental health conditions, to dispel myths about effective approaches, and to debunk false claims of the efficacy of the "snake oil de jour." Panelists will address the "demarcation problem" in science, helping the audience distinguish effective behavioral and cognitive therapies from those which remain theoretical. We will emphasize the importance of conveying this distinction to the public, through the media, in widely understood lay terms.

Panelists will explore methods to more effectively communicate scientifically-derived information with the public in ways that will enhance engagement and encourage meaningful steps toward change in evidence based behavioral healthcare. We will discuss our current efforts to promote EBT's and influence our family and friends, our patients, our communities, our students and trainees, our colleagues, and the general public through media and social media outlets. Time will be allocated for interaction with the audience.

8:30 a.m. – 10:00 a.m.

A602, Atrium Level

Panel Discussion 25

Implementing and Sustaining Evidence-Based Practice for Serious Mental Health Conditions: Georgia's Recovery-Oriented Cognitive Therapy Initiative

MODERATORS: *Paul M. Grant, Ph.D.*, Perelman School of Medicine at the University of Pennsylvania

Ursula Davis, Georgia State University

PANELISTS: *Paul M. Grant, Ph.D.*, Perelman School of Medicine at the University of Pennsylvania

Monica Johnson, Georgia Department of Behavioral Health and Developmental Disabilities

Terri Timberlake, Ph.D., Georgia Department of Behavioral Health and Developmental Disabilities

Jessica Austin, LCSW, Georgia State University

Christian S. Hildreth, Psy.D., Central State Hospital

Lynne Deigert, Behavioral Health Services of South Georgia

Earn 1.5 continuing education credits

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *Schizophrenia, Implementation, Recovery*

This panel will present a state-wide collaborative project, between the Georgia Department of Behavioral Health and Developmental Disabilities (DBHDD), the Center of Excellence for Children's Behavioral Health at Georgia State University, and the Aaron T. Beck Psychopathology Research Center at the University of Pennsylvania, to implement re-

covery-oriented cognitive therapy (CT-R). This effort aimed to develop the capacity of the treatment network to empower individuals given a serious mental health diagnosis who have difficulty remaining in the community (continuously or chronically hospitalized). CT-R is an empirically-supported approach that systematically operationalizes recovery to help these individuals live the life of their choosing in the community. The implementation project took place in stages across the state and included training of staff in state hospitals, on Assertive Community Treatment and related behavioral health teams, in community clinics, and on first-episode teams.

Members of the panel – drawn from all levels of the project – will discuss their experience, focusing on successes and lessons learned:

- GA DBHDD: state-wide mental health expert
- UPenn: intro to CT-R and evidence in GA
- Center of Excellence: trainee to trainer experience
- Hospital: forensic successes and challenges
- Trained provider: impact on service provision

8:30 a.m. – 10:00 a.m.

A705, Atrium Level

Panel Discussion 26

Anxiety-Focused PCIT: Innovations in the Treatment of Early Childhood Anxiety Disorders

MODERATOR: *Cheryl B. McNeil, Ph.D.*, West Virginia University

PANELISTS: *Steve Mazza, Ph.D.*, Columbia University Medical Center
Anthony Puliafico, Ph.D., Columbia University Medical Center
Steven Kurtz, ABPP, Ph.D., Kurtz Psychology Consulting
Jonathan Comer, Ph.D., Florida International University
Donna Pincus, Ph.D., Child Center for Anxiety and Related Disorders, Boston University
Andrea M. Chronis-Tuscano, Ph.D., University of Maryland

Earn 1.5 continuing education credits

Primary Category: Child / Adolescent - Anxiety

Key Words: *PCIT (Parent Child Interaction Therapy), Anxiety, Exposure*

Anxiety disorders are the most common psychiatric disorder in children and have been shown to predict adverse future functioning (Bittner et al., 2007; Costello, Egger, & Angold, 2005). Parent training programs, including adaptations of Parent-Child Interaction Therapy (PCIT), have shown promise in treating anxiety disorders in early childhood (Carpenter, Puliafico, Kurtz, Pincus, & Comer, 2014; Pincus, Eyberg, & Choate, 2005). Panelists were chosen to discuss the current state of PCIT adaptations for treating anxiety disorders and how to best move these treatments forward. Initial discussions will focus

describing the various adaptations and their efficacy. Treatments that will be presented include PCIT-CALM (Coaching Approach Behavior and Leading by Modeling), Brave START (Skills Training & Anxiety Reduction Treatment), The Turtle Program (group PCIT for behavioral inhibited preschoolers), and Bravery-Directed Interaction (BDI), PCIT-SM (Selective Mutism). Next, similarities and differences between these adaptations will be elucidated, as well as the primary mechanisms of behavior change across therapies. The feasibility of implementing these interventions across treatment settings and populations (including internet-based treatments) will also be addressed. The panel will conclude with a conversation about the future of early childhood anxiety treatments and how to best move the field forward.

8:30 a.m. – 10:00 a.m.

L504-L505, Lobby Level

Panel Discussion 28

Integrating Community-Based Projects in the Training of Clinical Scientists For Social Impact

MODERATOR: *Lauren A. Stutts, Ph.D., Davidson College*

PANELISTS: *Lauren A. Stutts, Ph.D., Davidson College*

Taryn A. Myers, Ph.D., Virginia Wesleyan University

Elizabeth Dalton, Ph.D., Elizabethtown College

Susan Wenzel, Ph.D., Lafayette College

Cheri A. Levinson, Ph.D., University of Louisville

Earn 1.5 continuing education credits

Primary Category: Workforce Development / Training / Supervision

Key Words: *Education and Training, Community-Identified Problems, Dissemination*

Community-based projects are practical, evidence-based experiences that can be integrated into the training of clinical scientists. These projects have two primary purposes: 1) to allow students to apply course material to real-world problems, and 2) to positively impact the community. Five panelists will discuss how to integrate community-based projects into clinical courses/training on the following topics: psychology and the law, stress, mood disorders, eating disorders, and health. First, we will describe how we created partnerships with community-based organizations. Second, we will discuss ways to integrate and have students apply course material through community-based projects. For example, one panelist will describe how she has students present what they learned about mood disorders to a local chapter of the Depressive and Bipolar Support Alliance. Third, we will share ways to assess and create assignments around community-based work. For instance, one panelist will discuss how she has students write reflection papers where they draw connections between stress-related theories and their community-based experiences. Fourth, we will address some of the challenges of conducting community-based work. Lastly, we will provide strategies for maintaining partnerships and disseminating products to the

community. For example, one panelist will share how she has students create and present posters on a project assessing healthy food access in low income communities at a local community-based poster fair. Overall, we will share ideas and activities that will highlight the benefits, accessibility, and impact of integrating community-based work into training.

8:30 a.m. – 10:00 a.m.

Marquis Salon D, Marquis Level

Panel Discussion 30

Facing Fear the Right Way: What We Know and Need to Learn About Maximizing Exposure Outcomes

MODERATORS: *Joseph K. Carpenter, M.A.*, Boston University

Hayley E. Fitzgerald, M.A., Boston University

PANELISTS: *Michelle Craske, Ph.D.*, University of California, Los Angeles

Michael W. Otto, Ph.D., Boston University

Dirk Hermans, Ph.D., KU Leuven

David Tolin, Ph.D., Institute of Living

Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill

Earn 1.5 continuing education credits

Primary Category: Adult Anxiety

Key Words: *Exposure, Anxiety, Fear*

As effective as exposure therapy can be for the treatment of anxiety disorders, response and relapse rates suggest that there is significant room for improvement. Two central questions for understanding how to improve exposure outcomes are: 1) what exactly do patients need to learn from their exposures in order to lead to durable reductions in fear?, and 2) how should we conduct exposure therapy to best promote that learning?

Translational research on fear and extinction learning suggests that successful exposure therapy consists of the development of new memories of safety that override previously acquired fear memories. Based on such research, inhibitory learning theory and other frameworks for understanding mechanisms of exposure (e.g. emotional processing theory), have proposed a variety of possible explanations for what drives symptom improvement. These include expectancy violations, increases in fear tolerance, improvements in coping self-efficacy, within- and between-session fear reduction, and changes in threat-related cognitions.

Emphasizing any one of these targets clinically can lead to different approaches to conducting exposures, but much is unknown about the relationship between these constructs as well as their relative importance. This leaves clinicians with several unanswered questions about how to optimally conduct exposure therapy and evaluate progress. For example, do fear reductions during exposures really not matter? What should be the focus

of post-exposure processing? What sort of learning is most likely to help patients generalize improvements across contexts? This panel will bring together experts in the field of anxiety and mechanisms of exposure therapy to discuss how to best answer these types of questions, and elucidate future directions for enhancing exposure outcomes.

8:30 a.m. – 10:00 a.m.

M303, Marquis Level

Panel Discussion 31

Ensuring Cultural Humility Across Clinical Research Designs

MODERATORS: *Rachel R. Ouellette, M.S.*, Florida International University

Jacqueline O. Moses, M.S., Florida International University

PANELISTS: *Miya Barnett, PhD*, University of California, Santa Barbara

Stacy Frazier, Ph.D., Florida International University

Omar G. Gudiño, ABPP, Ph.D., University of Kansas

David A. Langer, ABPP, Ph.D., Suffolk University

Jessica LoPresti, Ph.D., Suffolk University

Earn 1.5 continuing education credits

Primary Category: Culture / Ethnicity / Race

Key Words: *Culture, Underserved Populations, Research Methods*

Mental health providers are supporting an increasingly diverse population (Jones & Bullock, 2012), while experiencing an ongoing deficit in empirically supported mental health services and knowledge about therapeutic mechanisms for diverse populations (Benish et al., 2011). The importance of considering cultural, racial, and ethnic identities when providing effective mental health services is demonstrated in common definitions of evidence-based practice in psychology, with recent definitions emphasizing clinical decisions based on the best available research evidence filtered through clinical expertise and patient characteristics (e.g., culture and individual preferences) (Tolin, 2014). Hence, evidence-based practice is, by definition, both empirically- and culturally-informed, highlighting cultural humility as a cornerstone of effective mental health care. Cultural humility is defined as the, “ability to maintain an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to the [person]” (Hook et al., 2013). This definition highlights cultural humility as an ongoing and bidirectional process, which may conflict with highly controlled research designs. The proposed panel brings together a team of experts conducting efficacy (Dr. David Langer), effectiveness (Drs. Jessica LoPresti and Omar Gudiño), services (Dr. Stacy Frazier), and implementation (Dr. Miya Barnett) science to discuss cultural humility in clinical research. Discussion will center around cultural humility across the spectrum of research designs from high internal to high external validity, as well as across different research questions, methods, measures, and interpretation of results. Conversation will highlight ways in

8:30 a.m. – 10:00 a.m.

A702, Atrium Level

Research and Professional Development 7

It Never Hurts to Ask! Strategies to Negotiate Academic Job Offers

PANELISTS: *Andrea K. Graham, Ph.D.*, Northwestern University Feinberg School of Medicine
Fabiana S. Araujo, Ph.D., The University of Chicago
Shona N. Vas, Ph.D., The University of Chicago

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Professional / Interprofessional Issues

Key Words: *Professional Development, Career Development, Technology / Mobile Health*

Negotiation is a critical component of obtaining and retaining academic jobs, yet most psychology training programs do not provide training on how to be effective negotiators. Negotiation has significant long-term implications, as failure to negotiate a first salary can result in >\$500,000 in lost wages by age 60. There also remains a gender gap in negotiating, as women are less likely to initiate or engage in negotiations and set lower expectations for the process. Gender differences perpetuate a salary gap with 2017 estimates showing that women earn 73.2% of men's salaries. The purpose of this workshop is to provide instruction in the benefits and process of negotiation, by drawing on diverse perspectives and utilizing lessons learned from industry and academia. In the first stage of negotiation, candidates identify what they want by articulating what is important to them and what they value for this position and their career. The second stage is identifying what is being negotiated. Candidates prepare for this process by identifying what they need to be most successful in this position, knowing with whom they are negotiating, and understanding the context surrounding the position. The third stage is engaging in the negotiation, which includes key considerations like how to preserve the relationship and when to walk away. We will present case examples and engage in role play to demonstrate these skills. Thus, by the end of the presentation, participants will be equipped with skills and strategies to successfully negotiate.

At the end of this session, the learner will be able to:

- Recognize the importance of negotiation as a specific skill with implications for professional development.
- Identify components of particular elements of the position that could be negotiable.
- Learn specific skills to negotiate successfully.

Recommended Readings: Kupfer Schneider, A. & Kupfer, D. (2017). Smart and savvy: Negotiation strategies in academia. Meadows Communication, LLC. Babcock, L. and Laschever, S. (2008). Ask for it: How women can use the power of negotiation to get what they really want. Bantam. Fisher, R. and Ury, W. (1981) Getting to yes: Negotiating agreement without giving in. Houghton Mifflin Company

8:30 a.m. – 11:30 a.m.

A703, Atrium Level

ABCT 2019 Student Workshop

CBT for Depression

Judith S. Beck, Ph.D., Beck Institute

Earn 3 continuing education credits

Primary Category: Adult Depression, Treatment - CBT

Key Words: *CBT, Depression, Training/Training Directors*

To treat depressed clients effectively, you need to start with two essential components of CBT: an evolving cognitive conceptualization of the client and a strong therapeutic alliance. Then you need to do a number of things:

- explore clients' values, set goals, and inspire hope
- structure sessions to efficiently address their specific current problems
- use your conceptualization to plan treatment
- use a variety of strategies from various psychotherapeutic modalities to bring about change in cognition, mood, and behavior
- collaboratively create Action Plans (homework), and
- do relapse prevention

In this interactive workshop, we'll use a Cognitive Conceptualization Diagram to conceptualize clients, identify the most important dysfunctional cognitions and behaviors, and plan treatment in and across sessions. We'll discuss how to develop a strong therapeutic relationship with clients, especially when they're hopeless or resistant. Then we'll cover the activities listed above. Case examples and demonstration roleplays will illustrate how to implement various techniques. Finally, we'll discuss what to do when "standard" CBT isn't sufficiently effective.

After attending this workshop, participants will be able to:

- Use a cognitive conceptualization to plan treatment;
- List key techniques to develop the therapeutic relationship; and
- Describe how to flexibly structure sessions.

Recommended Readings: Beck, J. S. (2011). Cognitive behavior therapy: Basics and beyond. Guilford press. Clak, D. A., & Beck, A. T. (1999). Scientific foundations of cognitive theory and therapy of depression. John Wiley & Sons. Greenberger, D., & Padesky,

8:30 a.m. – 9:30 a.m.

Atrium Ballroom B, Atrium Level

Symposium 117

Fidelity Assessment in Usual Care Settings: Implications for Implementation of Evidence-Based Treatment Models

CHAIR: *Craig E. Henderson, Ph.D., Sam Houston State University*

DISCUSSANT: *Sara J. Becker, Ph.D., Center for Alcohol and Addictions Studies Brown University School of Public Health*

Earn 1 continuing education credit

All levels of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Adherence, Adolescents, Implementation*

Keeping the Faith While Keeping It Real: A Review of Practical, Empirical Approaches to Evaluating Treatment Fidelity

Suzanne Kerns, Ph.D., Center for Effective Interventions

Georganna Sedlar, Ph.D., University of Washington

Roselyn Peterson, B.A., University of Central Florida

Marie Monroe-DeVita, Ph.D., University of Washington

Cameron Perrine, M.A., University of Arkansas

Development and Validation of a Youth, Parent, and Therapist Cognitive-Behavioral Therapy Adherence Measure

Rebecca Woo, M.A., University of Texas

Sarah Kate Bearman, Ph.D., University of Texas

Kristin Hawley, Ph.D., University of Missouri

Evelyn Cho, M.A., University of Missouri

Family Therapy Techniques and One-Year Clinical Outcomes Among Adolescents in Usual Care for Behavior Problems

Aaron Hogue, Ph.D., The National Center on Addiction and Substance Abuse

Sarah Dauber, Ph.D., The National Center on Addiction and Substance Abuse

Craig E. Henderson, Ph.D., Sam Houston State University

Atrium Ballroom C, Atrium Level

Symposium 118

Learning From Social Situations: Translating Research on Mechanisms to Reduce the Burden of Social Anxiety

CHAIR: *Miranda L. Beltzer, M.A., University of Virginia*

DISCUSSANT: *Stefan G. Hofmann, Ph.D., Boston University Center for Anxiety and Related Disorders*

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Cognitive Science/ Cognitive Processes

Key Words: *Social Anxiety, Cognitive Biases / Distortions, Social Relationships*

Imagery Rescripting and the Promotion of New Learning in Social Anxiety Disorder: A Dismantling Study Investigating Unique Effects on Memory Representations and Core Beliefs

Mia Romano, Ph.D., University of Waterloo

Jonathan D. Huppert, Ph.D., The Hebrew University of Jerusalem

Susanna G. Reimer, Ph.D., University of Waterloo

Morris Moscovitch, Ph.D., University of Toronto and the Rotman Research Institute and Department of Psychology, Baycrest Centre for Geriatric Care

David A. Moscovitch, Ph.D., University of Waterloo

Using Social Feedback to Update Expectancies of Future Social Performance: An Investigation in Social Anxiety

Katharine E. E. Daniel, B.S., University of Virginia

Alexander Daros, Ph.D., University of Virginia

Laura Barnes, Ph.D., University of Virginia

Bethany A. Teachman, Ph.D., University of Virginia

Miranda L. Beltzer, M.A., University of Virginia

Social Media Browsing Informs Self-Representations in Social Anxiety

Lynn E. Alden, Ph.D., The University of British Columbia

Carly A. Parsons, M.A., The University of British Columbia

Social Anxiety Disorder and Learning From Behavioral Economic Tasks

Thomas Rodebaugh, Ph.D., Washington University in St. Louis

Symposium 119

Social Media: Friend or Foe? Investigating the Effects of Social Media on Mood, Body Image, and Internalizing Disorders

CHAIR: *Allison D. Altman, M.A., University of California, Berkeley*

DISCUSSANT: *Melissa Hunt, Ph.D., University of Pennsylvania*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Adult Depression

Key Words: *Body Image, Depression, Adolescents*

“Selfie” Harm: Effects on Mood and Body Image in Young Women

Jennifer Mills, Ph.D., York University

Is Instagram Doing More Harm Than Good? Applying an Idiographic Approach to Investigate the Impact of Social Networking Sites on Psychopathology

Aaron Fisher, Ph.D., University of California, Berkeley

Allison D. Altman, M.A., University of California, Berkeley

The Effects of Active Social Media Engagement With Peers on Body Image in Young Women

Jennifer Mills, Ph.D., York University

Jacqueline Hogue, M.A., York University

Experimentally Investigating the Impact of Social Networking Sites (SNS) on Well-Being

Melissa Hunt, Ph.D., University of Pennsylvania

Jordyn Young, University of Pennsylvania

Symposium 120

Mindfulness- and Acceptance-Based Approaches With Marginalized Communities

CHAIR: *Jennifer H. Martinez, M.A., University of Massachusetts Boston*

DISCUSSANT: *Lindsey M. West, Ph.D., Augusta University*

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Oppression and Resilience Minority Health

Key Words: *Acceptance, Mindfulness, Oppression*

Values and Belongingness in Graduate School: Perspectives From Underrepresented Minority Students

Alexandria N. Miller, B.S., B.A., Suffolk University

Susan Orsillo, Ph.D., Suffolk University

Race-Based Trauma, Mindfulness, and Self-Compassion: Achieving Emotional Resilience and Resolution

Broderick Sawyer, Ph.D., Behavioral Wellness Clinic

A Brief Mindfulness- and Acceptance-based Intervention for Coping with Race-related Stress

Lizabeth Roemer, Ph.D., University of Massachusetts, Boston

Jennifer H. Martinez, M.A., University of Massachusetts, Boston

Acceptance and Mindfulness for Working with Gender and Sexual Minority Clients

Matthew D. Skinta, ABPP, Ph.D., Private Practice

Symposium 121

**Outcome Data and Implications of a Novel,
Optimization Focused Cognitive-Behavioral
Intervention Focused on De-stigmatizing Mental Health**

CHAIR: *Brad Donohue, Ph.D., University of Nevada Las Vegas*

DISCUSSANT: *Al Light, M.S., Cirque du Soleil*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Randomized Controlled Trial, Treatment Development, Stigma*

An Optimization Approach to Mental Health and Sport Performance in Athletes

Brad Donohue, Ph.D., University of Nevada Las Vegas

**The Optimum Performance Program in Sports in a Collegiate Athlete
Evidencing Bulimia Nervosa**

Marina Galante, M.S., University of Nevada Las Vegas

**A Case Trial Examining Mental Health and Sport Performance Optimization
Programming in an Athlete Who Presented Without Pathology**

Yulia Gavrilova, M.A., Alpert Medical School of Brown University

**A Screening Method For Mental, Social, and Physical Wellness in Amateur and
Professional Circus Artists**

Elena Gavrilova, B.A., University of Nevada Las Vegas

Symposium 122

Understanding and Modifying Cognitive Control and Processing Biases in Depression

CHAIR: *Leanne Quigley, Ph.D.*, Ferkauf Graduate School of Psychology, Yeshiva University

DISCUSSANT: *Christopher Beevers, Ph.D.*, The University of Texas at Austin

Earn 1.5 continuing education credits

Basic to moderate level of familiarity with the material

Primary Category: Cognitive Science/ Cognitive Processes

Key Words: *Cognitive Processes, Depression, Cognitive Biases / Distortions*

In the Eye of the Beholder: Relations Between Depression, Gaze Patterns, and Pupil Dilation in Complex Emotional Stimuli

Molly McNamara, B.A., University of Texas at Austin

Jason Shumake, Ph.D., University of Texas at Austin

Rochelle Stewart, B.A., University of Texas at Austin

Jocelyn Labrada, B.A., University of Texas at Austin

Christopher Beevers, Ph.D., University of Texas at Austin

Kean J. Hsu, Ph.D., Ph.D., University of Texas at Austin

Cognitive Control Over Emotional Information in Current and Remitted Depression

Alainna Wen, B.Sc., Notre Dame

Keith Dobson, Ph.D., University of Calgary

Leanne Quigley, Ph.D., Ferkauf Graduate School of Psychology, Yeshiva University

Understanding Dysregulation of Cognitive Processes in Depression: Mapping the Dynamic Interplay Between Emotional Attention and Memory Processes

Amit Bernstein, Ph.D., University of Haifa

Jutta Joormann, Ph.D., Yale University

Ernst Koster, Ph.D., Ghent University

Jonas Everaert, Ph.D., Ghent University

Training Depressed Individuals to Disengage From Negative Information: Effects on Symptoms, Levels of Rumination, and Responses to Stress

Ian Gotlib, Ph.D., Stanford University

Joelle LeMoult, Ph.D., University of British Columbia

Ellen Jopling, M.A., University of British Columbia

Symposium 123

**The Interpersonal Regulation of Emotion Within
Couples Coping With Unique Stressors**

CHAIR: *Steffany J. Fredman, Ph.D.*, The Pennsylvania State University

DISCUSSANT: *Brian R. W. Baucom, Ph.D.*, Department of Psychology

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Emotion Regulation, Stress*

**A Longitudinal Investigation of Emotional Coregulation and Individual Distress
Among Community Couples Over Three Years**

Melanie S. Fischer, Ph.D., Institute of Medical Psychology, University Hospital
Heidelberg

Donald H. Baucom, Ph.D., University of North Carolina at Chapel Hill

Brian R. W. Baucom, Ph.D., Department of Psychology

Joachim Engl, Dr.rer.nat., Institut für Forschung und Ausbildung in
Kommunikationstherapie

Franz Thurmaier, Dr.rer.nat., Institut für Forschung und Ausbildung in
Kommunikationstherapie

Kurt Hahlweg, Ph.D., Technische Universität Braunschweig

Danielle Weber, M.A., University of North Carolina at Chapel Hill

**Depressive Symptoms and Emotion (Dys-)Regulation in a Transdiagnostic Sample
of Couples**

Donald H. Baucom, Ph.D., University of North Carolina at Chapel Hill

Brian R. W. Baucom, Ph.D., Department of Psychology

Danielle Weber, M.A., University of North Carolina at Chapel Hill

A. K. Munion, M.A., University of Utah

Daniel J. Bauer, Ph.D., University of North Carolina at Chapel Hill

Emily A. Carrino, B.A., University of North Carolina at Chapel Hill

Melanie S. Fischer, Ph.D., Institute of Medical Psychology, University Hospital
Heidelberg

Real Time Interpersonal Linkages of Emotional Arousal in Couples With PTSD During Relationship Conflict

Melanie S. Fischer, Ph.D., Institute of Medical Psychology, University Hospital Heidelberg

Donald H. Baucom, Ph.D., University of North Carolina at Chapel Hill

Emily Taverna, B.S., The Pennsylvania State University

Yunying Le, M.S., The Pennsylvania State University

Sy-Miin Chow, Ph.D., The Pennsylvania State University

Amy Marshall, Ph.D., The Pennsylvania State University

Steffany J. Fredman, Ph.D., The Pennsylvania State University

Detailed Patterns of Emotional Arousal in Couples With and Without Relationship Distress and Histories of Intimate Partner Violence

Donald H. Baucom, Ph.D., University of North Carolina at Chapel Hill

Danielle Weber, M.A., University of North Carolina at Chapel Hill

Richard Heyman, Ph.D., New York University

Amy Smith Slep, Ph.D., New York University

Alexandra K. Wojda, B.A., University of North Carolina at Chapel Hill

8:30 a.m. – 10:00 a.m.

L508, Lobby Level

Symposium 124

From Laboratory to Clinic: Mechanism-Focused Treatment of Borderline Personality Disorder

CHAIR: *Julianne Wilner Tirpak, M.A., Boston University*

DISCUSSANT: *Kim Gratz, PhD, University of Toledo*

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Personality Disorders

Key Words: *Borderline Personality Disorder, Change Process / Mechanisms, Treatment*

Anger Rumination and Reward Processes in Borderline Personality Disorder: Neural Findings and Treatment Implications

Erin C. Walsh, Ph.D., University of North Carolina at Chapel Hill

David S. Chester, Ph.D., Virginia Commonwealth University

Ruth Baer, Ph.D., University of Kentucky

Jessica Peters, Ph.D., Alpert Medical School of Brown University, Department of Psychiatry and Human Behavior

Isolating Mechanisms in the Treatment of Borderline Personality Disorder

Julianne Wilner Tirpak, M.A., Boston University

Clair Cassiello-Robbins, Ph.D., Duke University Medical Center

Andrew Curreri, M.A., Boston University

Brittany Woods, M.A., Boston University

Shannon Sauer-Zavala, Ph.D., Boston University

Emotional Clarity as a Treatment Mechanism: An Examination Across Experimental and Treatment Studies of Borderline Personality Disorder

Janice R. Kuo, Ph.D., Ryerson University

Shireen L. Rizvi, Ph.D., ABPP, Rutgers University

Skyler Fitzpatrick, Ph.D., Rutgers University

Does DBT Result in Module-specific Symptom Change?: The Role of Emotion Regulation Skills in Changing Symptoms Across Domains

Matthew Southward, M.A., The Ohio State University

Kristen P. Howard, M.A., The Ohio State University

Jennifer Cheavens, Ph.D., The Ohio State University

Suicidal Ideation and Urges to Self-Injury in Dialectical Behavior Therapy: Changes over Time and Affective Change Targets

Skye Fitzpatrick, Ph.D., Rutgers University

Shireen L. Rizvi, Ph.D., ABPP, Rutgers University

8:30 a.m. – 10:00 a.m.

Marquis Salon A, Marquis Level

Symposium 125

Innovations in Translating CBT for Depression From the Lab to the Clinic

CHAIR: *Roeklein A. Kathryn, Ph.D., University of Pittsburgh*

DISCUSSANT: *Michael A. Young, Ph.D., Illinois Institute of Technology*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Translational Research, Depression, Treatment/ Program Design*

A Randomized Controlled Trial of Direct-to-Consumer Advertising of Cognitive-Behavioral Therapy for Depression

Michael A. Young, Ph.D., Illinois Institute of Technology

Caroline Antler, M.S., Illinois Institute of Technology

Detecting Critical Decision Points During Cognitive-Behavioral Therapy and Light Therapy for Winter Depression Remission and Recurrence

Kelly J. J. Rohan, Ph.D., University of Vermont

Michael J. DeSarno, M.S., University of Vermont College of Medicine

Pamela M. Vacek, Ph.D., University of Vermont College of Medicine

Jessica Perez, B.A., University of Vermont

Cognitive and Chronobiological Vulnerabilities as Mediators of Acute and Long-Term Outcomes in CBT-SAD and Light Therapy for Winter Depression

Keith Burt, Ph.D., University of Vermont

Kelly J. J. Rohan, Ph.D., University of Vermont

Julia Camuso, B.S., University of Vermont

Funding CBT for Depression Clinical Trials in the Era of RDoC: One Success Story

Peter L. Franzen, Ph.D., University of Pittsburgh

Kathryn A. Roecklein, Ph.D., University of Pittsburgh

Greg J. Siegle, Ph.D., University of Pittsburgh

David J. Kolko, Ph.D., University of Pittsburgh School of Medicine

Teodor T. Postolache, M.D., University of Maryland School of Medicine

Pamela M. Vacek, Ph.D., University of Vermont College of Medicine

Kelly J. J. Rohan, Ph.D., University of Vermont

Symposium 126

Interventions for Suicidality: How Good Are They, and How Can We Improve Them?

CHAIRS: *Joseph C. Franklin, Ph.D.*, Florida State University

Jessica D. Ribeiro, Ph.D., Florida State University

DISCUSSANT: *Zachary Rosenthal, Ph.D.*, Duke University

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Treatment, Translational Research*

How Good are Interventions for Self-Injurious Thoughts and Behaviors? A Meta-Analysis of 345 Randomized Controlled Trials

Irene Huang, M.A., Florida State University

Eleonora M. Guzmán, B.S., M.S., Teachers College, Columbia University

Kensie Funsch, B.S., Florida State University

Christine B. Cha, Ph.D., Teachers College, Columbia University

Jessica D. Ribeiro, Ph.D., Florida State University

Joseph C. Franklin, Ph.D., Florida State University

Kathryn Fox, M.A., Harvard University

Capability for Suicide: A Longitudinal Test of Fundamental Assumptions

Kathryn P. Linthicum, B.A., Florida State University

Joseph C. Franklin, Ph.D., Florida State University

Jessica D. Ribeiro, Ph.D., Florida State University

Lauren Harris, B.A., Florida State University

The Causal Effects of Social Rejection on How People Experience Suicidal Situations

Kensie Funsch, B.S., Florida State University

Joseph C. Franklin, Ph.D., Florida State University

Xieying Huang, M.S., Florida State University

An Experimental Investigation of the Effects of Uncertainty on Virtual Suicidal Behavior

Lauren Harris, B.A., Florida State University

Jessica D. Ribeiro, Ph.D., Florida State University

Kathryn P. Linthicum, B.A., Florida State University

Marquis Salon C, Marquis Level

Symposium 127

Innovative Strategies to Overcome Barriers to Care for Children With Selective Mutism

CHAIR: *Brian E. Bunnell, Ph.D.*, Medical University of South Carolina
DISCUSSANT: *Deborah Beidel, Ph.D.*, University of Central Florida

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Technology

Key Words: *Technology / Mobile Health, Child, Treatment*

The Use of Technology to Examine Changes in Verbalization and Ability to Identify Emotions in Youth With Selective Mutism

Shannon Pruden, Ph.D., Florida International university

Christiana Del Busto, Ph.D., Mental Health Interventions and Technology (MINT) Program, Florida International University

Natalie Hong, B.S., Florida International University

Leah Feinberg, M.S., Madaket Health

Elsa Bravo, B.S., Florida International university

Enid Moreira, B.A., Florida International university

Emily Cruz, B.A., Florida International university

Jami Furr, Ph.D., Florida International University

A Two-Session Hierarchy for Shaping Successive Approximations of Speech in Selective Mutism: Pilot Study of Mobile Apps and Mechanisms of Behavior Change

Franklin Mesa, Ph.D., Cincinnati VA Medical Center

Deborah Beidel, Ph.D., University of Central Florida

Brian E. Bunnell, Ph.D., Medical University of South Carolina

Face-to-Face Intensive Group Behavioral Treatment Versus Internet-Delivered Individual Behavioral Treatment for Children With Selective Mutism

Jami Furr, Ph.D., Florida International University

Christiana Del Busto, Ph.D., Mental Health Interventions and Technology (MINT) Program, Florida International University

Jonathan Comer, Ph.D., Florida International University

Danielle Comacchio, M.S., Florida International University

8:30 a.m. – 10:00 a.m.

Imperial Salon A, Marquis Level

Symposium 128

**Extending the Reach of Therapeutic Interventions:
Technology-based Interventions for Risky Substance
Use**

CHAIRS: *Julia Buckner, Ph.D., Louisiana State University*
Katherine Walukevich-Dienst, B.A., Louisiana State University
DISCUSSANT: *Clayton Neighbors, Ph.D., University of Houston*

Earn 1.5 continuing education credits

Moderate level of familiarity with the material

Primary Category: Addictive Behaviors

Key Words: *Technology / Mobile Health, Addictive Behaviors, Treatment Development*

A Pilot Study of a Mobile Intervention for Cannabis Use Disorder

Michael Businelle, Ph.D., University of Oklahoma Health Sciences Center

Lorra Garey, M.A., University of Houston

Julia Buckner, Ph.D., Louisiana State University

Michael Zvolensky, Ph.D., University of Houston

Andrew H. Rogers, M.A., University of Houston

Online Personalized Feedback Intervention for Negative Affect and Cannabis: A Pilot Randomized Controlled Trial

Elizabeth Lewis, B.S., Louisiana State University

Michael Zvolensky, Ph.D., University of Houston

Katherine Walukevich-Dienst, B.A., Louisiana State University

Julia Buckner, Ph.D., Louisiana State University

Elizabeth Lewis, B.S., Louisiana State University

In-lab or on a Computer Far, Far Away: Moderators of an In-lab Versus a Remotely-delivered Personalized Normative Feedback Intervention

Lindsey Rodriguez, Ph.D., University of South Florida-St. Petersburg

Mary Tomkins, M.A., University of Houston

Clayton Neighbors, Ph.D., University of Houston

Chelsie M. Young, Ph.D., Rowan University

Online Personalized Feedback Intervention For Cannabis-Using College Students Reduces Cannabis-Related Problems Among Women

Clayton Neighbors, Ph.D., University of Houston

Julia Buckner, Ph.D., Louisiana State University

Katherine Walukevich-Dienst, B.A., Louisiana State University

8:30 a.m. – 9:30 a.m.

M103-M105, Marquis Level

Symposium 130

Pre-Loss Grief in Family Members of Cancer and Dementia Patients: A Theoretical and Empirical Examination of PLG Leading to an Evidence Based Intervention

CHAIRS: *Jonathan Singer, M.A., University of Nevada, Reno*

Anthony Papa, Ph.D., University of Nevada, Reno

DISCUSSANT: *Holly Prigerson, Ph.D., Weill Cornell Medical College*

Earn 1 continuing education credit

Moderate to Advanced level of familiarity with the material

Primary Category: Health Psychology / Behavioral Medicine - Adult

Key Words: *Grief / Bereavement, Health Psychology, Treatment*

Not Knowing How It's Going to End: Ambiguity in Dementia and Cancer Caregiving

Abigail Nathanson, LCSW, NYU School of Social Work

Madeline Rogers, LSW, Weill Cornell Medical College

An Empirical Examination of Pre-Loss Grief in Cancer and Dementia Patients

Jonathan Singer, M.A., University of Nevada, Reno

Anthony Papa, Ph.D., University of Nevada, Reno

Mental Health at the End of Life

Holly Prigerson, Ph.D., Weill Cornell Medical College

Wendy Lichenthal, Ph.D., Memorial Sloan Kettering Cancer Center

Symposium 131

Change that Matters: What, Why, and How Meaningful Change Happens in CBT for Anxiety-Related Disorders

CHAIR: *Jesse McCann, B.S., University of Pennsylvania*

DISCUSSANT: *Anu Asnaani, Ph.D., University of Utah*

Earn 1.5 continuing education credits

Moderate level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Change Process / Mechanisms, Psychotherapy Outcome, Transdiagnostic*

Understanding How We Can Improve Quality of Life in Individuals Seeking Treatment for Anxiety Disorders: What is the Role of Anxiety Sensitivity and Emotion Regulation?

Jesse McCann, B.S., University of Pennsylvania

Yinyin Zang, Ph.D., University of Pennsylvania

Jeremy Tyler, Psy.D., University of Pennsylvania

Interpreting and Harnessing CBT Mechanisms of Change: Level Matters

James Boswell, Ph.D., University at Albany, State University of New York

Carly Schwartzman, M.A., University at Albany, SUNY

Dela Scharff, B.S., University at Albany, SUNY

Todd Farchione, Ph.D., Boston University

David Barlow, Ph.D., Boston University

James Boswell, Ph.D., University at Albany, State University of New York

Assessing the Underlying Mechanisms Behind Shyness Mindset Through a Shyness Mindset Intervention

David Valentiner, Ph.D., Northern Illinois University

Sebastian Szollos, B.A., Northern Illinois University

A Transdiagnostic Understanding of Emetophobic Symptoms: A Multimodal Approach

Jennifer Petell, B.A., University of Mississippi

Danielle Maack, Ph.D., Ole Miss/Delta Autumn Consulting

Obsessive-Compulsive Related Disorders, Emotion Regulation, and Quality of Life in Adults With Skin Disease

Mary Schadegg, M.A., University of Mississippi

Gina Boullion, M.S., University of Mississippi

Sara Witcraft, M.A., University of Mississippi

Megan Perry, B.A., University of Mississippi

Laura J. Dixon, Ph.D., University of Mississippi

8:30 a.m. – 9:30 a.m.

M301-M302, Marquis Level

Symposium 132

ALACRITY Centers: Innovative Collaborations and Strategies for Research With Potential to Transform Practice

CHAIR: Joel T. Sherrill, Ph.D., National Institute of Mental Health/
NIH

DISCUSSANT: Joel T. Sherrill, Ph.D., National Institute of Mental Health/
NIH

Earn 1 continuing education credit

All levels of familiarity with the material

Primary Category: Research Methods and Statistics

Key Words: *Evidence-Based Practice, Clinical Utility, Health Care System*

Transforming the implementation of evidence-based psychotherapy through User Centered Design: The UW ALACRITY Center

Patricia A. Arean, Ph.D., University of Washington School of Medicine

The University of Pennsylvania ALACRITY Center for Transforming Mental Health Delivery Through Behavioral Economics and Implementation Science

Alison Buttenheim, Ph.D., MBA, University of Pennsylvania

Kevin Volpp, MD, Ph.D., University of Pennsylvania

David Mandell, Sc.D., University of Pennsylvania

Rinad Beidas, Ph.D., University of Pennsylvania

The University of Pittsburgh ALACRITY Center: Enhancing Treatment and Utilization for Depression and Emergent Suicidality (ETUDES) in Adolescents

Kaleab Abebe, Ph.D., University of Pittsburgh

Maria Silva, B.A., Allegheny Family Network

Pam Schoemer, M.D., Children's Community Pediatrics

Bruce Rollman, M.D., University of Pittsburgh

David Brent, M.D., University of Pittsburgh

Brian Suffoletto, M.D., University of Pittsburgh

Ana Radovic, M.D., University of Pittsburgh

Oliver Lindhiem, Ph.D., University of Pittsburgh

Stephanie Stepp, Ph.D., University of Pittsburgh

David J. Kolko, Ph.D., University of Pittsburgh School of Medicine

Brandie George-Milford, M.A., University of Pittsburgh

Candice Biernesser, MSW MPH, University of Pittsburgh

Amy Anderson, M.S., University of Pittsburgh

Afton Kirk-Johnson, MS, University of Pittsburgh

Giovanna Porta, MS, University of Pittsburgh

Tina R. Goldstein, Ph.D., University of Pittsburgh School of Medicine

8:30 a.m. – 10:00 a.m.

M304, Marquis Level

Symposium 133

Identity Concealment: Reasons, Consequences, and Associations With Mental and Physical Health

CHAIR: *Courtney Beard, Ph.D., McLean Hospital/Harvard Medical School*

DISCUSSANT: *Steven Safren, Ph.D., University of Miami*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: LGBTQ+

Key Words: *Stigma, LGBTQ+, Stakeholder Relevant*

Reasons For Concealment and Their Associations With Mental Health Among Bisexual, Pansexual, Queer, and Fluid (bi+) Individuals

Christina Dyar, Ph.D., Northwestern University

Joanne Davila, Ph.D., Stony Brook University

Brian A. Feinstein, Ph.D., Northwestern University

Concealment of Stigmatized Identities in an Acute Psychiatric Population

Jeffrey Winer, Ph.D., Boston Children's Hospital/Harvard Medical School

Lauren Wadsworth, Ph.D., McLean Hospital

Marie Forgeard, Ph.D., William James College

Thrósur Björgvinnson, Ph.D., ABPP, McLean Hospital/Harvard Medical School

Courtney Beard, Ph.D., McLean Hospital/Harvard Medical School

Sara Atlas, BS, McLean Hospital

Concealment of Stigmatized Identities and Treatment Response in an CBT-based Psychiatric Hospital

Sara Atlas, B.S., McLean Hospital

Jeffrey Winer, Ph.D., Boston Children's Hospital/Harvard Medical School

Lauren Wadsworth, Ph.D., McLean Hospital

Marie Forgeard, Ph.D., William James College

Thrósur Björgvinnson, Ph.D., ABPP, McLean Hospital/Harvard Medical School

Courtney Beard, Ph.D., McLean Hospital/Harvard Medical School

Sexual and Gender Minority Concealment and Real-time Associations Between Discrimination and Anxious and Depressed Mood

Nicholas Livingston, Ph.D., VA Boston Healthcare System; Boston University School of Medicine

James Brennan, B.A., University of Montana

Bryan Cochran, Ph.D., University of Montana

Nicholas Livingston, Ph.D., VA Boston Healthcare System; Boston University School of Medicine

Sexual Orientation Disclosure to One's Provider, Comfort Discussing Sex, and Education Level Predict Medical Care Relevant HIV-Prevention Engagement Among High Risk Sexual Minority Men

Sierra Bainter, Ph.D., University of Miami

Conall O'Cleirigh, Ph.D., Behavioral Medicine, Department of Psychiatry, Massachusetts General Hospital

Matthew Mimiaga, ScD, MPH, Brown University

Kenneth Mayer, M.D., The Fenway Institute

Steven Safren, Ph.D., University of Miami

Audrey Harkness, Ph.D., University of Miami

Special Session

What Would It Take to Make Neuroscience Relevant For Actual Clinical Practice?

Rinad Beidas, Ph.D., University of Pennsylvania
Thilo Deckersbach, Ph.D., Massachusetts General Hospital
Kelsey Dickson, Ph.D., San Diego State University
John McQuaid, Ph.D., UCSF School of Medicine
Allen R. Miller, Ph.D., Beck Institute for Cognitive Behavior Therapy
Greg J. Siegle, Ph.D., University of Pittsburgh

Key Words: *Neuroscience*

Insights from neuroscience have prompted the development of interventions designed to target neural mechanisms of psychopathology. Such interventions have largely been limited to small trials in research settings, while broader clinical penetration remains a future goal. This special session will consider what is needed to facilitate translation of insights from clinical cognitive neuroscience to real world clinics. Two researchers working on translating neuroscience to clinical practice (Drs. Thilo Deckersbach and Greg Siegle) will introduce a number of nascent interventional technologies. Four implementation experts will speak to what is necessary to make neuroscience-informed, mechanistic interventions acceptable, desirable, and available to clinicians, including how to evaluate and address obstacles to translation. They include two implementation scientists (Drs. Rinad Beidas and Kelsey Dickson), one clinician who has been successful in widespread implementation of CBT in the primary care setting (Dr. Allen Miller), and one clinician (Dr. John McQuaid) actively working to bring novel technologies to patients. Together, the speakers and audience will brainstorm next steps for bringing neuroscience to the clinic with the objective of charting out a practical roadmap for individual and programmatic studies in this area.

Clinical Roundtable 18

Increasing Diversity in Clinical Training

MODERATORS: *Jenna B. Teves, Ph.D.*, Ralph H. Johnson VA Medical Center
Karen H. Petty, Ph.D., Couples and Family Clinic, Ralph H. Johnson VA Medical Center; Medical University of South Carolina

PANELISTS: *Aleja Parsons, Ph.D.*, New York University
Shawn Jones, Ph.D. MHS LCP, Virginia Commonwealth University
Vickie Bhatia, Ph.D., Edward Hines Jr. VA Hospital
Nicole Cammack, Ph.D., Washington DC VA Medical Center
Delisa Brown, Ph.D., Medical University of South Carolina

Earn 1.5 continuing education credits

Primary Category: Workforce Development / Training / Supervision

Key Words: *Training / Training Directors, Education and Training, African Americans / Black Americans*

Although diversity among early career psychologists is increasing (APA, 2018), the psychology workforce overall is still largely a racially homogeneous group. This may be partially due to many top-ranked psychology graduate programs failing to recruit and retain racial and ethnic minority students (Hewer, 2015), an issue which negatively affects the reach and impact of evidence-based interventions, and further disadvantages career trajectories for ethnic and racial minority trainees.

Increasing diversity in clinical training has beneficial impacts for the field, as diversity improves innovation and problem solving (Sellers, 2015). In addition, a meta-analysis of 52 studies found a moderately strong preference for a therapist of the same racial/ethnic group (Cabral & Smith, 2011), particularly among African-American and Latino(a) individuals. Moreover, some racial/ethnic minority clients are willing to sacrifice treatment efficacy to work with a minority provider or a provider with significant cultural competency (Swift et al., 2015). To continue to increase the diversity of the psychology workforce and to improve the cultural competence and relevancy of psychology to reflect the needs and diversity of the community, diverse individuals must be recruited to graduate programs, and graduate programs must implement active strategies to amplify and learn from the perspectives of their racially and ethnically diverse members. Accordingly, APA accreditation standards require graduate, internship, and postdoctoral training programs to document coherent, long term strategies to recruit, retain, and create a supportive climate for diverse trainees.

The current roundtable focuses on strategies for recruiting and retaining trainees of color to graduate, internship, and postdoctoral training programs in psychology. Discus-

sion will focus on specific barriers to recruitment, retention, and the integration of diverse perspectives throughout clinical training, as well as effective strategies for addressing those barriers. Given the specific contextual factors that may make each institution's barriers and needs unique, the panel will facilitate audience-led questions to enhance efforts towards inclusion in their own institutions.

10:30 a.m. – 12:00 p.m.

A705, Atrium Level

Panel Discussion 32

Designing Interventions People Will Use: An Introduction to User Centered Design

MODERATOR: *Emily G. Lattie, Ph.D.*, Northwestern University Feinberg School of Medicine

PANELISTS: *Alex R. Dopp, PhD, Ph.D.*, University of Arkansas
Andrea K. Graham, Ph.D., Northwestern University Feinberg School of Medicine

Ashley Knapp, Ph.D., Northwestern University

Pauli Lieponis, M.A., Actualize Therapy

Kathryn Ringland, Ph.D., Northwestern University

Earn 1.5 continuing education credits

Primary Category: Dissemination & Implementation Science

Key Words: *Treatment Development, Implementation, Technology / Mobile Health*

Researchers and clinicians often face challenges when attempting to implement evidence-based cognitive-behavioral therapy (CBT) interventions into traditional clinical care settings and into technology-enabled services (e.g. web-based and app-based interventions). These challenges are in part due to poor design of interventions that do not fully consider the needs and preferences of diverse users and the settings in which they operate. User-centered design (UCD) is a discipline – grounded in human factors engineering, cognitive psychology, and user experience design – that focuses on designing innovations for the people and settings that will ultimately use the innovation. UCD principles are increasingly being used to improve the development and implementation of mental health interventions.

This panel will provide an introduction to and discussion of UCD, and the application of UCD to the development and implementation of CBT-based interventions. Panelists include psychologists and designers from academia and industry, who will introduce user-centered design concepts and terminology and discuss research methods that are common within the discipline of UCD. Illustrative examples include identification of users and user needs through interviews, focus groups, observational field visits, and user testing sessions; rapid prototyping in which designers create and test mock-ups that are intended to “fail quickly” as they iteratively progress toward a solution; and co-creation of

potential solutions with users. Panelists will discuss their experiences in using UCD methods in CBT research across a variety of design questions (e.g., interventions vs. implementation strategies; traditional vs. technology-enabled services), and provide examples from services focused on adolescent anxiety, autism, college student mental health, depression in primary care, and the management of obesity and binge eating.

10:30 a.m. – 12:00 p.m.

A707, Atrium Level

Panel Discussion 33

Extending the Reach of Exposure Therapy: How Can We Maximize Dissemination and Delivery?

MODERATOR: *Nicholas R. Farrell, Ph.D.*, Rogers Behavioral Health

PANELISTS: *Jonathan S. Abramowitz, Ph.D.*, University of North Carolina at Chapel Hill

Kate Wolitzky-Taylor, Ph.D., University of California - Los Angeles

Melanie S. Harned, Ph.D., University of Washington

Carolyn B. Becker, Ph.D., Trinity University

Brad Riemann, Ph.D., Rogers Behavioral Health

Earn 1.5 continuing education credits

Primary Category: Dissemination & Implementation Science

Key Words: *Dissemination, Exposure, Public Health*

Based on its robust empirical support, exposure therapy is widely regarded as the gold standard treatment for anxiety and related disorders and is considered “one of the greatest success stories in the history of clinical psychology” (Abramowitz, Deacon, & Whiteside, 2011). However, in spite of its effectiveness and accolades, exposure therapy has suffered from a significant dissemination problem that has arguably hindered its overall benefit on public health. It is well-documented that exposure therapy is underutilized by clinicians and is often delivered in a suboptimal manner that limits its effectiveness (Deacon et al., 2013). If the benefits of exposure are to become more robust and far-reaching, it is important for leaders in our field to make renewed efforts at extending the reach of exposure on both the “micro-level” (e.g., innovative supervision models that minimize clinician fears of exposure) and “macro-level” (e.g., designing internet-based training paradigms).

In light of ABCT’s emphasis on extending the impact of cognitive-behavioral science at the 2019 convention, the objective of this panel discussion is to bring further awareness to the issue of exposure therapy dissemination and provide practical, evidence-based solutions for addressing this problem. Panel members include five distinguished exposure therapy experts, each of whom has been at the forefront of research and clinical efforts aimed at improving the dissemination of exposure in various ways. Examples of these innovative dissemination efforts include: (a) creating an internet-based training program

in exposure therapy, (b) designing exposure therapy education seminars for community-based clinicians in rural areas, (c) developing a novel supervision model for the delivery of exposure therapy by novice paraprofessional clinicians, and (d) creating exposure interventions that include spouses and other caregivers in the treatment of their loved ones. Panel members will review these dissemination efforts and discuss other strategies to improve the reach and accessibility of exposure therapy. Audience members will be given ample opportunity to ask questions of panelists and/or share their own perspectives on improving exposure therapy dissemination.

10:30 a.m. – 12:00 p.m.

M303, Marquis Level

Panel Discussion 34

Cultural Insiders: Ethics, Research, Training, and Practice for Investigators of Color Working in Diverse Communities

MODERATORS: *Jacqueline O. Moses, M.S.*, Florida International University

Tommy Chou, M.S., Florida International University

PANELISTS: *Heather A. Jones, Ph.D.*, Virginia Commonwealth University

Kelsie H. Okamura, Ph.D., State of Hawaii Child and Adolescent Mental Health Division

Rosaura Orengo-Aguayo, Ph.D., Medical University of South Carolina

Erlanger A. Turner, Ph.D., University of Houston-Downtown

Miguel Villodas, Ph.D., San Diego State University

Earn 1.5 continuing education credits

Primary Category: Culture / Ethnicity / Race

Key Words: *Culture, Professional Development, Ethics*

Reflective of the increasingly diverse U.S. population, the field of clinical psychology is moving towards prioritizing and supporting the inclusion of ethnically and racially diverse populations in research and practice (APA, 2017; NIMH, 2019). Though there have been significant strides towards expanding the reach of mental health care to serve the unmet needs of populations of color, new investigators often struggle with questions of ethical practice in conducting culturally-sensitive, community-engaged work with diverse populations (Campbell, 2017). This challenge is further complicated for the burgeoning number of clinical psychology graduate students and early career professionals coming from diverse ethnic/racial backgrounds who aim to work with culturally-similar communities of color (Case, 2017; Haarlammert, et al., 2017). These young professionals often have few formal supports or training opportunities to guide their efforts. The proposed

panel will explore considerations towards ethical, culturally-sensitive, community-engaged research, practice, and training for clinical scientists of color.

The panel consists of prominent clinical scientists of color who engage in collaborative work with diverse communities. Panelists will describe their history of academic and research collaboration with populations in which they are “cultural insiders”; examine barriers and challenges in balancing multiple identities; and discuss the strengths of conducting partnered research in communities culturally similar to their own. Discussion will leverage panelists’ own experiences to examine ethical dilemmas arising from dual identities as investigators of color working in partnership with communities that are culturally similar to their personal backgrounds. Panelists will provide practical recommendations and strategies for investigators of color seeking to conduct similar work, as well as review broader implications for research, practice, training, and policy.

10:30 a.m. – 12:00 p.m.

M304, Marquis Level

Panel Discussion 35

Supporting Graduate Students of Color: How to Identify and Overcome Barriers to Success in Predominantly White Institutions

MODERATOR: *Alexandria N. Miller, B.S., B.A., Suffolk University*

PANELISTS: *Tahirah Adbullah, Ph.D., University of Massachusetts, Boston*

Jessica Graham LoPresti, Ph.D., Suffolk University

Stevie N. Grassetti, Ph.D., West Chester University of Pennsylvania

Ana Bridges, Ph.D., University of Arkansas - Fayetteville

Jenny Phan, B.A., Loyola University Chicago

Roselee Ledesma, B.A., University of Arkansas

Earn 1.5 continuing education credits

Primary Category: Student Issues

Key Words: *Education and Training, Training / Training Directors, Race*

Students from underrepresented racial and ethnic minority groups (URM) are enrolling in doctoral programs at increased rates, yet their average time to completion is longer, and attrition higher, than their White peers. Exposure to racial stressors and microaggressions in predominately White doctoral programs can reduce URM students’ sense of belonging, impair psychosocial functioning, and interfere with academic performance. Systemic changes are needed to correct injustices and provide access and opportunity to URM students.

This panel brings together graduate students, faculty members, and administrators with experience directly supporting and creating program wide changes that positively

impact the adjustment of students of color in predominantly white institutions. Panelists will share their personal and professional experiences and discuss potential methods of addressing the inequities faced by students of color in their applications to, and experiences in, psychology graduate programs.

Panelists will discuss (1) barriers and challenges that they have seen or experienced as students of color in PWIs, (2) the different policies/strategies that have been successfully implemented in their programs, and (3) the challenges to broad implementation of these practices in established educational environments and possible solutions.

Questions and comments will be solicited from the audience to foster a collaborative approach to navigating these barriers.

10:30 a.m. – 12:00 p.m.

A702, Atrium Level

Research and Professional Development 8

Values-Based Self-Care: Creating a Professional Self-Care Plan that Will Stick

PANELISTS: *Jessica Campoli, B.A.*, University of Saskatchewan
Jorden Cummings, Ph.D., University of Saskatchewan

Earn 1.5 continuing education credits

Basic level of familiarity with the material

Primary Category: Professional / Interprofessional Issues

Key Words: *Professional Issues, Stress, Career Development*

Self-care: You've heard the term and probably think you should be doing more. You might even be advising others to do it! Not only is engaging in self-care an ethical imperative for mental health professionals, our chosen profession makes us vulnerable to stress, burnout, emotional distress, depression, and even suicidal ideation. These negative outcomes can impair our professional functioning, service provision, teaching, research, and have negative consequences on our health and personal lives. Although we can all list what we "should" be doing to promote our self-care and well-being, and promote these activities in others (i.e., our clients), most mental health practitioners are not maintaining consistent self-care practices. In this workshop we review research on why self-care is necessary for everyone but how individual and institutional barriers often prevent us from doing self-care. Based on an ongoing randomized control trial being conducted in our lab, we then outline our values-based model of self-care and why it works. Participants in this workshop will then work to ground their self-care intentions in their personal and professional values, develop a self-care plan, trouble-shoot barriers to making it stick, and develop strategies for group-care to promote within their workplaces.

At the end of this session, the learner will be able to:

- Develop personally relevant self-care strategies grounded in their values.
- Problem-solve how to continue with self-care practices as a busy professional, particularly when challenges to self-care plans arise.

- Better promote self-care in others, including their students, clients, trainees, and workplaces.

Recommended Readings: Barnett, J. E., & Cooper, N. (2009). Creating a culture of self-care. *Clinical Psychology: Science and Practice*, 16, 16 –20. doi:10.1111/j.1468-2850.2009.01138.x
 Coster, J. S., & Schwebel, M. (1997). Well-functioning in professional psychologists. *Professional Psychology: Research and Practice*, 28, 5-13. doi:10.1037/0735-7028.28.1.5
 Di Benedetto, M., & Swadling, M. (2014). Burnout in Australian psychologists: Correlations with work-setting, mindfulness and self-care behaviours. *Psychology, Health & Medicine*, 19, 705-715. doi:10.1080/13548506.2013.861602

10:30 a.m. – 12:00 p.m.

Atrium Ballroom A, Atrium Level

Symposium 134

Evidence-based Treatments in Low-and Middle-Income Countries: Adapting Treatments to Meet Local Needs

CHAIR: *Lauren C. Ng, Ph.D.*, Boston University

DISCUSSANT: *Jessica F. Magidson, Ph.D.*, University of Maryland, College Park

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Global Mental Health

Key Words: *Evidence-Based Practice, Implementation, Treatment Development*

Developing a Sustainable Intervention for PTSD in Ethiopian Primary Care

Eyerusalem Getachew Serba, MPH, Addis Ababa University

Charlotte Hanlon, MRCPsych, Ph.D., Addis Ababa University

Abebaw Fekadu, MRCPsych, Ph.D., Addis Ababa University

Lauren C. Ng, Ph.D., Boston University

Iterative Adaptation of a Community-based Family Intervention in Kenya:

Modifying Settings, Strategies, and Supervision

Elsa Friis Healy, M.Sc., Duke University

Bonnie Kaiser, PhD, University of California at San Diego

Ali Giusto, MA, Duke University

Taylor Wall, BS, Duke University

Julia Kaufman, BA, Duke University

David Ayuku, PhD, Moi University

Eve Puffer, Ph.D., Duke University

Adapting Interpersonal Psychotherapy for Depressed Adolescents (IPT-A) For Ugandan Primary Schools

Gloria Abura, M.A., University of Alabama
Katharina Anton-Erxleben, Ph.D., Raising Voices
Sophie Namy, M.A., Raising Voices
Violet Nkwanzi, MSW, University of Alabama
Laura Mufson, Ph.D., Columbia University
Janet Nakuti, M.A., Raising Voices
Dipak Naker, BA, Raising Voices
Milton Wainberg, M.D., Columbia University
Catherine Carlson, Ph.D., University of Alabama

Stakeholder Views of Evidence-based Care in the Colombian Mental Health System for Victims of the Armed Conflict

Lauren C. Ng, Ph.D., Boston University
Fabio Idrobo, Ph.D., Boston University
Leonidas Castro-Camacho, ABPP, Ph.D., University of Los Andes
Shannon Sauer-Zavala, Ph.D., Boston University
David Barlow, Ph.D., Boston University
Amantia Ametaj, M.A., Boston University Center for Anxiety and Related Disorders

10:30 a.m. – 12:00 p.m.

Atrium Ballroom B, Atrium Level

Symposium 135

Bringing Clinical Wisdom Home: Turning Effective In-Person Therapy into Digitally-Delivered Interventions for Attention and Behavior Problems

CHAIR: *Richard Gallagher, Ph.D., New York University School of Medicine*

DISCUSSANT: *Steven W. Evans, Ph.D., Ohio University*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Child / Adolescent - Externalizing

Key Words: *Treatment Development, ADHD, Implementation*

Leveraging Videoconferencing to Remotely Deliver Real-time Parent Training for Child Behavior Problems to the Home Setting

Daniel Bagner, Ph.D., Florida International University
Jonathan Comer, Ph.D., Florida International University

SUNDAY

Digital Technology to Enhance Access to and Generalization of Behavioral Parent Education For ADHD

Lee Kern, Ph.D., Lehigh University

Molly Daffner, B.A., Lehigh University

Courtney Cleminshaw, M.Ed., Lehigh University

George J. DuPaul, Ph.D., Lehigh University

Challenges, Feasibility, and Efficacy in an Hybrid Version of Organizational Skills Training for Children With ADHD: Combining In-Person Treatment and Web-Based Treatment to Reduce Barriers to Care

Christina DiBartolo, M.S.W., NYU School of Medicine

Yulia Yoncheva, Ph.D., NYU School of Medicine

Howard Abikoff, Ph.D., NYU School of Medicine

Xavier Caslellanos, M.D., NYU School of Medicine

Richard Gallagher, Ph.D., New York University School of Medicine

Delivering Parent-Teen Therapy for ADHD Through Videoconferencing: A Preliminary Investigation

Jonathan Comer, Ph.D., Florida International University

Margaret Sibley, Ph.D., Florida International University

10:30 a.m. – 12:00 p.m.

A601, Atrium Level

Symposium 136

Transdiagnostic Implications of Parent's Socialization of Children's Emotions and Child Differences in Vulnerability

CHAIR: *Julia D. McQuade, Ph.D., Amherst College*

DISCUSSANT: *Andrea M. Chronis-Tuscano, Ph.D., University of Maryland*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Parenting / Families

Key Words: *Parenting, Emotion Regulation, Risk / Vulnerability Factors*

Parent Emotion Socialization and Child Emotional Vulnerability as Predictors of Borderline Personality Features

Katherine Dixon-Gordon, Ph.D., University of Massachusetts Amherst

Nicholas Marsh, B.A., Amherst College

Kayla Balda, B.A., Amherst College

Julia D. McQuade, Ph.D., Amherst College

Developmental Pathways From Maternal Emotion Dysregulation to Parenting and Adolescent Emotion Dysregulation: Interactive Effects of Youth ADHD Symptoms

Natalie Miller, Ph.D., University of Maryland

Julia Felton, Ph.D., Michigan State University, College of Human Medicine

Jude Cassidy, Ph.D., University of Maryland

Carl Lejuez, Ph.D., University of Kansas

Andrea M. Chronis-Tuscano, Ph.D., University of Maryland

Lauren E. Oddo, B.A., University of Maryland, College Park

Do Parents Respond Differently to Their Adolescents With ADHD Based on Symptomatology? – Exploration of Emotion Socialization Behaviors During a Conflict Discussion Task

Rosanna P. Breaux, Ph.D., Virginia Commonwealth University

Features of Co-rumination and Adolescent Internalizing Symptoms: Moderation by Adolescent Gender

Julie Dunsmore, Ph.D., Virginia Tech

Rachel Miller-Slough, Ph.D., Duke University Medical Center

Emotionality and Parenting in Children With Selective Mutism

Erica Musser, Ph.D., Florida International University

Kathleen Feeney, MPS, Florida International University

Stephanie Morris, B.S., Florida International University

Jessica Martinez, B.A., Florida International University

Jami Furr, Ph.D., Florida International University

Jonathan Comer, Ph.D., Florida International University

Rachel B. Tenenbaum, M.S., Florida International University

Symposium 137

**Context Matters: Sociocultural Considerations for
Psychosis Risk and Early Psychosis**

CHAIR: *Emily He, M.A., Clark University*

DISCUSSANT: *Amy Weisman de Mamani, Ph.D., University of Miami*

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *Psychosis / Psychotic Disorders, Culture, Early Intervention*

**Pathways to Care and Help-Seeking Barriers for Youth at Clinical High Risk of
Developing Psychosis**

*Aliyah S. Sanders, B.A., Beth Israel Deaconess Medical Center/Harvard Medical
School*

Cikylie Brooks, B.A., Florida A&M University

Nadine Gardner, B.A., Florida A&M University

Huijun Li, Ph.D., Florida A&M University

Emily He, M.A., Clark University

**Stress Sensitivity and Cognitive Schemas in Black American Youth at Clinical
High-risk of Developing Psychosis**

Katrina Goines, Ph.D., Emory University

Joya Hampton, Ph.D., Emory University

Elaine Walker, Ph.D., Emory University

Derek Novacek, Ph.D., University of California, Los Angeles

**Coping Responses to Psychosis-related Stigma and Discrimination in Racial
Minority and European White Patients at Clinical High Risk for Psychosis**

Christopher Ceccolini, M.A., Boston College

Bernalyn Ruiz, M.A., University of Massachusetts, Boston

Christopher Ceccolini, M.A., Boston College

**Association of First Episode Psychosis Services with Treatment Outcomes in Two
First-Episode Psychosis Programs in Massachusetts**

Emily Kline, Ph.D., Beth Israel Deaconess Medical Center

*Aliyah S. Sanders, B.A., Beth Israel Deaconess Medical Center/Harvard Medical
School*

Symposium 138

Emerging Research Among Military Couples: Novel Investigations and Unique Considerations

CHAIR: *Feea Leifker, M.P.H., Ph.D.*, University of Utah

DISCUSSANT: *Steven Sayers, Ph.D.*, University of Pennsylvania / CMC VA Medical Center (Philadelphia)

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Couples / Close Relationships

Key Words: *Couples / Close Relationships, Suicide, PTSD (Posttraumatic Stress Disorder)*

Momentary Associations Among Conflict Behaviors & Physiological Reactivity in Veterans With and Without PTSD

Keith D. Renshaw, Ph.D., George Mason University

Catherine Caska-Wallace, Ph.D., VA Puget Sound Health Care System

Lynne Knobloch-Fedders, Ph.D., Marquette University

Timothy Smith, Ph.D., University of Utah

Annie Fox, M.A., George Mason University

Demand-Withdraw Behavior and Suicide History in Military Couples

Colin Adamo, B.S., University of Utah

Alexander Crenshaw, M.S., University of Utah

Jasara Hogan, M.S., University of Utah

Feea Leifker, M.P.H., Ph.D., University of Utah

Brian R. W. Baucom, Ph.D., Department of Psychology

Karena Leo, M.S., University of Utah

Relationship Satisfaction and Servicemembers' Symptoms of PTSD Prospectively Predict Partners' Attributions for Servicemembers' Symptoms

Elizabeth Allen, Ph.D., University of Colorado Denver

Keith D. Renshaw, Ph.D., George Mason University

Service Members' and Their Partners' Implicit Biases About Suicide Both Predict Suicide Risk

Brian R. W. Baucom, Ph.D., Department of Psychology

Karena Leo, M.S., University of Utah

Colin Adamo, B.S., University of Utah

Jasara Hogan, M.S., University of Utah

Alexander Crenshaw, M.S., University of Utah

Alexis May, Ph.D., Wesleyan University

Craig J. Bryan, ABPP, Psy.D., National Center for Veterans Studies

Panos Georgiou, Ph.D., University of Southern California

Eric Garland, Ph.D., University of Utah

Shrikanth Narayanan, Ph.D., University of Southern California

William Marchand, M.D., Salt Lake City VAMC

Feea Leifker, M.P.H., Ph.D., University of Utah

10:30 a.m. – 12:00 p.m.

Marquis Salon A, Marquis Level

Symposium 140

Serving the Underserved: Victories and Challenges in Global Dissemination of EBPs for Underserved Communities

CHAIRS: Kevin Narine, B.A., University of Pennsylvania

Jeremy Tyler, Psy.D., University of Pennsylvania

DISCUSSANT: Shannon Wiltsey-Stirman, Ph.D., National Center for PTSD and Stanford University

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Implementation, Dissemination, Underserved Populations*

Dissemination of Interpersonal Psychotherapy in Low-resource Regions: Lessons Learned Over 15 Years

Lena Verdeli, Ph.D., Teachers college, Columbia U

Adaptation and Sustainability of an Evidence-Based Practice for PTSD in Haiti

Cidna Valentin, Psy.D., Zanmi Lasante / Partners in Health

Emmeline Affricot, B.A., Zanmi Lasante / Partners in Health

Eddy Eustache, M.A., Zanmi Lasante / Partners in Health

Rebecca Shetler Fast, LCSW, Mennonite Central Committee

Michele Bedard-Gilligan, Ph.D., University of Washington

Sarah Coleman, MPH, Partners in Health

Leigh Forbush, MPH, Partners in Health

Uts Corneil Pierre, M.D., Zanmi Lasante (Partners in health)

Reginald Fils-Aime, M.D., Zanmi Lasante / Partners in Health

Wilder Dubuisson, B.A., Zanmi Lasante / Partners in Health

Tatiana Therosme, B.A., Zanme Lasante / Partners in Health

Dominique Arelus, M.A., Zanmi Lasante / Partners in Health

Edme Robespierre, MSW, Zanmi Lasante / Partners in Health

Amruta Houde, M.A., MPH, Partners in Health

Ksakrad Kelly, Psy.D., Partners in Health

Giuseppe Raviola, M.D., Ph.D., Partners in Health

Torrey A. Creed, Ph.D., Perelman School of Medicine at the University of Pennsylvania

Dissemination and Implementation of Prolonged Exposure Therapy in Community Mental Health Agencies

Sandy Capaldi, Psy.D., University of Pennsylvania

Kevin Narine, B.A., University of Pennsylvania

Jeremy Tyler, Psy.D., University of Pennsylvania

Liza Pincus, Psy.M., Rutgers, The State University of New Jersey

Edna Foa, Ph.D., University of Pennsylvania

Partnering with Community-Based Practice Settings to Improve Quality of Trauma Care: Challenges and Lessons Learned

Margaret Anton, Ph.D., MUSC

Leigh E. Ridings, Ph.D., Medical University of South Carolina

Tatiana Davidson, Ph.D., Medical University of South Carolina

Kenneth Ruggiero, Ph.D., Medical University of South Carolina

Margaret Anton, Ph.D., MUSC

Community Collaboration: Building Multi-level Supports For Staff Promoting Mental Health During Recess

Angela Walden, Ph.D., University of Illinois at Chicago

Erika Gustafson, MA, University of Illinois at Chicago

Amy Turner, M.A., Urban Initiatives

Jennifer Kurian, M.A., University of Illinois at Chicago

Brendan McAlpine, M.A., Urban Initiatives

Shalini Kansal, M.S., University of Illinois at Chicago

Tara Mehta, Ph.D., University of Illinois at Chicago

Symposium 141

**A Translational Approach to Suicide Risk Assessment:
Novel Methodologies with Implications for Diverse
Populations and Settings**

CHAIRS: *Kenneth J.D. Allen, Ph.D.*, Alpert Medical School of Brown
University

Brooke Ammerman, Ph.D., University of Notre Dame

DISCUSSANT: *Christine B. Cha, Ph.D.*, Teachers College, Columbia
University

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Suicide and Self-Injury

Key Words: *Suicide, Assessment, Clinical Decision Making*

**Can Brief Neuropsychological Tasks Aid in suicide Risk Assessment? Towards
Objective Markers of Transdiagnostic Vulnerability to Suicidal Thoughts and
Behaviors**

Michael F. Armey, Ph.D., Butler Hospital & Warren Alpert Medical School of Brown
University

Jill Hooley, D.Phil., Harvard University

Heather Schatten, Ph.D., Alpert Medical School of Brown University

Kenneth J.D. Allen, Ph.D., Alpert Medical School of Brown University

**A Potential Game Changer? The Application of Game Theory to the Assessment
of Suicide Risk**

Megan L. Rogers, M.S., Florida State University

Brian W. Bauer, M.S., University of Southern Mississippi

Daniel Capron, Ph.D., University of Southern Mississippi

Keyne C. Law, Ph.D., Seattle Pacific University

**Examining Barriers to Suicide Risk Assessment Accuracy: The Role of Non-
Disclosure**

Brooke Ammerman, Ph.D., University of Notre Dame

Implementing Suicide Risk Assessment in a Juvenile Detention Behavioral Health Unit: Lessons Learned from a Community Based Participatory Research Program

Jacquelyn George, B.A., Department of Health Policy and Management, Temple University College of Public Health

Lauren Cliggiet, MSW, LCSW, Hall Mercer Community Mental Health Center; Community Behavioral Health

Sean Snyder, MSW, LCSW, West Chester University

Mynessa Whyte, MA, R-DMT, Hall Mercer Community Mental Health Center

Rinad Beidas, Ph.D., University of Pennsylvania

Brittany Rudd, Ph.D., University of Pennsylvania

10:30 a.m. – 12:00 p.m.

Marquis Salon C, Marquis Level

Symposium 142

Improving the Delivery and Reach of CBT: The Role of Emerging Technology

CHAIR: Amanda Edwards-Stewart, Ph.D., Psychological Health Center of Excellence

DISCUSSANT: Carolyn J. Greene, Ph.D., VA

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Technology

Key Words: *Technology / Mobile Health, CBT*

Increasing Access to Care to Cognitive Behavioral Interventions Through Mobile Interventions: Targeting Readiness to Change Among Military Patients

Amanda Edwards-Stewart, Ph.D., Psychological Health Center of Excellence

Increasing Access to Care For Veterans With Trauma-Related Problems Through In-home Technology

Terri Fletcher, Ph.D., Department of Veterans Affairs

Marylene Cloitre, Ph.D., VA Palo Alto Health Care System

Kile Ortigo, Ph.D., VA Palo Alto Health Care System

Miryam Wassef, LCSW, Department of Veterans Affairs

Margaret-Anne Mackintosh, Ph.D., VA Palo Alto Health Care System

Christie Jackson, Ph.D., NYU School of Medicine

Jan Lindsay, Ph.D., Department of Veterans Affairs

Terri Fletcher, Ph.D., Department of Veterans Affairs

SUNDAY

Factors Affecting the Adoption of Coordinated Anxiety Learning and Management in Veterans' Affairs Community-Based Outpatient Clinics

Anthony Ecker, Ph.D., Center for Innovations in Quality, Effectiveness & Safety;
South Central Mental Illness Research, Education, & Clinical Center; Baylor
College of Medicine

Lindsey Martin, Ph.D., Department of Veterans Affairs

Traci Abraham, Ph.D., Center for Mental healthcare & Outcomes Research, South
Central MIRECC, University of Arkansas for Medical Sciences

Kathy Marchant, BSN, CRA, Center for Mental Healthcare and Outcomes Research

Michael Cucciare, Ph.D., Center for Mental Healthcare and Outcomes Research,
VA South Central Mental Illness Research Education, and Clinical Center,
Department of Psychiatry, University of Arkansas for Medical Sciences

Anthony Ecker, Ph.D., Center for Innovations in Quality, Effectiveness & Safety;
South Central Mental Illness Research, Education, & Clinical Center; Baylor
College of Medicine

Personalized Implementation of Video Telehealth to Home for Mental Health Care

Jan Lindsay, Ph.D., Department of Veterans Affairs

Stephanie Day, Ph.D., Department of Veterans Affairs

Amy Amspoker, Ph.D., Baylor College of Medicine

Terri Fletcher, Ph.D., Department of Veterans Affairs

Julianna Hogan, Ph.D., Department of Veterans Affairs

Giselle Day, MPH, Department of Veterans Affairs

Ashley Helm, M.A., Department of Veterans Affairs

Miryam Wassef, LCSW, Department of Veterans Affairs

Lindsey Martin, Ph.D., Department of Veterans Affairs

Jan Lindsay, Ph.D., Department of Veterans Affairs

Marquis Salon D, Marquis Level

Symposium 143

Act Well Your Part: Using Theater to Disseminate Evidence-based Practices to Treat Core Deficits in Autism Spectrum Disorder

CHAIR: *Matthew Lerner, Ph.D.*, Stony Brook University

DISCUSSANT: *Susan White, Ph.D.*, The University of Alabama

Earn 1.5 continuing education credits

Moderate levels of familiarity with the material

Primary Category: Autism Spectrum and Developmental Disorders

Key Words: *Autism Spectrum Disorders, Evidence-Based Practice, Treatment/ Program Design*

A Large Randomized Control Trial of a Peer-mediated, Theatre-based Intervention to Improve Social Cognition and Behavior in Youth With Autism Spectrum Disorder

Sara Ioannou, M.S., Vanderbilt University Medical Center

Rachel Muscatello, B.S., Vanderbilt University Medical Center

Alexandra Key, Ph.D., Vanderbilt University Medical Center

Blythe Corbett, Ph.D., Vanderbilt University Medical Center

Examining Specificity of Effects on Spontaneous Peer Interaction in a Drama-based Intervention for Youth with ASD

Tamara Rosen, M.A., Stony Brook University

Rebecca Weber, B.A., Stony Brook University

Cara Keifer, M.A., Stony Brook University

Matthew Lerner, Ph.D., Stony Brook University

Erin Kang, M.A., Stony Brook University

An In-school Theatrical Intervention for Children With ASD

Sarah Paterson, Ph.D., Temple University

Matthew Lerner, Ph.D., Stony Brook University

Brittany Thompson, M.A., George Mason University

Rebecca Weber, B.A., Stony Brook University

Samantha Sommer, B.A., Stony Brook University

Tamara Spiewak Toub, Ph.D., Temple University

Kathy Hirsh-Pasek, Ph.D., Temple University

Roberta Golinkoff, Ph.D., University of Delaware

Thalia R. Goldstein, Ph.D., George Mason University

Symposium 144

Translating Research Findings into Practical Tools For the Assessment of Mechanisms and Barriers in Real-World Treatment For OCD

- CHAIRS: Jennie M. Kuckertz, M.S., San Diego State University/
University of California, San Diego
Nathaniel Van Kirk, Ph.D., McLean Hospital/Harvard Medical School
- DISCUSSANT: *Thrösur Björgvinnson, Ph.D.*, ABPP, McLean Hospital/Harvard Medical School

Earn 1.5 continuing education credits

Moderate level of familiarity with the material

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: OCD (*Obsessive Compulsive Disorder*), *Measurement, Change Process / Mechanisms*

Assessment of Exposure Learning Within Sessions: Preliminary Investigation of a Clinically Valid, Feasible Tool

Nader Amir, Ph.D., San Diego State University/University of California, San Diego
Jennie M. Kuckertz, M.S., San Diego State University/University of California, San Diego

Assessing Maladaptive Beliefs Rapidly and Reliably: Validating an Abbreviated Version of the Obsessive Beliefs Questionnaire With Patients Seeking Intensive/ Residential Treatment for OCD

Nathaniel Van Kirk, Ph.D., McLean Hospital/Harvard Medical School
Alexandra Hernandez-Vallant, B.S., McLean Hospital/Harvard Medical School
Sriramya Pothuri, B.S., McLean Hospital/Harvard Medical School
Jason Krompinger, Ph.D., McLean Hospital OCD Institute/Harvard Medical School
Jordan E. Cattie, Ph.D., Emory University School of Medicine
Lauryn Garner, M.A., Fordham University
Jesse Crosby, Ph.D., McLean Hospital/Harvard Medical School
Brian Brennan, M.D., McLean Hospital/Harvard Medical School
Jason Elias, Ph.D., CBTeam LLC
Jean-Philippe Gagné, M.A., Concordia University

**Novel Assessment of Repetitive Negative Thinking During Exposure in OCD:
Relationship to Symptom Cluster and Treatment Outcome**

Jacob Nota, Ph.D., McLean Hospital/Harvard Medical School

Kara Kelley, B.A., McLean Hospital

Nathaniel Van Kirk, Ph.D., McLean Hospital/Harvard Medical School

Jason Krompinger, Ph.D., McLean Hospital OCD Institute/Harvard Medical School

Assessing the Motivational Impact of Symptom Function in OCD

George Clum, Ph.D., Virginia Tech

Thrösur Björgvinnson, Ph.D., ABPP, McLean Hospital/Harvard Medical School

Nathaniel Van Kirk, Ph.D., McLean Hospital/Harvard Medical School

10:30 a.m. – 12:00 p.m.

Imperial Salon B, Marquis Level

Symposium 145

**Improving PTSD Treatment Access and Retention:
Insights and Outcomes From the First 3 Years of the
Warrior Care Network's Intensive PTSD Treatment
Programs**

CHAIR: *Philip Held, Ph.D., Rush University Medical Center*

DISCUSSANT: *Alan L. Peterson, ABPP, Ph.D., University of Texas Health
Science Center at San Antonio*

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorders and Disasters

Key Words: *PTSD (Posttraumatic Stress Disorder), Prolonged Exposure, Treatment/
Program Design*

**Treating PTSD in a Cognitive Processing Therapy-Based 3-Week Intensive
Treatment Program**

Philip Held, Ph.D., Rush University Medical Center

SUNDAY

An Intensive Outpatient Program With Prolonged Exposure for Veterans With Posttraumatic Stress Disorder: Retention, Predictors, and Patterns of Change

Sheila Rauch, ABPP, Ph.D., Emory University School of Medicine

Carly Yasinski, Ph.D., Emory University School of Medicine

Tanja Jovanovic, Ph.D., Emory University School of Medicine

Seth Norholm, Ph.D., Emory University School of Medicine

Kathryn Black, MPH, Emory Healthcare Veterans Program

Barbara Rothbaum, Ph.D., Emory University School of Medicine

Loren M. Post, Ph.D., Emory University School of Medicine

Comparative Effectiveness of Prolonged Exposure and Cognitive Processing Therapy Delivered for Post-9/11 Veterans in an Intensive, Accelerated Treatment Format

Edward Wright, Ph.D., ABPP, Massachusetts General Hospital/Harvard Medical School

Simon Lejenue, M.D., Massachusetts General Hospital/Harvard Medical School

Lauren Brenner, Ph.D., Massachusetts General Hospital/Harvard Medical School

Allyson Blackburn, B.A., Massachusetts General Hospital/Harvard Medical School

Elizabeth Goetter, Ph.D., Massachusetts General Hospital/Harvard Medical School

Kalo Tanev, M.D., Massachusetts General Hospital/Harvard Medical School

Thomas Spencer, M.D., Massachusetts General Hospital/Harvard Medical School

Edward Wright, Ph.D., ABPP, Massachusetts General Hospital/Harvard Medical School

Improving PTSD Treatment Access and Retention: Insights and Outcomes From UCLA Operation Mend Intensive Treatment Program

Jo Sornborger, Psy.D., University of California Los Angeles

Symposium 146

**Novel Treatments for Affective Disorders (TAD):
Leveraging Biological and Psychological Indicators for
Treatment Personalization**

CHAIR: *Alicia Meuret, Ph.D., SMU*

DISCUSSANT: *W. Edward Craighead, ABPP, Ph.D., Emory University*

Earn 1.5 continuing education credits

All levels of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Depression, Transdiagnostic, Therapy Process*

**Laboratory Induced Cortisol Reactivity Predicts Greater Rates of Treatment
Success in Transdiagnostic Treatment for Affective Disorders**

David Rosenfield, Ph.D., SMU

Thomas Ritz, Ph.D., SMU

Michelle Craske, Ph.D., University of California, Los Angeles

Alicia Meuret, Ph.D., SMU

Andres Roques, M.A., SMU

**Stress-induced Overbreathing Predicts Differential Success of Negative Versus
Positive Affect Treatment**

Rebecca Kim, Ph.D., SMU

Andres Roques, M.A., SMU

David Rosenfield, Ph.D., SMU

Michelle Craske, Ph.D., University of California Los Angeles

Alicia Meuret, Ph.D., SMU

Thomas Ritz, Ph.D., SMU

**Wanting Versus Liking: Reward-System Deficits as Moderators of Treatment
Outcome**

David Rosenfield, Ph.D., SMU

Michael Treanor, Ph.D., University of California, Los Angeles

Thomas Ritz, Ph.D., SMU

Alicia Meuret, Ph.D., SMU

Michelle Craske, Ph.D., University of California Los Angeles

Divya Kumar, B.S., SMU

Threat Sensitivity Mechanisms: Expectancy Violation and Fear Reduction as Predictors of Anxiety-Related Symptoms

Michael Treanor, Ph.D., University of California, Los Angeles

Thomas Ritz, Ph.D., SMU

Alicia Meuret, Ph.D., SMU

Michelle Craske, Ph.D., University of California Los Angeles

Amy Stewart, M.A., University of California Los Angeles

10:30 a.m. – 12:00 p.m.

M301-M302, Marquis Level

Symposium 147

Network Models Advancing the Understanding of Psychopathology

CHAIR: *Michael A. Young, Ph.D.*, Illinois Institute of Technology

DISCUSSANT: *Richard J. J. McNally, Ph.D.*, Harvard University

Earn 1.5 continuing education credits

Basic to Moderate level of familiarity with the material

Primary Category: Translational

Key Words: *Research Methods, Mood, Translational Research*

Idiographic Network Analysis of Discrete Mood States Prior to Treatment

Aaron Fisher, Ph.D., University of California, Berkeley

What Can Network Psychometrics Tell Us About Cognitive-behavioral Systems in Psychopathology? The Example of Panic Disorder

Jonas Halbeck, graduate student, University of Amsterdam

Oisín Ryan, MSc, Utrecht University

Donald J. Robinaugh, Ph.D., Massachusetts General Hospital

Utility of Node Centrality For Choosing Treatment Targets in Generalized Anxiety

Nader Amir, Ph.D., San Diego State University/University of California, San Diego

Shaan McGhie, B.A., San Diego State University

A Theory-driven Network Model For Seasonal Affective Disorder

Joseph Smetter, M.S., Illinois Institute of Technology

Caroline Antler, M.S., Illinois Institute of Technology

Kelly J. J. Rohan, Ph.D., University of Vermont

Michael A. Young, Ph.D., Illinois Institute of Technology

Friday Poster Sessions

8:30 a.m. – 9:30 a.m.

networking 

International Ballroom, International Level

Poster Session 1A

PS1

Key Words: ADHD, Adolescents, Risk / Vulnerability Factors

(PS1-A1) Risk and Protective Factors for Peer Victimization in Adolescents with ADHD

W. John Monopoli, M.A.¹, Samantha M. Margherio, M.A.¹, Steven W. Evans, Ph.D.¹, Joe Xiang, B.A.¹, Megan Brickner, Joshua Langberg, Ph.D.³, 1. Ohio University, 2. University of North Carolina at Chapel Hill, 3. Virginia Commonwealth University

(PS1-A2) Risky Romantic Relationship Behaviors of Adolescents With ADHD: The Role of Emotion Dysregulation

R. Elizabeth Capps, M.A.¹, Samantha M. Margherio, M.A.¹, W. John Monopoli, M.A.¹, Steven W. Evans, Ph.D.¹, George J. DuPaul, Ph.D.², Julie Sarno Owens, Ph.D.¹, 1. Ohio University, 2. Lehigh University

(PS1-A3) Examining Parental Support in Relation to Peer Functioning in Adolescents With and Without ADHD

Paul A. Isaacson, M.A.¹, Joshua Langberg, Ph.D.², Stephen P. Becker, Ph.D.¹, 1. Cincinnati Children's Hospital Medical Center, 2. Virginia Commonwealth University

(PS1-A4) ADHD and Overweight/obesity in US Youth: Health Lifestyle Behaviors Differentially Modify Risk for Those With ADHD

Annah R. Cash, B.S., Chris S. Clark, B.A., Amanda D. Cox, B.S., Dustin E. Sarver, Ph.D., University of Mississippi Medical Center

(PS1-A5) Brooding Exacerbates the Association Between Inattention and Suicidality in Adolescents With and Without ADHD

Hana-May Eadeh, B.S.¹, Stephen P. Becker, Ph.D.², Joshua Langberg, Ph.D.³, 1. University of Iowa, 2. Cincinnati Children's Hospital Medical Center, 3. Virginia Commonwealth University

(PS1-A6) Examining Sex Differences in the Relation Between Social Anxiety and Peer Functioning in Children with ADHD

Ellen E. Kneeskern, B.A., Leanne Tamm, Ph.D., Stephen P. Becker, Ph.D., Cincinnati Children's Hospital Medical Center

- (PS1-A7) **Too Connected to Being Connected? Social Media Emotional Investment Moderates the Association Between Cybervictimization and Internalizing Symptoms in Adolescents With and Without ADHD**
Nicholas Marsh, B.A.¹, Nicholas Fogleman, M.S.², Stephen P. Becker, Ph.D.², Joshua Langberg, Ph.D.³, 1. Amherst College, 2. Cincinnati Children's Hospital Medical Center, 3. Virginia Commonwealth University
- (PS1-A8) **Elevated ADHD Symptoms as a Predictor of Conduct Problems Among Male Juvenile Offenders**
Kathleen Ramsey, B.S., Stephanie D. Smith, Ph.D., University of Southern Mississippi
- (PS1-A9) **Interactive Effects of ADHD Symptoms and Trauma Exposure on Executive Functioning in Children**
Courtney L. Clemminshaw, B.A.¹, George J. DuPaul, Ph.D.², Alicia M. Chunta, B.A.¹, Heath Patterson, None¹, 1. Lehigh University, 2. Lehigh University
- (PS1-A10) **Age as a Potential Moderator in the Relation Between Executive Dysfunction and ADHD Symptom Severity**
Robyn S. Herbert, M.S., Tammy D. Barry, Ph.D., Washington State University
- (PS1-A11) **An Evaluation of Risk and Protective Factors for Peer Victimization in Elementary School Students**
Makenna McIntire, B.A.¹, Hannah D. Kassab, B.S.¹, Julie Sarno Owens, Ph.D.¹, Amori Y. Mikami, Ph.D.², Steven W. Evans, Ph.D.¹, W. John Monopoli, M.A.¹, 1. Ohio University, 2. University of British Columbia
- (PS1-A12) **ADHD Symptoms Mediate the Relation Between Executive Function (EF) and Specific Social Skills Outcomes: A Parallel Mediation Analysis**
Dane Hilton, Ph.D.¹, Matthew Jarrett, Ph.D.², Nicole Ferretti, B.S.², Savannah L. King, B.A.², 1. Roanoke College, 2. The University of Alabama
- (PS1-A13) **Connecting Service Delivery Systems to Expand ADHD Service Provision in Urban Socioeconomically Disadvantaged Communities: A Proof of Concept Pilot Study**
Michael D. Levy, M.A., Anil Chacko, Ph.D., New York University
- (PS1-A14) **Rethinking Hyperactivity: Preliminary Evidence for a Cognitively-informed Re-conceptualization of Hyperactivity in Pediatric ADHD**
Nicole B. Groves, B.S., Elia F. Soto, B.S., Elizabeth S. Chan, M.A., Lauren N. Irwin, M.S., Caroline E. Miller, B.A., Leah J. Singh, Ph.D., Michael J. Kofler, Ph.D., Florida State University
- (PS1-A15) **A Pilot Mindfulness Meditation Enhancement to a Preschool ADHD Parent Behavioral Training Program**
Jessica G. Meyer, B.A.¹, Tanya E. Froehlich, M.D., M.S.², Heather A. Ciesielski, M.A., Ph.D.², 1. Cincinnati Children's Hospital Medical Center, 2. Cincinnati Children's Hospital Medical Center
- (PS1-A16) **Specific ADHD Symptoms Most Associated With Receipt of Negative and Positive Nominations from Peers in Elementary School**
Mary N. Lee, B.S.¹, Julie Sarno Owens, Ph.D.¹, Amori Y. Mikami, Ph.D.², Steven W. Evans, Ph.D.¹, Lindsey Swimm,³ 1. Ohio University, 2. University of British Columbia, 3. The Ohio State University

- (PS1-A17) Higher Rates of Caffeine Use During Afternoons and Evenings in Adolescents With ADHD**
Caroline N. Cusick, B.S.¹, Cathrin D. Green, B.S.¹, Rosanna P. Breaux, Ph.D.¹, Joshua Langberg, Ph.D.¹, Stephen P. Becker, Ph.D.², 1. Virginia Commonwealth University, 2. Cincinnati Children's Hospital Medical Center
- (PS1-A18) ADHD Symptoms as Predictors of TBI Risk in Children**
Jae Hyung Ahn, M.A., George J. DuPaul, Ph.D., Lehigh University
- (PS1-A19) Social Skills Acquisition and Performance Problems in ADHD and Autism Spectrum Disorder**
Caroline E. Miller, B.A., Elia F. Soto, B.S., Nicole B. Groves, B.S., Elizabeth S. Chan, M.A., Erica L. Wells, M.S., Michael J. Kofler, Ph.D., Florida State University
- (PS1-A20) Measuring Financial Burden of Childhood ADHD in a Large and Diverse Sample of U.S. Families**
Xin Zhao, M.S.¹, Timothy F. Page, Ph.D.¹, Amy R. Altszuler, Ph.D.¹, Elizabeth M. Gnagy, B.S.¹, William E. Pelham III, M.A.², Nicole K. Schatz, Ph.D.¹, Fiona L. Macphee, M.S.¹, Brittany M. Merrill, M.S.¹, Marcela C. Ramos, B.S.¹, Andrew Greiner, B.S.¹, William E. Pelham Jr., ABPP, Ph.D.³, 1. Florida International University, 2. Arizona State University, 3. Florida International University, Center for Children and Families
- (PS1-A21) Attention-deficit/hyperactivity Disorder (ADHD) and Working Memory: Methodological Variability in Grouping Strategies Affects Estimates of Impairment**
Jessie L. Betancourt, B.A., R. Matt Alderson, Ph.D., Elaine F. Arrington, M.S., Delanie K. Roberts, B.A., Lauren Koetting, Oklahoma State University
- (PS1-A22) An Error Analysis of Phonological Working Memory Performance in Children with and Without ADHD**
Delanie K. Roberts, B.A., R. Matt Alderson, Ph.D., Elaine F. Arrington, M.S., Jessie L. Betancourt, B.A., Natalie J. Ramirez, B.A., Alison C. Van Horn, Oklahoma State University
- (PS1-A23) Differences in Functional Impairments Between Adolescent Girls With ADHD and Adolescent Girls with ADHD Plus Comorbid Internalizing Disorders**
Holly Quimby, M.A.¹, Jenelle Nissley-Tsiopinis, Ph.D.², Mary Lazar, Psy.D.¹, Mary Rourke, Ph.D.¹, Jacqlyn Zarabba, Psy.D.¹, 1. Widener University, 2. Children's Hospital of Philadelphia
- (PS1-A24) The Effectiveness of the Multiple Family Group Service Model in the Treatment of ADHD Symptoms**
Amrita Ramakrishnan, B.S., Maria Michelle Vardanian, B.A., Anil Chacko, Ph.D., New York University
- (PS1-A25) Urgency and Aggression Among Children With and Without ADHD**
Kelly E. Slaughter, M.S., Kirsten D. Leaberry, M.S., Joseph Reese, M.S., Paul J. Rosen, Ph.D., University of Louisville

(PS1-A26) Mindfulness Practice for Children With ADHD at the Summer Treatment Program: A Pilot Study

Marcela C. Ramos, B.S.¹, Fiona L. Macphee, M.S.¹, Brittany M. Merrill, M.S.¹, Xin Zhao, M.S.¹, Elizabeth M. Gnagy, B.S.¹, Andrew Greiner, B.S.¹, William E. Pelham Jr., ABPP, Ph.D.², 1. Florida International University, 2. Florida International University, Center for Children and Families

International Ballroom, International Level

Poster Session 1B

PS1

Key Words: *Depression, College Students, Race*

(PS1-B27) Group Differences in Mental Health: Social and Campus Factors That Impact the Mental Health of First-generation Students and Students of Color
Mahal Alvarez-Backus, Erin Sheets, Ph.D., Colby College

(PS1-B28) Does Cultural Humility Training Improve Adult Mentors' Sensitivity and Responsiveness to Young People Who Encounter Racism?
Anna Flitner, B.A., Samuel D. McQuillin, Ph.D., University of South Carolina

(PS1-B29) Ethnic Identity, Cultural Treatment Preference, and Anxiety Symptom Severity Among Latino Young Adults Receiving Outpatient Care
Eva Schonfeld Reichel, B.A.¹, Payal Desai, M.P.H.², Jazmin Reyes-Portillo, Ph.D.³, Rebecca Erban De La Vega, Psy.D.⁴, Carolina Zerrate, M.D.⁵, Cristiane Duarte, M.P.H., Ph.D.⁶, 1. Columbia University/New York State Psychiatric Institute, 2. New York State Psychiatric Institute/Columbia University Medical Center, 3. Montclair State University/NYSPI/Columbia University Medical Center, 4. New York Presbyterian / Columbia University Medical Center, 5. Columbia University Medical Center and New York Presbyterian Hospital, 6. Columbia University - New York State Psychiatric Institute

(PS1-B30) Co-rumination in a Cultural Context: Adjustment Trade-offs in Latinx Parent-child Dyads
Gilly Kahn, M.A., M.S., Lourdes Suarez-Morales, Ph.D., Nova Southeastern University

(PS1-B31) Perceived Ethnic Discrimination and Depression Severity Among Ethnic/Racial Minority Young Adults: The Moderating Effect of Expressive Suppression
Erika S. Trent, B.S.¹, Lindsay E. Holly, Ph.D.², Alicia R. Fenley, M.A.², Laura Nelson Darling, M.A.³, David Langer, Ph.D.³, 1. University of Houston, 2. Center for Anxiety and Related Disorders, Boston University, 3. Child Center for Anxiety and Related Disorders, Boston University

(PS1-B32) Differences in the Delivery of Cognitive Therapy for Depression When Therapists Work With Minority and Non-minority Patients
Iony D. Schmidt, M.A., Graham C. Bartels, Daniel R. Strunk, Ph.D., The Ohio State University

- (PS1-B33) **Mindfulness and Experiential Avoidance Moderate the Relation Between Enculturation and Student Course Engagement For Latinx College Students**
Natalie Arbid, M.A., Elizabeth Roemer, Ph.D., University of Massachusetts Boston
- (PS1-B34) **The Moderating Effects of Alcohol Use in the Relationship Between Social Anxiety and Sexual Victimization in a Latina Sample**
Andrew E. Dials, B.S., Michiyo Hirai, Ph.D., The University of Texas Rio Grande Valley
- (PS1-B35) **The Relationship Between Social Anxiety Symptoms and Self-construal**
Savannah T. Simon¹, Kevin Narine, B.A.², Jeremy Tyler, Psy.D.², Lily Brown, Ph.D.², 1. Perelman School of Medicine at the University of Pennsylvania, 2. University of Pennsylvania
- (PS1-B36) **Therapists' Perspectives on Barriers to Reaching the Latino Community**
Desiree L. Curcio, B.A., M.S., Melyssa M. Mandelbaum, B.A., Mariessa Robles, B.A., Kayla D. Sanchez, B.A., Megan Moxey, M.A., M.S., Amanda Oliiva, B.A., Margarita Savchuk, B.A., M.S., Mary Elsharouny, B.A., M.S., Mona Ahdifara, M.S., Long Island University
- (PS1-B37) **Test of the Tripartite Model of Anxiety and Depression Among College Students in India**
Anjali Jain, M.A.¹, Aaron Luebbe, Ph.D.¹, Tony Sam George, Ph.D.², Vaishali Raval, Ph.D.¹, 1. Miami University, 2. Christ University
- (PS1-B38) **My Culture Is My Identity: Understanding Cultural Aspects That Permeate Ethnic Minorities' Feelings Regarding Their Bodies**
Nicole M. Williams, College of Saint Mary
- (PS1-B39) **Perceived Discrimination and Psychiatric Symptoms: The Moderating Role of Coping**
Ana Martinez de Andino, M.S.¹, Amy Weisman de Mamani, Ph.D.², 1. Emory University School of Medicine, 2. University of Miami
- (PS1-B40) **Developmental and Sociocultural Correlates of Mental Health Stigma Among African American Adults**
Kelsey L. Luks, B.A.¹, Nicholas J. Sibrava, Ph.D.², 1. Fordham University, 2. Baruch College - The City University of New York
- (PS1-B41) **Efficacy, Feasibility, and Acceptability of an Innovative Multicultural Education Training Package**
Macey L. Arnold, B.S., B.A.¹, Amy Lakin, B.A.¹, Kathryn Morse, B.A.¹, Christian Mauro, Ph.D.¹, Sean Conway¹, Jane Gagliardi, M.D.¹, Zachary Rosenthal, Ph.D.¹, Margie Molloy,¹ Gabriela A. Nagy, Ph.D.², 1. Duke University, 2. Department of Psychiatry and Behavioral Sciences, Duke University Medical Center
- (PS1-B42) **American Indian Gang Involvement: Changes and Associated Risk Factors for Adolescents on Reservation Communities 1993-2013**
Lauren P. Fox, M.A.¹, Todd Moore, Ph.D.², 1. University of Tennessee - Knoxville, 2. The University of Tennessee, Knoxville
- (PS1-B43) **Depressive Symptoms Among Latinx and Asian Immigrants: Examining the Influence of Acculturative Stress and Reason for Migration**
Isabel Lopez, B.A., Crystal L. Venegas, B.A., Jose Arreola, B.A., Jonathan Martinez, Ph.D., California State University, Northridge

- (PS1-B44) **Racial/Ethnic Differences in Risk/benefit Perceptions Underlying Illicit Use of Prescription Stimulants**
Kara L. Nayfa, M.S., Kevin J. Armstrong, Ph.D., Mississippi State University
- (PS1-B45) **Illicit Prescription Stimulants and Body Image: Racial Protective Factors in College Students**
Kara L. Nayfa, M.S., Kevin J. Armstrong, Ph.D., Mississippi State University
- (PS1-B46) **Enculturation, Biculturalism and Depression in an Immigrant Hispanic Sample**
Linda E. Guzman, B.A.¹, Ana Bridges, Ph.D.², 1. University of Arkansas, 2. University of Arkansas - Fayetteville
- (PS1-B47) **Environmental Mastery Moderates Physical and Mental Health and Suicidal Ideation for African American and Latinx Adults**
Ijeoma J. Madubata, M.A., Judy Hong, M.A., David Talavera, Ph.D., Mary Odafe, M.A., Soumia Cheref, M.A., Jasmin R. Brooks, B.A., Jake Leavitt, B.A., Rheeda Walker, Ph.D., University of Houston
- (PS1-B48) **The Positive Effects of Prosocial Behavior Among Latinx Adolescents: A Daily Process Study**
Feven Fisseha, B.A., Amanda Chue, M.A., Rebecca Kim, M.A., Diana Cox, B.S., Kathleen Gunther, Ph.D., American University
- (PS1-B49) **An Assessment of Support for Government Involvement in Social Issues**
Dulce Diaz Benitez, B.A.¹, Alejandra M. Kaplan, M.P.H.¹, Ana Bridges, Ph.D.², 1. University of Arkansas, 2. University of Arkansas - Fayetteville
- (PS1-B50) **The Jezebel Stereotype and the Potential Impact on Black Adolescents: A Content Analysis**
Salome A. Wilfred, M.A.¹, Alicia Harrington, Jasmine Eddinger, M.S.², Jennifer Lundgren, Ph.D.², 1. University of Missouri-Kansas City, 2. University of Missouri

International Ballroom, International Level

Poster Session 1C

PS1

Key Words: *Behavioral Medicine, Coping, Health Care System*

- (PS1-C51) **Cancer Survivorship Planning and Confidence in Women Ending Treatment for Breast Cancer: A Randomized Control Trial**
Erin O'Hea, Ph.D.¹, Samantha Creamer, B.S.², Julie Flahive, M.S.², Elizabeth Keating², Tina Harralson, Ph.D.³, Kathryn Edmiston, M.D.², Edwin D. Boudreaux, Ph.D.², 1. Stonehill College and UMASS Medical School, 2. UMASS Medical School, 3. Tridium
- (PS1-C52) **The Role of Psychological Distress and Intolerance of Uncertainty in Medical Decision Making for BRCA Mutation Carriers**
Christie Kincaid, Psy.D.¹, Elana Maurin, Ph.D.², Edward Shearin, Ph.D.², 1. KRCC, 2. American School of Professional Psychology

- (PS1-C54) **Mediators of Change in a Randomized Controlled Trial of a Cognitive Behavioral Therapy Group Targeting Medical Transition Readiness**
Kate L. Herts, Ph.D.¹, Annette Stanton, Ph.D.², 1. Weill Cornell Medicine, 2. University of California Los Angeles
- (PS1-C55) **Sign Language and Deaf Cultural Identity as Protective Factors Against Psychological Maladjustment Among Deaf College Students**
Victoria A. Popov, B.S., M.S., Lindsay S. Schenkel, Ph.D., Rochester Institute of Technology
- (PS1-C56) **RCT Examining Breast Cancer Survivorship Care Plans: Confidence in Survivorship Information in Relation to SCP Satisfaction**
Samantha Creamer, B.S.¹, Julie Flahive, M.S.¹, Elizabeth Keating,¹ Kathryn Edmiston, M.D.¹, Tina Harralson, Ph.D.², Edwin Boudreaux, Ph.D.³, Erin O'Hea, Ph.D.⁴, 1. UMASS Medical School, 2. Tridium, 3. University of Massachusetts, 4. Stonehill College and UMASS Medical School
- (PS1-C57) **Examination of Eating Attitudes and Behaviors Associated With Quality of Life and Body Mass in an Obese Underserved Population: Identification of Unique Treatment Targets**
Corby K. Martin, Ph.D.¹, James Dorling, Ph.D.², John W. Apolzan, Ph.D.², Robert L. Newton, Ph.D.², Candice A. Myers, Ph.D.², Emily F. Mire, M.S.², Kara D. Denstel, M.P.H.², Tina K. Thethi, M.D.³, Peter T. Katzmarzyk, Ph.D.², 1. Pennington Biomedical, 2. Louisiana State University, 3. Tulane University
- (PS1-C58) **Cancer-specific Distress Is Associated With Perceived (but Not Objective) Physical Function After Breast Cancer Surgery**
Avelina C. Padin, M.A., Janice K. Kiecolt-Glaser, Ph.D., The Ohio State University
- (PS1-C59) **Allodynia, Stress, and Disability in Migraineurs: A Mediation Analysis**
Ashley N. Polk, B.A., Todd A. Smitherman, Ph.D., University of Mississippi
- (PS1-C60) **Influence of Exercise on the Network Dynamics of Positive and Negative Affect**
Joshua Curtiss, M.A.¹, Emily E. Bernstein, M.A.², Stefan G. Hofmann, Ph.D.¹, Richard J. McNally, Ph.D.², 1. Boston University Center for Anxiety and Related Disorders, 2. Harvard University
- (PS1-C61) **Not the Exercise Type? Personality Traits and Anxiety Sensitivity as Predictors of Objectively Measured Physical Activity**
Bridget A. Hearon, Ph.D.¹, Thomas J. Harrison, B.A.², 1. Albright College, 2. Saint Joseph's University
- (PS1-C62) **The Nature, Frequency, and Correlates of Migraine-specific Food Cravings**
Samantha P. Spoor, B.S.¹, Julia M. Hormes, Ph.D.¹, Natalia Orloff, Ph.D.², Angela Antonikowski, Ph.D.³, Karen M. Powers, M.D.³, 1. University at Albany, State University of New York, 2. University of California San Diego, 3. Albany Medical College
- (PS1-C63) **In What Ways Does Health-related Quality of Life Motivate People to Adhere to Medical Treatment Plans?**
Alexandra Pizzuto, B.A., Alannah Shelby Rivers, B.A., M.A., Keith Sanford, Ph.D., Baylor University

- (PS1-C64) Psychological Characteristics of Individuals With Chiari Malformation and Ehlers-danlos**
Ann Taylor Adams, B.A., Marie L. LePage, Ph.D., Steffi Shi Qing Kong, Converse College
- (PS1-C65) An Examination of the Individual and Interactive Effects of Distress Intolerance and Working Memory Capacity on Goal Attainment**
Hayley E. Fitzgerald, M.A.¹, Eugenia Gorlin, Ph.D.², Michael W. Otto, Ph.D.¹, 1. Boston University, 2. Yeshiva University, Ferkauf Graduate School of Psychology
- (PS1-C66) Cognitive and Affective Predictors of Time to Smoking Lapse After an Acute Health Event: An Application of the Sentinel Event Method**
Edwin D. Boudreaux, Ph.D.¹, Erin O'Hea, Ph.D.², Bo Wang, Ph.D.³, Eugene Quinn, Ph.D.⁴, Bruce Becker, M.D.⁵, Brigitte M. Baumann, M.D.⁶, Beth C. Bock, Ph.D.⁷, 1. UMASS Medical School, 2. Stonehill College and UMASS Medical School, 3. University of Massachusetts Medical School, 4. Stonehill College, 5. Warren Alpert Medical School of Brown University, 6. Cooper Medical School of Rowan University, 7. Warren Alpert Medical School of Brown University and Miriam Hospital
- (PS1-C67) What Motivates People to Follow Medical Treatment Plans? Autonomous Motivation and Perceived Competence Each Have Distinct Effects**
Kiley A. Schneider, M.S., Keith Sanford, Ph.D., Baylor University
- (PS1-C68) Examining the Effect of Acute Aerobic Exercise on Emotion Regulation and Emotional Distress Tolerance**
Christopher F. Drescher, Ph.D.¹, Tyler Laurent, B.S.², Madison K. Knox, B.S.², Caitlin Daigle, B.S.³, Christopher R. Berghoff, Ph.D.⁴, Randy Aldret, Other³, Gregory Davis, Ph.D.², David Bellar, Ph.D.², Michael J. McDermott, Ph.D.², 1. Augusta University, 2. University of Louisiana at Lafayette, 3. University of Louisiana at Lafayette, 4. University of South Dakota
- (PS1-C69) Evaluation of a Virtual Reality Tele-rehabilitation Platform for Patients With Traumatic Brain Injury**
Georgina Cardenas-Lopez, Psy.D.¹, Pedro Gamito, Ph.D.², Gaspar Ayora, B.A.³, Derian Torres, B.A.³, 1. Universidad Nacional Autonoma de Mexico, 2. University of Lusofona, 3. Universidad Nacional Autonoma de Mexico
- (PS1-C70) Piloting a Lifestyle Intervention for Cardiovascular Health in Midlife Women Living with HIV**
Georgia Goodman, B.A.¹, Greer Raggio, M.P.H., Ph.D.², Gregory Robbins, M.P.H., M.D.³, Allison Labbe, Ph.D.¹, Sara Looby, Ph.D.⁴, Christina Psaros, Ph.D.¹, 1. Massachusetts General Hospital, 2. National Center for Weight and Wellness, 3. Harvard Medical School/Massachusetts General Hospital, 4. Harvard Medical School
- (PS1-C71) Item Response Theory (IRT) Analysis of the Hospital Anxiety & Depression Scale-anxiety Subscale (HADS-A) in HIV+ Adults**
Estefany C. Saez-Flores, M.S.¹, C. Andres Bedoya, Ph.D.², Conall O'Cleirigh, Ph.D.³, Megan Pinkston-Camp, Ph.D.⁴, Steven Safren, PhD¹, 1. University of Miami, 2. Harvard Medical School, 3. Massachusetts General Hospital/Harvard Medical School, 4. Brown University

- (PS1-C72) Asthma Control and Sleep Duration as Predictors of Panic Symptoms, Depressive Symptoms and Suicidality**
Hannah Nordberg, B.A.¹, Juliet Kroll, M.A.¹, Matti Miller,¹ Yumna Furqan,¹ Kayla Kostroske,¹ Alexis Jones,¹ Hadleigh Nelson,¹ Thomas Ritz, Ph.D.², 1. Southern Methodist University, 2. SMU
- (PS1-C73) Contribution of Optimism, Self-efficacy, and Religious Coping to Chronic Pain**
Nate Mitchell, Ph.D., Anna Grace Cooper, M.A., Colin Seymour, M.A., Christina Thomas, Jennifer Paige, Ryan McPeak, Sydney Black, M.A., Spalding University
- (PS1-C74) Associations Among State and Trait Hope, Optimism, and Chronic Pain**
Nate Mitchell, Ph.D., Colin Seymour, M.A., Christina Thomas, Sydney Black, M.A., Jennifer Paige, Ryan McPeak, Anna Grace Cooper, M.A., Victoria Dickerson, Spalding University

International Ballroom, International Level

Poster Session 1D

PS1

Key Words: Anxiety, CBT, Change Process / Mechanisms

- (PS1-D75) Reward Sensitivity Predicts Treatment Outcomes for Anxious Youth**
Lesley A. Norris, M.A., Kate E. Phillips, B.A., Jonathan Rabner, M.A., Rebekah J. Mennies, M.A., Philip Kendall, PhD, Temple University
- (PS1-D76) Understanding the Link Between Anxiety and a Neural Marker of Anxiety (the Error-related Negativity) in 5- to 7-year-old Children**
Lyndsey J. Chong, B.A., Alexandria Meyer, Ph.D., Florida State University
- (PS1-D77) Predicting Anxiety Impairment in Youths: The Role of Anxiety Sensitivity and Experiential Avoidance**
Margaret E. Crane, M.A., Philip Kendall, Ph.D., Temple University
- (PS1-D78) Maternal Borderline Personality Disorder Symptomology, Parenting Behavior, and Child Anxiety Risk**
Sydney M. Risley, M.A., Madison Hannapel, Lauren Jones, B.A., Elizabeth Kiel, Ph.D., Miami University
- (PS1-D79) Attentional Control Deficits in Anxious Youth: The Relationship Between Core Components of Executive Function and Anxiety at the Screening Level**
Madeleine Rassaby, B.A.¹, Alex E. Keller, B.A., M.A.², David Langer, Ph.D.², Donna Pincus, Ph.D.², 1. Center for Anxiety and Related Disorders, Boston University, 2. Child Center for Anxiety and Related Disorders, Boston University
- (PS1-D80) Therapeutic Process Predictors of Outcomes in a Randomized Controlled Trial of School-based CBT for Pediatric Anxiety**
EB Caron, Ph.D.¹, Heather R. Souer, B.A.¹, Kelly L. Drake, Ph.D.², Jeffrey E. Pella, Ph.D.¹, Golda S. Ginsburg, Ph.D.¹, 1. University of Connecticut Health Center, 2. Johns Hopkins University

- (PS1-D81) **The Self-efficacy During Exposure – Child (SEE-C) Measure: The Development and Pilot Field Testing**
Mary Kathryn M. Cancelliere, M.S., Ellen Flannery-Schroeder, ABPP, Ph.D., University of Rhode Island
- (PS1-D82) **Caregiver-child Coping Response Discrepancies and Outcome in Cognitive-behavioral Therapy For Youth Anxiety and Depression**
Michael Friedman, B.A.¹, H. Gemma Stern, B.S.¹, Brian C. Chu, Ph.D.², 1. Graduate School of Applied and Professional Psychology, Rutgers State University of New Jersey, 2. Graduate School of Applied and Professional Psychology, Rutgers University
- (PS1-D83) **Effortful Control, Anxiety Sensitivity, and Child Anxiety Symptom Severity in a Sample of Children With Anxiety Disorders**
Elizabeth M. Raines, B.A., Erika S. Trent, B.S., Emma C. Woodward, M.A., Abigail E. Candelari, M.A., Andres G. Viana, ABPP, Ph.D., University of Houston
- (PS1-D84) **The Role of Parasympathetic Nervous System Reactivity in the Association Between Interpretive Biases and Childhood Anxiety Symptom Severity**
Erika S. Trent, B.S.¹, Elizabeth M. Raines, B.A.¹, Emma C. Woodward, M.A.¹, Abigail E. Candelari, M.A.¹, Andres G. Viana, ABPP, Ph.D.¹, Eric A. Storch, Ph.D.², Michael Zvolensky, Ph.D.¹, 1. University of Houston, 2. Baylor College of Medicine
- (PS1-D85) **Childhood Anxiety Sensitivity, Fear Responding, and Fear Regulation: Vagal Suppression as a Moderator of Risk**
Erika S. Trent, B.S.¹, Andres G. Viana, ABPP, Ph.D.¹, Elizabeth M. Raines, B.A.¹, Emma C. Woodward, M.A.¹, Abigail E. Candelari, M.A.¹, Eric A. Storch, Ph.D.², Michael Zvolensky, Ph.D.¹, 1. University of Houston, 2. Baylor College of Medicine
- (PS1-D86) **The Associations Between Anxiety and Friendship Quality in Adolescence: A Meta-analytic Review**
Meghan Huang, M.A., Lisa Starr, Ph.D., University of Rochester
- (PS1-D87) **Associations Between Social Anxiety Severity and Visual Attention Towards Eye Regions of Emotional Faces: Insights from Eye-tracking**
Nicole N. Capriola-Hall, M.S.¹, Thomas Ollendick, Ph.D.², Susan White, Ph.D.¹, 1. The University of Alabama, 2. Virginia Polytechnic Institute and State University
- (PS1-D88) **Sleep Problems Mediate the Relationship Between Emotion Regulation and Clinical Outcomes in an Adolescent Inpatient Population**
Afsoon Gazor, M.A.¹, Elizabeth Hartwig, B.A.², Cara Palmer, Ph.D.³, Michelle Patriquin, Ph.D.¹, 1. The Menninger Clinic, 2. Loyola University Chicago, 3. Montana State University
- (PS1-D89) **Adolescent and Mother Perceptions of Conflict: Discrepancies in Perception and Social Competence**
Lauren E. Hauck, B.A., Sebastian Szollos, B.A., Nina S. Mounst, Ph.D., Northern Illinois University
- (PS1-D90) **Clinical Factors Associated With Emotion Regulation Deficits in Anxious Youth**
Erin E. O'Connor, Ph.D., Abbe Garcia, Ph.D., Alpert Medical School of Brown University

- (PS1-D91) **Multiple Assessments of Temperament Longitudinally Predict Social Anxiety Symptoms: A Structural Equation Model**
Randi A. Phelps, M.A., Elizabeth Kiel, Ph.D., Miami University
- (PS1-D92) **Illness Pathways Between Anxious and Depressive Symptoms in Children**
Angela H. Lee, M.S., Kathryn Mills, Ph.D., University of Oregon
- (PS1-D93) **Parenting Style Predicts Changes in Anxiety Symptoms Across Development: Results from a 2-year Longitudinal Study**
Isaac A. Mirzadegan, B.A., Greg Hajcak, Ph.D., Alexandria Meyer, Ph.D., Florida State University
- (PS1-D94) **Repetitive Negative Thinking as a Mediator of the Relationship Between Parent Anxiety and Maladaptive Parenting Behaviors**
Elizabeth Casline, M.S.¹, Zabin S. Patel, M.P.H., M.S.¹, Kiara R. Timpano, Ph.D.², Amanda Jensen-Doss, Ph.D.¹, 1. University of Miami, 2. Department of Psychology; University of Miami
- (PS1-D95) **State Tiredness Predicts Emotional Reactions to Hyperventilation and Sadness Induction Tasks Among Adolescents**
Anna Marie T. Nguyen, Rebecca Campbell, B.S., Teah-Marie R. Bynion, M.A., Matthew Feldner, Ph.D., Ellen Leen-Feldner, Ph.D., University of Arkansas
- (PS1-D96) **Testing Beliefs About Differential Response Rates**
Jonathan Rabner, M.A., Lesley A. Norris, M.A., Philip Kendall, Ph.D., Temple University
- (PS1-D97) **The Identification of Bridge Symptoms Amongst the Big Three Pediatric Anxiety Disorders: A Network Perspective**
Katherine E. Phillips, B.S.¹, Matti Cervin, M.S.², Lesley A. Norris, M.A.¹, Philip Kendall, PhD¹, 1. Temple University, 2. Lund University
- (PS1-D98) **Examining the Role of Social Acceptance and Physiological Hyperarousal in the Relation Between Academic Stress and Anxiety Among Adolescents in India**
Mackenzie Trevethan, B.A.¹, Anjali Jain, M.A.¹, Aaron Luebbe, Ph.D.¹, Anuradha Sathiyaseelan, Ph.D.², Vaishali Raval, PhD¹, 1. Miami University, 2. Christ University
- (PS1-D99) **The Differential Impact of Mothers' Self-report vs. Physiological Emotion Dysregulation and Anxiety Symptoms on Anxiety-relevant Emotion Socialization**
Natalee Price, B.S., Lauren Jones, B.A., Elizabeth Kiel, Ph.D., Miami University
- (PS1-D100) **Child-reported Insomnia and Children's Heart-rate Variability Are Both Related to Self-reported Internalizing Concerns: Evidence for Allostatic Load Theory in Children**
Kristen Torres,¹ Jacob Holzman, Ph.D.², Gabrielle Fabrikant-Abzug,¹ Emily Harrington, M.A.¹, Sarah Kennedy, Ph.D.³, Benjamin Mullin, Ph.D.⁴, Jessica Malmberg, Ph.D.⁴, 1. Children's Hospital Colorado, 2. University of Colorado Anschutz Medical Campus, 3. University of Colorado School of Medicine, 4. University of Colorado, School of Medicine

International Ballroom, International Level

Poster Session 2A

PS2

Key Words: *Addictive Behaviors, Trauma, Substance Abuse***(PS2-A1) Differential Influence of Stress Induction on Physiological and Psychological Reactivity Between Trauma-exposed Daily and Non-daily Caffeine Users***Nathan T. Kearns, M.S., Sonja Hunter, Hanan Rafiuddin, B.A., Caitlyn N. Carey, B.S., Ateka A. Contractor, Ph.D., Heidemarie Blumenthal, University of North Texas***(PS2-A2) Developing and Evaluating a Targeted Cognitive Remediation Treatment for Substance Use Disorders***Allison M. Stuppy-Sullivan, M.S., Arielle Baskin-Sommers, Ph.D., Yale University***(PS2-A3) Urgency, Emotion Dysregulation, and Substance-use Related Impairment Among Alcohol and Marijuana Using College Students***Jordan Skalisky, M.S., Benjamin D. Johnson, B.A., Amy H. Mezulis, Ph.D., Seattle Pacific University***(PS2-A4) Alcohol Motives Mediate the Relationship Between Emotional Clarity and Negative Outcomes Among Alcohol and Marijuana Using College Students***Jordan Skalisky, M.S., Benjamin D. Johnson, B.A., Jaclyn T. Aldrich, M.A., M.S., Amy H. Mezulis, Ph.D., Seattle Pacific University***(PS2-A5) Bringing Community Problems out of the Shadows or Fueling the Stigma? Impact of Opioid Overdose Photos on Addiction Stigma, Explicit Bias, Willingness to Help, and Support for Policy Items***Anne Parent, B.A., Maureen Carrigan, Ph.D., Adam Pazda, Ph.D., Edward Callen, Ph.D., University of South Carolina Aiken***(PS2-A6) Examining the Temporal Associations Between Nightly Alcohol Use and Next-day Valued Living: A Daily Diary Study***Jeffrey Pavlacic, B.A., Laura J. Dixon, Ph.D., Stefan Schulenberg, Ph.D., University of Mississippi***(PS2-A7) Relations Among Coping Motives, Negative Urgency, and Protective Skills in College Drinkers***Dennis Hoyer, M.A., Christopher J. Correia, Ph.D., Auburn University***(PS2-A8) Distress Intolerance and Withdrawal Severity Among Daily Smokers: The Role of Smoking Abstinence Expectancies***Rachel L. Rosen, B.S.¹, Allison M. Borges, M.S.¹, Marc L. Steinberg, Ph.D.², Teresa M. Leyro, Ph.D.¹, Samantha G. Farris, Ph.D.³, 1. Rutgers University, 2. Rutgers Robert Wood Johnson Medical School, 3. Rutgers, The State University of New Jersey*

- (PS2-A9) **Unpacking the Real-world Temporal Dynamics of Anxiety and Craving During Treatment for Cannabis Use Disorder**
Philip Himmelstein, B.S., Stephanie E. Wemm, Ph.D., Nia Fogelman, Ph.D., Rajita Sinha, Ph.D., Yale School of Medicine
- (PS2-A10) **Exercise as a Moderator in the Relationship Between Alcohol Consumption and Consequences of Drinking**
Russell Sorenson, M.S., Ashley R. McWaters, M.S., Peter Vik, Ph.D., Pacific University
- (PS2-A11) **Rack 'em Up: Assessing Variability in Drinking Game Behavior Preparation Using a Free-pour Procedure**
Celyn Jones, Lola Mahner, Noelle Johnson, Olivia Treherm, Nicole Schultz, M.A., Christopher J. Correia, Ph.D., Auburn University
- (PS2-A12) **Relations Between Parental Distress Intolerance, Adolescent Motives for Cigarette Use, and Adolescent Cigarette Smoking Levels**
Sarah A. Bilsky, Ph.D., Ashley Karlovich, B.A., Madeleine S. Smith, B.A., University of Arkansas
- (PS2-A13) **Alcohol Use and Drinking-related Eating Restriction Behaviors Among College Students**
Peter Preonas, M.S., Amy Stamates, M.S., Kenacia Goings, Sean Cox, Cathy Lau-Barraco, Ph.D., Old Dominion University
- (PS2-A14) **Daily Fluctuations in Alcohol Expectancies and Affect Are Related to Alcohol Use Among College Students**
Peter Preonas, M.S.¹, Amy Stamates, M.S.¹, Rhiannon Roberts,¹ Ashley Linden-Carmichael, Ph.D.², Cathy Lau-Barraco, Ph.D.¹, 1. Old Dominion University, 2. The Pennsylvania State University
- (PS2-A15) **Simultaneous Alcohol and Marijuana Use: The Relationship with Intimate Partner Violence in College Students**
Haley Kolp, B.S.¹, Sarah A. Horvath, M.S.², Jane Metrik, Ph.D.³, Gregory Stuart, Ph.D.⁴, Krista Lisdahl, Ph.D.¹, Ryan Shorey, Ph.D.¹, 1. University of Wisconsin-Milwaukee, 2. Ohio University, 3. Brown University School of Public Health, 4. The University of Tennessee, Knoxville
- (PS2-A16) **Problem-focused Personalized Feedback Intervention Reduces Cannabis-related Problems Among Cannabis Users With High Problem Distress**
Jackson C. Green, Katherine Walukevich-Dienst, B.A., Julia Buckner, Ph.D., Louisiana State University
- (PS2-A17) **Exercise Reduces Craving Among Treatment Seeking Veterans With Alcohol Use Disorder**
Catherine Baxley, M.S.¹, Lindsey Poe, B.S.¹, Kelsey King,¹ Jeffrey Benware, ABPP, Ph.D.², Patrick Lustman, Ph.D.³, Jeremiah Weinstock, Ph.D.¹, 1. Saint Louis University, 2. VA St. Louis Healthcare System, 3. Washington University in St. Louis
- (PS2-A18) **Negative Affect and Marijuana Consequences Among College Students: A Moderated-mediation Model of Protective Behavioral Strategies and Mindfulness**
Reagan E. Fitzke,¹ Olivia Bolts, M.A.¹, Theodore J. Fetterling, B.S.¹, Mark A. Prince, Ph.D.¹, Adrian Bravo, Ph.D.², Cross-Cultural Addictions Study Team,³ 1. Colorado State University, 2. University of New Mexico, 3. Center on Alcoholism, Substance Abuse, and Addictions, University of New Mexico

- (PS2-A19) **An Idiographic Investigation of the Relationship Between Alcohol Craving and Subsequent Drinking**
Peter D. Soyster, B.A., Aaron Fisher, Ph.D., University of California, Berkeley
- (PS2-A20) **Smokers' Perspectives: Results From Focus Groups Conducted to Inform the Design of an EMA Study of Tobacco Use**
Peter D. Soyster, B.A., Aaron Fisher, Ph.D., University of California, Berkeley
- (PS2-A21) **Child Maltreatment and Child Welfare Involvement Among Opioid Using Mothers Involved in Substance Use Treatment**
Angela Moreland, Ph.D., Carla Newman, LMSW, Kathleen Crum, Ph.D., Medical University of South Carolina
- (PS2-A22) **A Comprehensive Examination of the Relationship Between Psychiatric Symptoms and Substance Use in Collegiate Athletes**
Michelle N. Strong, B.A., Igor Kowal, M.A., Joy Hill, Maya Cohen, Jennifer Kawi, Ph.D., Brad Donohue, Ph.D., University of Nevada Las Vegas
- (PS2-A23) **Anxiety Sensitivity as a Mechanism Linking PTSD Symptom Severity and Nicotine Withdrawal**
Thomas J. Preston, B.S.¹, Alexa M. Raudales, B.A.¹, Brian J. Albanese, M.S.¹, Michael Zvolensky, Ph.D.², Brad Schmidt, Ph.D.¹, 1. Florida State University, 2. University of Houston
- (PS2-A24) **Limited Evidence for Sustained Alcohol Substitution During One Month of Cannabis Abstinence Among Adolescents**
Hannah C. Broos, B.A., Maya Hareli, B.A., Alexandra Medeiros, Jingyi Zhang, M.A., Afolabi Shokunbi, B.A., Kevin Potter, Ph.D., Danielle Katsman, Claire Pinson, Jodi Gilman, Ph.D., A. Eden Evins, M.P.H., M.D., Randi Schuster, Ph.D., Massachusetts General Hospital
- (PS2-A25) **Conscientiousness Mediates Relations Between Adverse Childhood Experiences and Cigarette Smoking Among a Mid-life, Low-income Population**
Cleothia Alford, B.A.,¹ Ashley L. Eure, B.A.,¹ Hailey Taylor,¹ Julia Felton, Ph.D.², Anahi Collado, Ph.D.³, Richard Yi, Ph.D.³, 1. University of Maryland, Baltimore, 2. Michigan State University, College of Human Medicine, 3. Cofrin Logan Center for Addiction Research and Treatment, University of Kansas

International Ballroom, International Level

Poster Session 2B

PS2

Key Words: *Social Anxiety, Exposure, School*

- (PS2-B26) **A Preventive Intervention for Safety Behaviors in College Students with Subclinical Social Anxiety: A Randomized Control Trial**
Honami Arai, Ph.D.¹, Shin-ichi Ishikawa, Ph.D.², Kohei Kishida, M.A.², Kristina J. Korte, Ph.D.³, Brad Schmidt, Ph.D.⁴, 1. Research Center for Child Mental Development, Chiba University, 2. Doshisha University, 3. Massachusetts General Hospital, Harvard Medical School, 4. Florida State University

- (PS2-B27) **Authenticity and Fear of Negative Evaluation Clusters Within a Socially Anxious Sample: A Latent Profile Analysis in Prediction of Psychological Outcomes**
Abigail L. Barthel, M.A.¹, Kristina Conroy, B.A.¹, Megan A. Pinaire, B.S.², Masaya Ito, Ph.D.³, Stefan G. Hofmann, Ph.D.¹, 1. Boston University Center for Anxiety and Related Disorders, 2. Boston University, 3. National Center of Neurology and Psychiatry
- (PS2-B28) **The Interactive Effect of Anxiety Sensitivity and Cognitive Fusion on Anxiety Symptoms**
Natalie E. Conboy, Joseph R. Bardeen, Ph.D., Auburn University
- (PS2-B29) **Attentional Efficiency vs. Effectiveness: The Effect of Anxiety Depends on Task Demands**
Tim P. Moran, Ph.D., Emory University
- (PS2-B31) **Exploratory and Confirmatory Factor Analysis of the Revised Indecisiveness Scale**
Sean A. Lauderdale, Ph.D.¹, Jenna Moore, B.A.², Kelly Martin, B.A.³, 1. Texas A and M-Commerce, 2. University of Texas Tyler, 3. Texas A&M-Commerce
- (PS2-B32) **Does Emotion Regulation Influence the Use of Post-event Processing for Those with High and Low Social Anxiety?**
Rachel M. Butler, M.A., Richard Heimberg, Ph.D., Temple University
- (PS2-B33) **The Interactive Effect of Emotional Reactivity and Maladaptive Metacognitive Beliefs on Anxiety**
Kate Clauss, M.A., Joseph R. Bardeen, Ph.D., Kelsey Thomas, M.A., Natasha Benfer, B.A., Auburn University
- (PS2-B34) **Is Perfectionism Inherently Maladaptive? An Examination of the Relationships Between Perfectionism, Time Spent Completing Tasks, and Task-related and General Distress**
Madeleine Rassaby, B.A.¹, Clair Cassiello-Robbins, M.A.², Shannon Sauer-Zavala, Ph.D.¹, 1. Center for Anxiety and Related Disorders, Boston University, 2. Boston University Center for Anxiety and Related Disorders
- (PS2-B35) **Trait Positive Affect Predicts Reactivity to Social Stress in Social Anxiety**
Thomas C. Tsai, B.S., Taylor Smith, B.S., Charles Taylor, Ph.D., University of California San Diego
- (PS2-B36) **Social Media and Social Anxiety: Does Facebook Help or Hinder Social Interaction?**
Nicolette D. Carnahan, M.A.¹, Michele Carter, Ph.D.¹, Tracy Sbrocco, Ph.D.², Lauren Rothstein, M.A.¹, Candace Armstrong, M.A.¹, 1. American University, 2. Uniformed Services University of the Health Sciences
- (PS2-B37) **Memory for Positive Feedback in Social Anxiety Disorder**
Bri G. Glazier, M.A., Lynn E. Alden, Ph.D., The University of British Columbia
- (PS2-B38) **Examining the Social Phobia Inventory Across DSM-5 Depressive and Anxiety-related Disorders**
Virginia Tsekova, B.A.¹, Randi E. McCabe, Ph.D.², Karen Rowa, Ph.D.², Ashleigh Elcock, B.A.³, Martin M. Antony, Ph.D.¹, 1. Ryerson University, 2. Department of Psychiatry and Behavioural Neurosciences, McMaster University, 3. St. Joseph's Healthcare Hamilton

- (PS2-B39) **Systematic Review and Meta-analysis of Outcome Probability and Cost Biases in Cognitive-behavioral Therapy for Social Anxiety Disorder: Recommendations for Future Research**
Amanda A. Draheim, M.A., Deah Abbott, M.A., Page L. Anderson, Ph.D., Georgia State University
- (PS2-B40) **Self-report and Behavioral Measures of Attentional Control Moderate the Relationship Between Cognitive Fusion and Anxiety**
Kelsey Thomas, M.A., Joseph R. Bardeen, Ph.D., Auburn University
- (PS2-B41) **Safety Behavior and Test Anxiety: Reassurance Seeking, College Entrance Exams, Psychology Course Exams, and Spoiled Answers**
Jessica R. Winder, B.A., Alexia M. Kingzette, Sebastian Szollos, B.A., Northern Illinois University
- (PS2-B42) **Emotion Dynamics as Predictors of Symptom Severity and Treatment Response in Mood and Anxiety Disorders**
Hannah G. Bosley, M.A., Aaron Fisher, Ph.D., University of California, Berkeley
- (PS2-B43) **Self-imagery's Influence on Task Effectiveness and Efficiency Within Social Anxiety**
Jacob D. Kraft, B.A., Danielle E. Deros, B.S., Kristen E. Frosio, M.S., Kaitlyn M. Nagel, B.A., Danielle Taylor, M.S., Evan J. White, M.S., DeMond M. Grant, Ph.D., Oklahoma State University
- (PS2-B44) **A Qualitative Investigation of the Antecedents of Client Hostility in Cognitive-behavioral Therapy for Panic Disorder**
Rachel A. Schwartz, M.A.¹, Dianne L. Chambless, Ph.D.², Barbara Milrod, M.D.³, Jacques P. Barber, Ph.D.⁴, 1. Department of Psychology, University of Pennsylvania, 2. University of Pennsylvania, 3. Department of Psychiatry, Weill Cornell Medical College, 4. Derner School of Psychology, Adelphi University
- (PS2-B45) **Relationships Among Social-emotional Expertise (SEE), Intolerance of Uncertainty, and Social Interaction Anxiety**
Marcus G. Wild, M.S., Jo-Anne Bachorowski, Ph.D., Vanderbilt University
- (PS2-B46) **Differential Item Functioning of Sense of Authenticity in Social Anxiety Disorder: A Multiple Indicator Multiple Causes Approach**
Megan A. Pinaire, B.S.¹, Joshua Curtiss, M.A.², Masaya Ito, Ph.D.³, Stefan G. Hofmann, Ph.D.², 1. Boston University, 2. Boston University Center for Anxiety and Related Disorders, 3. National Center of Neurology and Psychiatry
- (PS2-B47) **Examining the Relation Between Anxiety Sensitivity and Observing Internal or External Stimuli**
Danielle M. Moskow, B.A.¹, Joshua Curtiss, M.A.¹, Joseph K. Carpenter, M.A.², Masaya Ito, Ph.D.³, Stefan G. Hofmann, Ph.D.¹, 1. Boston University Center for Anxiety and Related Disorders, 2. Boston University, 3. National Center of Neurology and Psychiatry
- (PS2-B48) **State Mindfulness Predicts Change in Anxiety During Anxiety Induction**
Emily M. Bartholomay, M.A.¹, Keith P. Klein, M.A.², Sarah J. Kertz, Ph.D.², Madeline Johnson, Other², Shelby Diwan, ², 1. Southern Illinois University - Carbondale, 2. Southern Illinois University

(PS2-B49) Longitudinal Changes in Intolerance of Uncertainty and Worry Severity During CBT for Generalized Anxiety Disorder

Judith Laposa, Ph.D.¹, Danielle E. Katz, Ph.D.², Lance Hawley, Ph.D.², Leanne Quigley, Ph.D.³, Neil A. Rector, Ph.D.², 1. Centre for Addiction and Mental Health, 2. Sunnybrook Health Sciences Centre, 3. Ferkauf Graduate School of Psychology, Yeshiva University

(PS2-B50) A Provincial Initiative for Disseminating Cognitive Behavior Therapy: Preliminary Results from Year One

Judith Laposa, Ph.D.¹, Anna Chyjek, ¹, Stephanie Carter, ², Paul Kurdyak, M.D.¹, David Gratzer, M.D.¹, Martin M. Antony, Ph.D.³, Lakshmi Ravindran, M.D.¹, Natalie Quick, ¹, Brandon Zagorski, M.S.⁴, Linda Mohri,¹, Kendyl Dobbin, ¹, 1. Centre for Addiction and Mental Health, 2. CAMH, 3. Ryerson University, 4. University of Toronto Institute for Health Policy and Evaluation

International Ballroom, International Level

Poster Session 2C

PS2

Key Words: *Aggression / Disruptive Behavior / Conduct Problems, Child, Parent Training*

(PS2-C51) Are Callous-unemotional Traits Associated With Differential Response to Reward Versus Punishment Components of Parent-training? A Randomized Trial

Camilo Ortiz, Ph.D.¹, David Hawes, Ph.D.², Michael Lorber, Ph.D.³, Sarah Lazer, Psy.D.⁴, Laurie Miller Brotman, Ph.D.³, Devora Samet, M.S.⁴, 1. Ortiz, 2. The University of Sydney, 3. NYU Langone Medical Center, 4. Long Island University - Post

(PS2-C52) Treatment of Disruptive Behavior in a Community-based Training Clinic

Lauren Delk, M.S.¹, Alyssa Gatto, M.S.², Lee Cooper, Ph.D.¹, 1. Virginia Polytechnic Institute and State University, 2. Virginia Tech

(PS2-C53) Ratings of Externalizing Symptoms Effect Parent-child Agreement on Internalizing Symptoms Throughout Treatment

Charlotte Brown, ¹, Alyssa Gatto, M.S.², Lee Cooper, Ph.D.¹, 1. Virginia Polytechnic Institute and State University, 2. Virginia Tech

(PS2-C54) Disruptive Behavior Treatment Progress in Youth Usual Care as a Function of Individual Practices Derived From the Evidence Base for Disruptive Behavior and Depressed Mood

Daniel Wilkie, M.A.¹, Austen Taylor K. Matro, B.A.², Charles Mueller, Ph.D.³, 1. University of Hawaii at Manoa, 2. University of Hawai'i at Manoa, 3. University of Hawai'i at Manoa

(PS2-C55) Practices Derived From the Evidence Base for Depressed Mood Predict Disruptive Behavior Progress in Usual Care for Both Preadolescent and Adolescent Youth

Daniel Wilkie, M.A.¹, Kalyn L. Holmes, B.S.², Charles Mueller, Ph.D.², 1. University of Hawaii at Manoa, 2. University of Hawai'i at Manoa

- (PS2-C56) **The Effect of Executive Function Deficits on Treatment Response in Children with Oppositional Defiant Disorder**
Savannah L. King, B.A.¹, Nicole Ferretti, B.S.¹, Matthew Jarrett, Ph.D.¹, Thomas Ollendick, Ph.D.², 1. The University of Alabama, 2. Virginia Polytechnic Institute and State University
- (PS2-C57) **Examining the Effects of Transdiagnostic CBT on Anger Dysregulation in Youth with Comorbid Emotional and Externalizing Disorders**
Elizabeth Halliday, BS, Jill Ehrenreich-May, Ph.D., University of Miami
- (PS2-C58) **Do Different Indices of Working Memory Moderate the Relation Between Community Violence Exposure and Youth Aggression?**
Rafaella Jakubovic, B.S., Deborah Drabick, Ph.D., Temple University
- (PS2-C59) **Moderating Effects of Resilience on Externalizing Behavior Problems in Children Exposed to Adverse Experiences**
Laura Deem, B.A., Anna Yeo, M.A., Atara Siegel, M.A., Leslie Halpern, Ph.D., University at Albany, State University of New York
- (PS2-C60) **Youth With Sexual Misconduct Receive Greater Volumes and Diversity of Treatment Foci and Therapeutic Practices Within Usual Care**
Austen Taylor K. Matro, B.A.¹, Daniel Wilkie, M.A.², Kalyn L. Holmes, B.S.³, Henri-Lee Stalk, Ph.D.¹, Charles Mueller, Ph.D.³, 1. University of Hawai'i at Manoa, 2. University of Hawaii at Manoa, 3. University of Hawai'i at Manoa
- (PS2-C61) **Perceptual Bias as a Predictor of Rule Violating Behavior Among Juvenile Offenders**
Kimberly G. Barajas, B.S., Stephanie D. Smith, Ph.D., University of Southern Mississippi
- (PS2-C62) **Parental and Child Emotion Regulation and Their Impact on Adolescent Externalizing Behavior**
Sarah Ryan Radtke, M.S., Alexis Brieant, M.S., Jungmeen Kim-Spoon, Ph.D., Thomas Ollendick, Ph.D., Virginia Polytechnic Institute and State University
- (PS2-C63) **Parental Depression and Child Treatment Response: Parental Stress and Parenting as Mechanisms**
Emilie Bertschinger, B.A., Jeffrey D. Burke, Ph.D., University of Connecticut
- (PS2-C64) **Emotion Regulation of Children with Mothers of Anxiety or Traumatic Disorders vs. Children with Mothers Without Anxiety or Traumatic Disorders**
Madeleine S. Smith, B.A., Sarah A. Bilsky, Ph.D., Ashley Karlovich, B.A., Riley Gourmay, Matthew Feldner, Ph.D., Ellen Leen-Feldner, Ph.D., University of Arkansas
- (PS2-C65) **Youth with Sexual Misconduct Have Longer and More Restrictive Treatments, Higher Levels of Impairment, and More Diagnoses Than Other Youth in Community Care**
Leeyannah Armaine Santos,¹ Austen Taylor K. Matro, B.A.², Henri-Lee Stalk, Ph.D.², Charles Mueller, Ph.D.¹, 1. University of Hawai'i at Manoa, 2. University of Hawai'i at Manoa
- (PS2-C66) **A Preliminary Investigation of Facial Affect Sensitivity Training for Young Children with CU Traits**
Bradley White, Ph.D.¹, Breanna Dede, B.A.¹, Meagan Heilman, M.A.¹, Lauren Delk, M.S.², Susan White, Ph.D.¹, Chuong Bui, Ph.D.¹, 1. The University of Alabama, 2. Virginia Polytechnic Institute and State University

- (PS2-C67) **Emerging Psychopathic Traits in Youth: What Roles Do Fearless Temperament and Specific Parenting Behaviors Play?**
Breanna Dede, B.A.¹, Meagan Heilman, M.A.¹, Lauren Delk, M.S.², Bradley White, Ph.D.¹, 1. The University of Alabama, 2. Virginia Polytechnic Institute and State University
- (PS2-C68) **Psychopathic Tendencies and Facial Emotion Recognition Deficits in Young Children**
Meagan Heilman, M.A.¹, Breanna Dede, B.A.¹, Lauren Delk, M.S.², Bradley White, Ph.D.¹, 1. The University of Alabama, 2. Virginia Polytechnic Institute and State University
- (PS2-C69) **Maternal Affective Knowledge and Preschooler's Social Skills as Moderators of the Relationship Between Inconsistent Parenting and Externalizing Behaviors in Preschool-aged Children**
Alison Chapman, M.A., Monique M. LeBlanc, Ph.D., Southeastern Louisiana University
- (PS2-C70) **Child Callous-unemotional Traits as a Moderator in the Relation Between Parental Distress and Parenting Sense of Competency**
Alexis Fuller, B.S.¹, Robyn S. Herbert, M.S.², Tammy D. Barry, Ph.D.², 1. Central Washington University, Washington State University, 2. Washington State University
- (PS2-C71) **Psychometric Properties and Proposed Norms for Parent Ratings of Elementary Age Children on the Inventory of Callous-unemotional Traits**
Daniel A. Waschbusch, Ph.D.¹, Pevitr S. Bansal, B.S.², Dara E. Babinski, Ph.D.¹, 1. Penn State Hershey Medical Center, 2. University of Kentucky
- (PS2-C72) **Does Temperament Moderate the Relationship Among Bi-dimensional ODD and Parenting**
Jenika Hardeman, M.A., M.S., Deborah Drabick, Ph.D., Temple University
- (PS2-C73) **Patient Ratings of Healthcare Provider Quality and Content of Discussion at End of Treatment: An RCT Comparing the Polaris Oncology Survivorship Transition (POST) Program versus TAU**
Shannon R. Williamson,¹ Samantha Creamer, B.S.², Julie Flahive, M.S.², Elizabeth Keating,² Candice Crocker, Ph.D.³, Kathryn Edmiston, M.D.², Edwin D. Boudreaux, Ph.D.², Erin O'Hea, Ph.D.⁴, 1. Stonehill College, 2. UMASS Medical School, 3. DalHousie University, 4. Stonehill College and UMASS Medical School
- (PS2-C74) **Developing Local Norms For a Statewide System of Care: Leveraging Ohio Scales Youth Externalizing Scores in Clinical and Community Samples**
Tristan J. Maesaka, B.A.¹, Jonathan K. Ahuna, B.A.¹, David S. Jackson, Ph.D.², Liam O. Mueller, B.S.³, Trina Orimoto, Ph.D.⁴, Charles Mueller, Ph.D.¹, 1. University of Hawai'i at Manoa, 2. State of Hawai'i Child and Adolescent Mental Health Division, 3. The University of Tennessee, Knoxville, 4. Child and Adolescent Mental Health Division, Department of Health Hawaii
- (PS2-C75) **Gender, Age, and Level of Impairment Predict Strength-based Treatment Focus in Children's Community Mental Health**
Jonathan K. Ahuna, B.A., Emilee H. Turner, M.A., Charles Mueller, Ph.D., University of Hawai'i at Manoa

Poster Session 2D

PS2

Key Words: PTSD (Posttraumatic Stress Disorder), Abuse / Maltreatment, Military

(PS2-D76) Reports of Childhood Emotional Neglect and Military Unit Cohesion as Predictors of PTSD in Deployed Marines

Breanna Grunthal, B.A.¹, Stephanie A. Ellickson-Larew, Ph.D.², Alanna Coady,² Jessica Carney, B.A.², Brett Litz, Ph.D.², 1. Boston VA Healthcare System, 2. VA Boston Healthcare System

(PS2-D77) Public Stigma For Women and Men Veterans: Empathy, Gender Role Beliefs, and Veteran Control

Ray Daniel, B.S., Sean A. Lauderdale, Ph.D., Lexis Ely, Texas A & M- Commerce

(PS2-D78) Examining the Relationship Between Activity Engagement, Pain Willingness, and Depressive Symptoms Among Veterans Experiencing Chronic Pain

Mary E. Hammons, Ph.D.¹, Jennifer L. DelVentura, ABPP, Ph.D.², Sheila Rauch, Ph.D.³, 1. US Department of Veterans Affairs, 2. Atlanta VA Health Care System; Emory University School of Medicine, 3. Emory University School of Medicine

(PS2-D79) Gender Moderates the Association Between Military Sexual Trauma and Posttraumatic Stress Disorder Symptom Cluster Severity

Hallie S. Tannahill, B.A., Jamison Fargo, Ph.D., Rebecca Blais, Ph.D., Utah State University

(PS2-D80) Ethnoracial Differences in Nicotine Use Among Military Sexual Trauma Survivors

Katherine Fedele, Ph.D., Heather M. Cochran, Ph.D., Minden B. Sexton, Ph.D., Ann Arbor Veterans Healthcare System

(PS2-D81) Nonsuicidal Self-injury Among Treatment-seeking Veterans Following Military Sexual Trauma: Relationships with Demographic, Service-related, Diagnostic, and Trauma Exposure Characteristics

Chelsea D. Cawood, Ph.D.¹, Rebecca Lusk, ABPP, Psy.D.¹, Diana C. Bennett, Ph.D.², Minden B. Sexton, Ph.D.¹, 1. Ann Arbor Veterans Healthcare System, 2. New Mexico VA

(PS2-D82) Associations Between MST, Hazardous Drinking, IPV, and PTSD in a Sample of Women Veterans Presenting to VA Primary Care

Mollie E. Shin, B.A.¹, Morgan R. Bennett, B.S.¹, Kathryn R. Roe, B.A.¹, Nicole D'Aoust,² Golfo Wernette Tzilos, Ph.D.³, Lindsay Orchowski, Ph.D.⁴, Christopher Kahler, Ph.D.⁵, M. Tracie Shea, Ph.D.⁶, Carey Pulverman, Ph.D.⁶, Suzannah Creech, Ph.D.⁷, Caron Zlotnick, Ph.D.⁴, 1. VISN 17 Center of Excellence for Research on Returning War Veterans, 2. Baylor University, 3. University of Michigan Medical School, 4. Alpert Medical School of Brown University, 5. Brown University School of Public Health, 6. Dell Medical School, 7. Dell Medical School of the University of Texas at Austin

- (PS2-D83) The Pen Is Mightier Than the Sword: Qualitative Analyses of Supportive Messages in a Peer Suicide Prevention Intervention for Veterans**
Andrew Ton, B.A.¹, Sarah P. Bricker-Carter, Ph.D.², Rebecca Leitner, MSW¹, Lori Zoellner, Ph.D.³, Natalie Mizik, Ph.D.³, Mark A. Reger, Ph.D.², 1. US Department of Veterans Affairs, 2. VA Puget Sound Health Care System, 3. University of Washington, Seattle
- (PS2-D84) The Role of Posttraumatic Cognitions in PTSD Treatment Selection and Completion Among Survivors of Military Sexual Trauma**
Diana C. Bennett, Ph.D.¹, Kathryn Smagur, Ph.D.², Katherine Porter, Ph.D.², Erin Smith, Ph.D.², Minden B. Sexton, Ph.D.², 1. New Mexico VA, 2. Ann Arbor Veterans Healthcare System
- (PS2-D85) The Role of Patient Experience in Obtaining High Quality Mental Health Treatment Among Women Veterans**
Fernanda S. Rossi, Ph.D.¹, Sarah Javier, Ph.D.¹, Rachel Kimerling, Ph.D.², 1. Stanford University/Veterans Affairs Palo Alto Health Care System, 2. Veterans Affairs Palo Alto Health Care System
- (PS2-D86) Emotion Dysregulation Mediates the Association Between PTSD Severity and Stress-induced Alcohol Craving Among Women Veterans**
Ashley C. Sherrill, M.S.¹, Cathryn Holzhauser, Ph.D.¹, Elizabeth Epstein, Ph.D.², David Smelson, Psy.D.², Kristin Mattocks, Ph.D.¹, 1. Veteran Affairs Central Western Massachusetts, 2. University of Massachusetts Medical School
- (PS2-D87) Use of the Patient-reported Outcomes Measurement Information System in a Veteran Population**
Emerson G. West, B.S., Yue Doris Hong, Psy.D., Ashleigh Conroy-Zugel, Mary Alexis Iaccarino, M.D., Erika L. Clark, Ph.D., Massachusetts General Hospital
- (PS2-D88) Improving Veteran Post-psychiatric Hospitalization Care Among Frequent Utilizers: Can a Critical Time Intervention Make a Difference?**
Alisha Wray, Ph.D.¹, Tim Hoyt, Ph.D.², 1. Baylor University, 2. National Center of Telehealth and Technology
- (PS2-D89) Effect of Sexual Re-victimization on Treatment Outcomes in Veterans in a 3-week Intensive Treatment Program for PTSD**
Jenna M. Bagley, B.S., B.A.¹, Vanessa Tirone, Ph.D.¹, Ashton Lofgreen, Ph.D.¹, Kathryn K. Carroll, LCSW², Philip Held, Ph.D.¹, 1. Rush University Medical Center, 2. Rush University Medical Center Road Home Program
- (PS2-D90) Treatment Response Trajectories in a Three-week Cpt-based Intensive Treatment Program for Veterans with PTSD**
Jenna M. Bagley, B.S., B.A., Dale Smith, Ph.D., Philip Held, Ph.D., Randy A. Boley, B.A., Mark Pollack, M.D., Rush University Medical Center
- (PS2-D91) Assessment of Mental Health Needs and Treatment Utilization Among Veteran College Students**
Lindsey Chesus, M.A., Sam Worrall, M.S., Christina Hassija, Ph.D., California State University, San Bernadino
- (PS2-D92) Event Centrality, Posttraumatic Stress, and Suicide Risk Among U.S. Military Veterans**
Lauren B. Johnson, M.S., Drexel University

(PS2-D93) Effects of Brief Mindfulness Induction on Experimentally Induced Anxiety
Solomon Plonka, B.A., Michael Moore, Ph.D., Adelphi University

11:30 a.m. – 12:30 p.m.

International Ballroom, International Level

Poster Session 3A

PS3

Key Words: *Women's Issues, Personality Disorders, Borderline Personality Disorder*

(PS3-A1) Gender Discrepancies in Provision of Borderline Personality Disorder Diagnoses in Patients With Suicidality and Treatment-resistant Depression

Rebecca R. Seidemann, B.A.¹, Rachel E. Hershenberg, Ph.D.², 1. Emory University School of Medicine, 2. Emory University

(PS3-A2) The Interaction Between Borderline Personality Disorder Traits and Fear of Negative Evaluation: A Daily Examination Predicting Anger, Anger Rumination, Acting on Anger, and Anxiety

Matison W. McCool, B.S.¹, Brian A. Bulla, M.A.², Nora E. Noel, Ph.D.¹, Richard S. Pond, Jr., Ph.D.¹, 1. University of North Carolina Wilmington, 2. University of Southern Mississippi

(PS3-A3) In Their Own Words: A Qualitative Analysis of Symptom Expression in Borderline Personality Disorder

Julianne Wilner Tirpak, M.A.¹, Keara Russell,² Kayla Furbish,² Alexandra Comeau, M.A.³, Sophia D. Castillo,³ Shannon Sauer-Zavala, Ph.D.⁴, 1. Boston University, 2. Boston University Center for Anxiety and Related Disorders, 3. Research Assistant, 4. Center for Anxiety and Related Disorders, Boston University

(PS3-A4) Predicting Behavioral Responses to Emotions in Borderline Personality Disorder: An Ecological Momentary Assessment (EMA) Approach

Nicole D. Cardona, B.A.¹, Maya Nauphal, B.A.¹, Shannon Sauer-Zavala, Ph.D.², 1. Boston University Center for Anxiety and Related Disorders, 2. Center for Anxiety and Related Disorders, Boston University

(PS3-A5) Intrapersonal and Interpersonal Emotion Regulation Strategy Use in Borderline Personality Pathology

Julia R. Richmond, M.A., Tara Spitzen, M.A., Kim Gratz, Ph.D., Matthew T. Tull, Ph.D., University of Toledo

(PS3-A6) The Role of Interpersonal Emotion Regulation in the Relation Between Borderline Personality Pathology and Substance Use Frequency

Julia R. Richmond, M.A., Ariana Vidana, B.S., Kim Gratz, Ph.D., Matthew T. Tull, Ph.D., University of Toledo

- (PS3-A7) **Intrapersonal and Interpersonal Emotion Regulation Strategy Use in Probable Posttraumatic Stress Disorder, Borderline Personality Disorder, and Their Co-occurrence**
Julia R. Richmond, M.A., Ariana Vidaña, B.S., Kim Gratz, Ph.D., Tara Spitzzen, M.A., Matthew T. Tull, Ph.D., University of Toledo
- (PS3-A8) **The Role of Motives for Negative Emotions in the Relationship Between Psychopathic Traits and Sadoomasochistic Fantasies**
Morgan A. Hill, M.A.¹, Jennifer C. Veilleux, Ph.D.², 1. University of Arkansas, Department of Psychological Science, 2. University of Arkansas
- (PS3-A9) **Personality Disorders and Rational-emotive Behavior Therapy Outcomes**
Amanda M. Fisher, B.A., Natasha Kostek, M.A., Joanne Raptis, B.A., Raymond DiGiuseppe, Ph.D., St. John's University
- (PS3-A10) **Change in Emotions Over the Course of Dialectical Behavior Therapy and the Moderating Effect of Posttraumatic Stress Disorder**
Skye Fitzpatrick, Ph.D., Katharine Bailey, B.S., Shireen L. Rizvi, Ph.D., Rutgers University
- (PS3-A11) **Arriving at the Crossroads of Employment-related Dysfunction and Borderline Symptomology in a DBT Outpatient Sample**
Kate A. Cohen, B.A.¹, Hollie G. Granato, Ph.D.², Marget Thomas, Psy.D.², Robert M. Montgomery,³ Max Stivers, B.A.¹, Sandra M. Chen, B.A.¹, Lindsey Thornburg, B.A.², Lynn M. McFarr, Ph.D.², 1. Pepperdine University Graduate School of Education and Psychology, 2. CBT California, 3. CSU Northridge
- (PS3-A12) **A Daily Diary Study of BPD Features and Emotional Reactivity to Interpersonal Events**
Madison M. Guter, M.A., Alexandra Long, M.A., Vincent Barbieri, M.A., Nathaniel R. Herr, Ph.D., American University
- (PS3-A13) **The Experience of Emotion in BPD: Subjective Assessment of Physiological Arousal Following Mood-induction and Opposite Action Coping**
Alexandra Comeau, M.A.¹, Shannon Sauer-Zavala, Ph.D.², 1. Boston University Center for Anxiety and Related Disorders, 2. Center for Anxiety and Related Disorders, Boston University
- (PS3-A14) **Interaction Between Sleep and BPD Features in Predicting Self-harm Urges**
Elinor E. Waite, B.A., Anne Neary, Lauren Haliczzer, M.A., Katherine L. Dixon-Gordon, Ph.D., University of Massachusetts, Amherst
- (PS3-A15) **Borderline Personality Disorder Symptoms and Emotion Regulation Flexibility in Daily Life**
Kayla Scamaldo, M.A., Ilya Yaroslavy, Ph.D., Cleveland State University
- (PS3-A16) **The Impact of Interpersonal Context on Substance Use in Daily Life for Individuals with Borderline Personality Disorder Symptoms**
Kayla Scamaldo, M.A., Skye Napolitano, M.A., Ilya Yaroslavy, Ph.D., Cleveland State University
- (PS3-A17) **Callous-unemotional Traits Are Not Related to Reward Seeking**
Brianna Mann, B.A., Erick A. Rogers, B.A., Andrew Freeman, Ph.D., University of Nevada, Las Vegas

- (PS3-A18) **Matching Evidence-based Practices to Patient Characteristics in Pediatric Consultation-liaison**
Amanda A. Bowling, M.A., Leslie A. Guzman, Weixi Wang, Sarah Kate Bearman, B.A., Ph.D., The University of Texas at Austin
- (PS3-A19) **What Keeps Kids up at Night: Exploring the Indirect Relationship Between Experiential Avoidance, Internalizing Problems, and Sleep Difficulties**
Emily Harrington, M.A.¹, Jacob Holzman, Ph.D.², Kristen Torres,¹ Gabrielle Fabrikant-Abzug,¹ Sarah Kennedy, Ph.D.³, Benjamin Mullin, Ph.D.³, Jessica Malmberg, Ph.D.³, 1. Children's Hospital Colorado, 2. University of Colorado Anschutz Medical Campus, 3. University of Colorado School of Medicine
- (PS3-A20) **Peer-related Cognitions and Stress Predict Hemoglobin a1c in Youth with Type 1 Diabetes: The Moderating Effect of Changing Schools**
Mary Keenan, B.A.¹, Jessica Cook, Ed.S.¹, Kimberly Klages, M.S.¹, Katherine Semenkovich, M.S.¹, Tiffany Rybak, M.S.¹, Ramin Alemzadeh, M.D.², Angelica Eddington, Ph.D.², 1. University of Memphis, 2. Le Bonheur Children's Hospital
- (PS3-A21) **Preliminary Validation of the Intent to Exercise Scale for Early Adolescence**
Chelsy S. Simmons, B.S., Thomas J. Parkman, M.S., Adam T. Schmidt, Ph.D., Jason Van Allen, Ph.D., Elizabeth Morger, Ryan D'Souza, Texas Tech University
- (PS3-A22) **Profiles of Social Information Processing and Psychological Symptoms as Predictors of Glycemic Control and Health-related Quality of Life in Youth with Type 1 Diabetes**
Jessica Cook, Ed.S.¹, Mary Keenan, B.A.¹, Kristoffer Berlin, Ph.D.¹, Rachel Ankney, M.S.¹, Kimberly Klages, M.S.¹, Katherine Semenkovich, M.S.¹, Tiffany Rybak, M.S.¹, Gabrielle Banks, Ph.D.¹, Ramin Alemzadeh, M.D.², Angelica Eddington, Ph.D.², 1. University of Memphis, 2. Le Bonheur Children's Hospital
- (PS3-A23) **Health Care Professionals Inform the Development of an Internet-delivered Mental Health Program for Children and Adolescents with Cystic Fibrosis: A Qualitative Study**
Hilary A. Power, B.S.¹, Amanda M. Oliver, B.A.¹, Shelby S. Shivak, B.A.¹, Heather Switzer, Ph.D.², Kristi D. Wright, Ph.D.¹, 1. University of Regina, 2. Saskatchewan Health Authority

International Ballroom, International Level

Poster Session 3B

PS3

Key Words: *Grief / Bereavement, Resilience, Case Conceptualization / Formulation*

- (PS3-B24) **Comparing Grief and Growth Responses in Bereaved, Divorced, and Unemployed Individuals**
Zakieh B. Klurfeld, M.A., Tom Buqo, M.A., William C. Sanderson, Ph.D., Hofstra University
- (PS3-B25) **Impact of Sleep Quality on the Effects of Emotion Regulation Strategies**
Anne R. Limowski, M.A., William C. Sanderson, Ph.D., Hofstra University

- (PS3-B26) **Cognitive Fusion Moderates the Relationship Between Posttraumatic Beliefs and Posttraumatic Stress Disorder**
Natasha Benfer, B.A., Joseph R. Bardeen, Ph.D., Natalie E. Conboy, Auburn University
- (PS3-B27) **Self-discrepancy as a Transdiagnostic Factor Related to Fear- and Distress-based Disorders**
Jabeene Bhimji, Ph.D.¹, Xiaomeng Xu, Ph.D.², 1. Stanford University, 2. Idaho State University
- (PS3-B28) **An Analysis of a Bi-factor versus Two-factor Model of Repetitive Negative Thinking**
Brandon Kosciński, M.A.¹, Sydney N. Jones,¹ Brad Schmidt, Ph.D.², Nicholas Allan, Ph.D.¹, 1. Ohio University, 2. Florida State University
- (PS3-B29) **The Development and Evaluation of a Brief Shame Intervention Module: Proof of Concept in Social Anxiety Disorder**
E. Marie Parsons, M.A., Elise Clerkin, Ph.D., Miami University
- (PS3-B30) **A Latent Profile Analysis of Experiential Avoidance and Depression in Outpatients with Emotional Disorders**
Mengxing Wang, M.A.¹, Esther S. Tung, M.A.², Shannon Sauer-Zavala, Ph.D.², Todd Farchione, Ph.D.¹, David Barlow, Ph.D.³, 1. Boston University Center for Anxiety and Related Disorders, 2. Center for Anxiety and Related Disorders, Boston University, 3. Boston University
- (PS3-B31) **Examining Transdiagnostic Clinical Variables Associated with Anhedonia**
Angela Pisoni, B.A., Moria J. Smoski, Ph.D., Duke University
- (PS3-B32) **Changes in Anxiety and Depression Symptoms Across Several Stages of the Unified Protocol for the Transdiagnostic Treatment of Emotional Disorders**
Jorge Oasma, Ph.D.¹, Óscar Peris-Baquero,² Carlos Suso-Ribera, Ph.D.³, Alba Quilez-Orden, Master Student⁴, Cristina Acuses, Master Student⁴, 1. Universidad de Zaragoza and Instituto de Investigación Sanitaria de Aragón, 2. Instituto de Investigación Sanitaria de Aragón, 3. Universitat Jaume I, 4. Universidad de Zaragoza
- (PS3-B33) **Exploring the Narrow Factors of the Tri-level Model of Anxiety and Depression: findings With a Nonclinical Sample**
Anni M. Hasratian, M.A., Alicia Meuret, Ph.D., Michael Chmielewski, Ph.D., Thomas Ritz, Ph.D., Southern Methodist University
- (PS3-B34) **Trait Impulsivity and Health Risk Behaviors: A Latent Profile Analysis**
Mary Moussa Rogers, M.A., Cliff McKinney, Ph.D., Mississippi State University
- (PS3-B35) **The Role of Emotion Dysregulation in the Ability to Perceive Other People's Emotions**
Kibby McMahon, M.A., Victoria Trimm, Bridget M. Wallace, B.A., Zachary Rosenthal, Ph.D., Duke University
- (PS3-B36) **The Cognitive Coping Model of Reinforcement Sensitivity: A Longitudinal Path Analysis**
Benjamin W. Katz, B.A.¹, Iftah Yovel, M.A., Ph.D.², 1. University of New England, 2. The Hebrew University of Jerusalem

- (PS3-B37) Seasonal Variation in Mood and Anxiety Symptoms in a Transdiagnostic Acute Psychiatric Program**
Kirsten Christensen, B.S.¹, Bjorn Kvale Sundberg^{2,4}, Ivar Snorrason, Ph.D.¹, Courtney Beard, Ph.D.², Thröstur Björgvinsson, Ph.D., ABPP³, 1. McLean Hospital, 2. McLean Hospital/Harvard Medical School, 3. McLean Hospital's Behavioral Health Partial Program/Harvard Medical School, 4. University of Bergen
- (PS3-B38) Depressive, Anxiety, and Obsessive-compulsive Spectrum Disorders and Their Relationship with Suicidality in an Acute Psychiatric Sample**
Kirsten Christensen, B.S.¹, Ivar Snorrason, Ph.D.¹, Courtney Beard, Ph.D.², Andri Björnsson, Ph.D.³, Thröstur Björgvinsson, Ph.D., ABPP⁴, 1. McLean Hospital, 2. McLean Hospital/Harvard Medical School, 3. University of Iceland, 4. McLean Hospital's Behavioral Health Partial Program/Harvard Medical School
- (PS3-B39) Developing a Measure of Tolerance of Uncontrollability**
Aleena Hay Wickham, Ph.D., Abigail L. Barthel, M.A., Danielle M. Moskow, B.A., Stefan G. Hofmann, Ph.D., Boston University Center for Anxiety and Related Disorders
- (PS3-B40) Utilizing Empirically Derived Emotion Groups to Better Understand Symptoms of Psychopathology**
Brittany Jaso, M.S.¹, William J. Villano, B.A.¹, Chiemeka Ezie, B.S.², Aaron S. Heller, Ph.D.¹, 1. University of Miami, 2. New York University School of Medicine
- (PS3-B41) Early Neural Predictors of Later Emotion Dysregulation**
Shannon L. Gair, B.A.¹, Hallie Brown, M.S.¹, Maya Hareli, B.A.², Rosanna P. Breaux, Ph.D.³, Claudia Lugo, Ph.D.⁴, Elizabeth Harvey, Ph.D.¹, Jennifer McDermott, Ph.D.¹, 1. University of Massachusetts Amherst, 2. Massachusetts General Hospital, 3. Virginia Commonwealth University, 4. Columbia University
- (PS3-B42) Characterizing an Anhedonic Sample in a Transdiagnostic Treatment Study**
Macey L. Arnold, B.S., B.A.¹, Gabriela A. Nagy, Ph.D.², Kevin Haworth, Ph.D.¹, Paul Cernasov, B.A.³, Jessica Kinard, Ph.D.³, Erin Walsh, Ph.D.⁴, Gabriel Dichter, Ph.D.³, Moria J. Smoski, Ph.D.¹, 1. Duke University, 2. Department of Psychiatry and Behavioral Sciences, Duke University Medical Center, 3. University of North Carolina at Chapel Hill, 4. University of North Carolina at Chapel Hill, Department of Psychiatry
- (PS3-B43) Self-regulation and Negative Problem Orientation Moderate Depressive but Not ADHD Symptoms**
Michelle L. Buffie, M.A., Natalie M. Holbrook, M.A., Douglas W. Nangle, Ph.D., University of Maine
- (PS3-B44) Approach and Avoidance Motivational Tendencies Towards Substances as Transdiagnostic Processes of Psychopathology: Connections with Brain Network Disturbances**
Rickie Miglin, B.S., Nadia Bounoua, B.S., Jeffrey M. Spielberg, Ph.D., Naomi Sadeh, Ph.D., University of Delaware
- (PS3-B45) Daily Perceived Control on Avoidant Coping and Distress**
Kerry Kelso, M.A., Lyndsy Stuart, Sai Kanuri, Todd B. Kashdan, Ph.D., George Mason University

- (PS3-B46) **One-month Stability of Cyberball Post-exclusion Ostracism Distress in Adolescents**
Jane Sutcliff, B.S.¹, Charlie A. Davidson, Ph.D.², 1. Mercer University, 2. Mercer University College of Health Professions
- (PS3-B47) **Relationships Between the Facets of Mindfulness and Perseverative Thought**
Justine S. Thompson, B.S.¹, Kiara R. Timpano, Ph.D.², Nabila Jamal Orozco, M.A.¹, 1. Department of Psychology; University of Pittsburgh, 2. Department of Psychology; University of Miami
- (PS3-B48) **Emotional Regulation Improvements After the Unified Protocol for the Transdiagnostic Treatment of Emotional Disorders**
Óscar Peris-Baquero,¹ Jorge Osma, Ph.D.², Carlos Suso-Ribera, Ph.D.³, Cristina Acuses, Master Student⁴, Alba Quilez-Orden, Master Student⁴, 1. Instituto de Investigación Sanitaria de Aragón, 2. Universidad de Zaragoza and Instituto de Investigación Sanitaria de Aragón, 3. Universitat Jaume I, 4. Universidad de Zaragoza
- (PS3-B49) **The Role of Reinforcement Sensitivity in Inter- and Intrapersonal Emotion Regulation**
Kelsey Pritchard, M.A., Kellyann Navarre, Peter Mezo, Ph.D., University of Toledo
- (PS3-B50) **Self-regulation Predicts Facets of Interpersonal Emotion Regulation Processes**
Kelsey Pritchard, M.A., Ben Harrison, B.A., Peter Mezo, Ph.D., University of Toledo
- (PS3-B51) **The Effect of the Unified Protocol on Anxiety and Depression: A Meta-analysis**
Susan L. Longley, Ph.D.¹, Tali Gleiser, M.S.², 1. Roosevelt University, 2. University of Chicago

International Ballroom, International Level

Poster Session 3C

PS3

Key Words: *Alcohol, Technology / Mobile Health, College Students*

- (PS3-C52) **Alcohol Problems and Trait Jealousy Are Associated With College Men's Cyber Dating Abuse Perpetration**
Meredith R. Denney, B.A., Meagan J. Brem, M.A., Gregory Stuart, Ph.D., The University of Tennessee, Knoxville
- (PS3-C53) **Victimization History and Bystander Intervention in High versus Low Risk Situations**
William C. Woods, M.A.¹, Meagan J. Brem, M.A.², Bethany Uhrig, Ph.D.³, Emily Stoesz,⁴ Gregory Stuart, Ph.D.², Tara L. Cornelius, Ph.D.⁴, 1. University of Pittsburgh, 2. The University of Tennessee, Knoxville, 3. East Carolina University, 4. Grand Valley State University

- (PS3-C54) **Service Utilization Barriers Among Undergraduate Sexual Assault Survivors: Do Assault Characteristics Matter?**
Alexandra Brockdorf, B.S., Shaina Kumar, M.A., Kathryn Holland, Ph.D., David DiLillo, Ph.D., University of Nebraska-Lincoln
- (PS3-C55) **Reexamining the Effect of Disinhibition on Reactive and Proactive Aggression: The Mediating Effect of Reward Sensitivity**
Olivia S. Subramani, M.A., Dominic J. Parrott, Ph.D., Georgia State University
- (PS3-C56) **Reexamining the Effect of Disinhibition on Reactive and Proactive Aggression: The Mediating Effect of Reward Sensitivity**
Olivia S. Subramani, M.A., Dominic J. Parrott, Ph.D., Georgia State University
- (PS3-C57) **Associations Between Emotion Regulation and Abuse Subtype on PTSD Severity Among Victims of Intimate Partner Violence**
Allison K. Ruork, M.A.¹, Caitlin L. McLean, M.A.¹, Alan E. Fruzzetti, Ph.D.², 1. University of Nevada, Reno, 2. Harvard Medical School
- (PS3-C58) **Playful Aggression in Romantic Relationships: Is It More Harm Than Good?**
Victoria Navarro, B.A., Michele Cascardi, Ph.D., Chelsea Pearsall, M.S., Meredith Connolly, M.A., Molly Kammen, M.A., William Paterson University
- (PS3-C59) **Do Early Maladaptive Schemas Moderate the Relationship Between Risk Appraisal and Unresponsive Bystander Behavior?**
Meredith Connolly, M.A., Molly Kammen, M.A., Chelsea Pearsall, M.S., Michele Cascardi, Ph.D., William Paterson University
- (PS3-C60) **The Role of Empathy as a Predictor of Indirect and Cyber Peer Aggression in Adolescents**
Naomi Tarlow, B.A., Annette M. La Greca, Ph.D., ABPP, Ph.D., University of Miami
- (PS3-C61) **Intervention Development: Qualitative Interviews with Court-based Professionals, Parents, and Youth Involved in Adolescent-to-parent Violence**
Caroline E. Shanholtz,¹ Kaley L. O'Hara, Ph.D.², Jennifer Duchscher, M.A.¹, Connie Beck, Ph.D.¹, Erika Lawrence, Ph.D.³, 1. University of Arizona, 2. Arizona State University, 3. The Family Institute at Northwestern University
- (PS3-C62) **Exploring the Influence of Intimate Partner Violence Victimization (IPV) on Perceptions and Minimization of Other's IPV Experiences**
Charli M. Kirby, B.A.¹, Amber Jarnecke, Ph.D.², Robert G. Franklin, Jr, Ph.D.³, Susan E. Doughty, Ph.D.³, 1. Department of Psychiatry & Behavioral Sciences, Medical University of South Carolina, 2. The Medical University of South Carolina, 3. Anderson University (SC)
- (PS3-C63) **Does a Personal History of Sexual Victimization Impact Intent to Engage in Bystander Behaviors? A Structural Equation Model**
Hanna Grandgenett, M.A., Alexandra Brockdorf, B.S., David DiLillo, Ph.D., University of Nebraska-Lincoln
- (PS3-C64) **The Interaction Effects of Negative Facial Affect Recognition Ability and Trait Anger on Male Intimate Partner Violence Perpetration Rate**
Donald A. Godfrey, III, B.S., Victoria Bennett, M.A., Julia Babcock, Ph.D., University of Houston

- (PS3-C65) **We Get by With a Little Help from Our Friends: Victim Blame Mediates the Relationship Between Contrual Prime and Perceived Intentions to Help Victims. This Mediation Is Moderated by Gender**
Anandi C. Ehman, M.A., Elicia C. Lair, Ph.D., University of Mississippi
- (PS3-C66) **Group Motivational Interviewing Risk Reduction Workshop: Efficacy of Sexual Assault Intervention for College Women**
Cari Lee, M.S., Maya A. Krek, B.S., Shawn P. Cahill, Ph.D., University of Wisconsin - Milwaukee
- (PS3-C67) **Applying the Stress Process Model to Stress-burnout and Stress-depression Relationships in Doctoral Students**
Alexander J. Hish, B.S.¹, Gabriela A. Nagy, Ph.D.², Caitlin M. Fang, Ph.D.², Lisalynn Kelley, B.A.², Christopher V. Nicchitta, Ph.D.³, Kafui Dziras, M.D., Ph.D.⁴, Zachary Rosenthal, Ph.D.⁵, 1. Duke University School of Medicine, 2. Department of Psychiatry and Behavioral Sciences, Duke University Medical Center, 3. Department of Cell Biology, Office of Biomedical Graduate Education, Duke University Medical Center, 4. Department of Psychiatry and Behavioral Sciences, Duke University Medical Center; Center for Neuroengineering, Duke University Medical Center; Duke Institute for Brain Sciences, Duke University Medical Center; Departments of Biomedical Engineering and Neurobiology, Duke University, 5. Duke University
- (PS3-C68) **The Role of Mentoring Relationships on Sense of Belonging, Academic Self-efficacy, and Academic Motivation in a College Population**
Cara McClain, M.A., Alayna J. Watson, B.S., S. Taylor Younginer, B.S., L. Christian Elledge, Ph.D., The University of Tennessee, Knoxville
- (PS3-C69) **First Generation College Student Status Is Independently Associated With Depression, Anxiety, and Stress**
Deah Abbott, M.A., Amanda A. Draheim, M.A., Page L. Anderson, Ph.D., Georgia State University
- (PS3-C70) **The Influence of Faculty Policies on Academic Entitlement**
Zachary Emmer, Madison A. Malcore, Phan Hong, Ph.D., Annie M. Docter, Renee Barthel, University of Wisconsin Oshkosh
- (PS3-C71) **The Influence of Faculty Behaviors on Student Academic Entitlement**
Annie M. Docter, Kylie B. Moe, Phan Hong, Ph.D., Madison A. Malcore, Zachary Emmer, University of Wisconsin Oshkosh
- (PS3-C72) **Creating Peer Victimization Subscales for the College Peer Victimization Survey**
Sophia R. Lubarsky, B.A., Ruolin Lu, B.A., David Cole, Ph.D., Vanderbilt University
- (PS3-C73) **The Relationship Between Shared Demographic Characteristics in Mentoring Dyads and College Student Academic and Psychological Outcomes**
Alayna J. Watson, B.S., Cara McClain, M.A., S. Taylor Younginer, B.S., L. Christian Elledge, Ph.D., The University of Tennessee, Knoxville
- (PS3-C74) **An Exploratory Look at the Effects of Gender and Field of Study on Test Anxiety in College Students**
Sarah E. Ely, Zoey N. Bass, Emily A. Beckmann, B.S., Kristen E. Jastrowski-Mano, Ph.D., University of Cincinnati

(PS3-C75) The Impact of Positive Mentoring Relationship Quality on Substance Use and Internalizing Symptoms in a College-population

S. Taylor Younginer, B.S., Cara McClain, M.A., Alayna J. Watson, B.S., L. Christian Elledge, Ph.D., The University of Tennessee, Knoxville

International Ballroom, International Level**Poster Session 3D****PS3**

Key Words: *Trauma, Assessment, PTSD (Posttraumatic Stress Disorder)*

(PS3-D76) The Peritraumatic Distress Inventory: Factor Structure and Predictive Validity in Traumatically Injured Patients Admitted Through a Level I Trauma Center

Brian E. Bunnell, Ph.D., Tatiana Davidson, Ph.D., Kenneth Ruggiero, Ph.D., Medical University of South Carolina

(PS3-D77) Illness Intrusiveness in Anxiety-related and Depressive Disorders: A Replication and Extension of Previous Findings

Olivia Provost-Walker, B.A.¹, Randi E. McCabe, Ph.D.², Karen Rowa, Ph.D.², Ashleigh Elcock, B.A.³, Martin M. Antony, Ph.D.¹, 1. Ryerson University, 2. Department of Psychiatry and Behavioural Neurosciences, McMaster University, 3. St. Joseph's Healthcare Hamilton

(PS3-D78) Exploratory Factor Analysis of the Farsi Version of the Sociocultural Attitude Toward Appearance questionnaire-4 (F-SATAQ-4) in Iranian College Students

Reza N. Sahlan, M.A.¹, Liya M. Akoury, Ph.D.², Fatemeh Taravatrooy, M.A.³, 1. Iran University of Medical Sciences, 2. University of Nevada, Las Vegas, 3. Islamic Azad University of Shiraz

(PS3-D79) Identifying Risk Factors for Youth Hospitalization in Crisis Settings: A Classification and Regression Tree (CART) Analysis

Yen-Ling Chen, B.S.¹, Megan Freeman, Ph.D.², Andrew Freeman, Ph.D.¹, 1. University of Nevada, Las Vegas, 2. Nevada Department of Health and Human Services, Division of Child and Family Services

(PS3-D80) Individual Differences in Interpersonal Emotion Regulation: A Latent Profile Analysis

Joshua Curtiss, M.A., Stefan G. Hofmann, Ph.D., Boston University Center for Anxiety and Related Disorders

(PS3-D81) Replicating an Inhibitory Control Behavioral Assessment Within a Low-income, Predominantly Minority Elementary School Setting

Jennifer Kurian, M.A., Ed.S., Molly Marus, Leelyn Biggers, MSW, Desiree Murray, Ph.D., Alyson Cavanaugh, Ph.D., University of North Carolina at Chapel Hill

(PS3-D82) Food Cravings: Thinking Outside the “Caloric” Box

Lauren E. Blau, M.A.¹, Natalia Orloff, Ph.D.², Samantha P. Spoor, B.S.¹, Angela Antonikowski, Ph.D.³, Karen M. Powers, M.D.³, Julia M. Hormes, Ph.D.¹, 1. University at Albany, State University of New York, 2. University of California San Diego, 3. Albany Medical College

(PS3-D83) First Responder Validation of the Posttraumatic Stress Disorder Checklist for DSM-5

Krystal I. Morrison, M.S., Michelle Keck, B.S., Deborah Beidel, Ph.D., University of Central Florida

(PS3-D84) Alexithymia and Memory for Stress and Self-esteem States

William D. Ellison, Ph.D., Alec Trahan, Logan Simmons, Megan Gillespie, Joseph Pinzon, Trinity University

(PS3-D85) Dimensional Assessment of Behavioral Impulsivity and Compulsivity: Initial Validation of the Impulsive/compulsive Index

Jesse W. Dzombak, B.A., Christine Conelea, Ph.D., Ann Haynos, Ph.D., University of Minnesota

(PS3-D86) Creating Authentic and Dynamic Emotion Recognition Stimuli

Vincent Barbieri, M.A., Jessica A. Birg, B.A., Erika Fenstermacher, B.A., Nathaniel R. Herr, Ph.D., American University

(PS3-D87) Stability of a Network Analysis of Depression Anxiety and Stress in Adult Women

Emily Meissel, B.A.¹, Shaan McGhie, B.A.², Nader Amir, Ph.D.², 1. San Diego State University/UC San Diego Joint Doctoral Program in Clinical Psychology, 2. San Diego State University

(PS3-D88) The Revised Child Anxiety and Depression Scale: Re-development for the DSM-5

Chad Ebesutani, Ph.D., Soyeon An, B.A., Dooran Kim, B.A., Duksung Women's University

(PS3-D89) Premature Termination in a University-based Psychology Training Clinic and the Impact of Measurement-based Care

Chia-li Yu, B.S.¹, Melissa L. Gasser, B.A.², Corey Fagan, Ph.D.², 1. University of Washington, Seattle, 2. University of Washington

(PS3-D90) Comparing Approaches to the Personalized Assessment of Negative Affect

William C. Woods, M.A., Aidan Wright, Ph.D., University of Pittsburgh

(PS3-D91) Virtual Reality for the Assessment of the Self-esteem Construct Based on Grawe's Consistency Theory: A Study with Mexican Sample Using ATHENEA (Advanced Therapeutic Tools for the Mental Health) System

Fabiola Reyes-Torres, M.A.¹, Irene Chicci,² Gaspar Ayora, B.A.³, Elena Parra,² Mariano Alcañiz, Ph.D.², Georgina Cardenas-Lopez, Psy.D.³, 1. Universidad Nacional Autónoma de México, 2. Universidad Politécnica de Valencia, 3. Universidad Nacional Autónoma de México

(PS3-D92) Examining Social and Generalized Anxiety From an Idiographic Network

Antonio F. Pagan, B.A., Sarah J. David, M.A., Kaley A. Roberts, B.A., Casey Thornton, M.A., Gregory H. Mumma, Ph.D., Texas Tech University

- (PS3-D93) **Re-examination of the Latent Structure of the Distress Intolerance Index**
 Keith P. Klein, M.A.¹, Emily M. Bartholomay, M.A.², Kimberly Stevens, Ph.D.³, Sarah J. Kertz, Ph.D.¹, 1. Southern Illinois University, 2. Southern Illinois University - Carbondale, 3. Anxiety Disorders Center, The Institute of Living
- (PS3-D94) **Interpersonal Emotion Regulation Moderates the Association Between Non-reactivity and Anxiety Symptoms in a College Sample**
 Gretchen L. Spoor, B.A.¹, Abigail L. Barthel, M.A.², Jackie Nelson, Ph.D.³, Stefan G. Hofmann, Ph.D.², 1. Boston University, 2. Boston University Center for Anxiety and Related Disorders, 3. University of Texas Dallas
- (PS3-D95) **The Utilization of Brief Action Planning (BAP) as an Efficient Intervention For an Underserved Population With Type 2 Diabetes Mellitus: A Feasibility Project**
 Vincent M. Fitch, M.S., Alexander Griskell, M.S., Sarah Vitale, M.S., Carly Salzberg, M.S., Mark A. Stillman, Ph.D., Mercer University
- (PS3-D96) **Unacknowledged Sexual Assault, Posttraumatic Stress Disorder, and Rape Myths Acceptance Among College Students**
 Devorah Yarmush, B.A.¹, Kate Hamilton, M.A.¹, Julia Kurtz, B.A.¹, Nicole Weishoff, B.A.¹, Sarah Lowe, Ph.D.², Kate Walsh, Ph.D.³, 1. Yeshiva University - Ferkauf Graduate School of Psychology, 2. Montclair State University, 3. Yeshiva University

1:00 p.m. – 2:00 p.m.

International Ballroom, International Level

Poster Session 4A

PS4

Key Words: *Depression, Stress, College Students*

- (PS4-A1) **Mindset Matters: Stress Mindset Moderates the Association Between Perceived Stress and Depressive Symptoms in College Students**
 Nathan Huebschmann, Erin Sheets, Ph.D., Colby College
- (PS4-A2) **Behavioral Activation as a Source of Ayahuasca's Anti-depressant Effects**
 Maha N. Mian, B.S., Brianna R. Altman, B.A., Luna Ueno, M.S., Mitch Earleywine, Ph.D., University at Albany, State University of New York
- (PS4-A3) **The Effects of Affective Expectations on Experience in Individuals With and Without Anhedonia**
 Sarah J. Home, Emily E. Bernstein, M.A., Richard J. McNally, Ph.D., Harvard University
- (PS4-A4) **Comorbid Post-traumatic Stress Disorder and Fear of Anger Predict Use of Thought Suppression in Veterans With Unipolar Depression**
 Sarah T. Wieman, B.A., Shelley L. Kind, M.S., Alora A. Rando, M.S., Gabrielle I. Liverant, Ph.D., Suffolk University

- (PS4-A5) Effects of Savoring on Reward Sensitivity and Learning**
Kelsey M. Irvin, M.A., Bruce Bartholow, Ph.D., Debora J. Bell, Ph.D., University of Missouri-Columbia
- (PS4-A6) Identifying the Relative Importance of Various Internal Cognitive Processes to Male and Female University Students' Depressive Symptoms**
Gabriella Hinojosa, Olivia Reyes, B.A., Scott Plunkett, Ph.D., California State University, Northridge
- (PS4-A7) Factor Analysis of Depression Symptoms: Differences and Similarities Between Six Broad Cultural Groups**
Danielle Goodmann, B.A.¹, Sariah Daouk, M.A.¹, Megan Sullivan, B.A.¹, Nancy H. Liu, Ph.D.², Monica Garza, Ph.D.³, Suzanne Barakat, M.D.⁴, Ricardo F. Muñoz, Ph.D.¹, Yan Leykin, Ph.D.¹, 1. Palo Alto University, 2. University of California, Berkeley, 3. Legacy Community Health, 4. University of California San Francisco
- (PS4-A8) Behavioral and Self-reported Impulsivity in Depressed Suicide Attempters as Compared to Non-attempters**
Jessica S. Fields, B.A., Elizabeth D. Ballard, Ph.D., Dede K. Greenstein, Ph.D., Carlos A. Zarate, Jr., M.D., Laura R. Waldman, LCSW, National Institute of Mental Health
- (PS4-A9) The Role of Hope in Predicting Treatment Outcomes for Outpatients With Emotional Disorders**
Andrea Maheras, Mengxing Wang, M.A., Todd Farchione, Ph.D., Boston University Center for Anxiety and Related Disorders
- (PS4-A10) Getting to GOAL: Psychometrics of the Go/no-go Active Learning Form in Depression**
George Abitante, B.A.¹, Evan Russek, Ph.D.², Jessica DeArcangelis, B.A.¹, Quentin Huys, Ph.D.², Jacqueline Gollan, Ph.D.¹, 1. Northwestern University Feinberg School of Medicine, 2. University College London
- (PS4-A11) Depression and Regulation of Positive Affect: Extending Our Knowledge to the "Real World"**
Madison N. Beedon, B.A., Kelsey M. Irvin, M.A., Debora J. Bell, Ph.D., University of Missouri-Columbia
- (PS4-A12) Depression Is Associated with Attenuated Reward Responsiveness Through the Nonacceptance of Positive Emotions in a Community Sample**
Courtney Forbes, B.A., Kim Gratz, Ph.D., Matthew T. Tull, Ph.D., University of Toledo

- (PS4-A13) Childhood Trauma's Association With Emotion Conflict and Reward Processing Among Depressed Adult Outpatients: Neuroimaging Results from the EMBARC Study**
Joseph M. Trombello, Ph.D.¹, Anne K. Fuller, Ph.D.², Abu Minhajuddin, Ph.D.², Crystal C. Cooper, Ph.D.², Cherise R. Chin Fatt, Ph.D.², Manish K. Jha, M.D.³, Thomas J. Carmody, Ph.D.², Diego A. Pizzagalli, Ph.D.⁴, Myrna M. Weissman, Ph.D.⁵, Christian A. Webb, Ph.D.⁴, Patrick J. McGrath, M.D.⁵, Maurizio Fava, M.D.⁶, Ramin V. Parsey, M.D., Ph.D.⁷, Melvin McInnis, M.D.⁸, Mary L. Phillips, M.D.⁹, Amit Etkin, M.D., Ph.D.¹⁰, Madhukar H. Trivedi, M.D.². 1. University of Texas Southwestern Medical Center, 2. UT Southwestern Medical Center, 3. Ichan School of Medicine at Mount Sinai and UT Southwestern Medical Center, 4. Harvard Medical School - McLean Hospital, 5. New York State Psychiatric Institute & Department of Psychiatry, College of Physicians and Surgeons of Columbia University, 6. Massachusetts General Hospital, 7. Stony Brook University, 8. University of Michigan, 9. University of Pittsburgh, 10. Stanford University
- (PS4-A14) Exploring the Role of Online Behavioral Interventions and Fitbit Use in Improving Depression and Disability**
Selen Amado, B.A., Marina Rakhilin, B.S., Elizabeth Cory, B.S., Sophie Greenebaum, B.A., Alec Shannon, B.S., Brett Davis, B.A., Louisa Sylvia, Ph.D., Thilo Deckersbach, Ph.D., Andrew Nierenberg, M.D., Massachusetts General Hospital
- (PS4-A15) Cognitive and Chronobiological Vulnerabilities as Mediators of Outcomes Following CBT-SAD and Light Therapy for Winter Depression**
Julia Camuso, B.S., Keith Burt, Ph.D., Kelly J. Rohan, Ph.D., University of Vermont
- (PS4-A16) Protective and Risk Factors for Depression, Anxiety and Stress in College Students on the U.S./Mexico Border**
Claudia J. Woloshchuk, B.A., Carlos Portillo, B.S., Emilio Posada, Daniel Hill, Alejandro Trejo, Theodore V. Cooper, Ph.D., University of Texas at El Paso
- (PS4-A17) An Ecological Assessment of Emotion Regulation Skills in Major Depressive Disorder and Generalized Anxiety Disorder**
Megan Whelen, B.S., Lisa Vittorio, B.A., Samuel T. Murphy, B.S., Daniel R. Strunk, Ph.D., The Ohio State University
- (PS4-A18) A Longitudinal Test of the Mediating Roles of Negative Problem Orientation and Perceived Stress in Predicting Changes in Depressive Symptom Severity**
Natalie M. Holbrook, M.A., Michelle L. Buffie, M.A., Douglas W. Nangle, Ph.D., University of Maine
- (PS4-A19) College Students' Beliefs About Evidence-based and Non-evidence-based Approaches to Treating Depression**
Samantha D. Sorid, B.A., Emma G. Preston, B.A., Elizabeth B. Raposa, Ph.D., College of William & Mary
- (PS4-A20) Choice Under Pressure: An Investigation of the Relationships Between Emotion Regulation Flexibility, Stress, and Emotional Symptoms in Daily Life**
Laura A. Kanji, B.A., Emily E. Bernstein, M.A., Richard J. McNally, Ph.D., Harvard University

- (PS4-A21) **Examining the Relationship Between Internalizing Symptoms and Susceptibility to Suggestion-induced False Memories**
Amanda Raymond, B.A., Eunyoe Ro, Ph.D., Southern Illinois University Edwardsville
- (PS4-A22) **Comparison of Negative Self-referential Schemas Between Depressed, Remitted, and Healthy Controls**
Ananya I. Roy, Rochelle Stewart, B.A., Mary E. McNamara, B.A., Kean J. Hsu, Ph.D., Christopher Beevers, Ph.D., University of Texas at Austin
- (PS4-A23) **Comorbidity Status and Recurrence Following Winter Depression Treatment with CBT or Light Therapy**
Jessica Perez, B.A., Kelly J. Rohan, Ph.D., University of Vermont
- (PS4-A24) **Dampening Positive Affect Mediates the Link Between Childhood Emotional Abuse and Women's Depressive Symptoms**
Lindsey B. Stone, Ph.D., Christopher Newport University
- (PS4-A25) **Approach-avoidance Training and Behavioral Activation in Major Depressive Disorder: Outcomes of a Pilot Randomized Controlled Trial**
Alison Sweet, Sarah L. Pearlstein, M.S., Charles Taylor, Ph.D., University of California San Diego

International Ballroom, International Level

Poster Session 4B

PS4

Key Words: *Eating, Social Relationships, Emotion Regulation*

- (PS4-B26) **Relationships Between Eating Pathology, Negative Urgency, and Psychosocial Functioning Among Women Previously Diagnosed With an Eating Disorder**
Sarah A. Horvath, M.S., KJ. Forney, Ph.D., Ohio University
- (PS4-B27) **Body Trust and Body Mass Index: An Application of Quantile Regression**
Mary E. Duffy, B.A., Megan L. Rogers, M.S., Grace A. Kennedy, M.S., Pamela K. Keel, Ph.D., Thomas Joiner, Ph.D., Florida State University
- (PS4-B28) **The Effects of a Behavioral Experiment to Reduce the Perceived Pressure to Be Thin Among Female Undergraduate Students in Japan**
Hikari Takashina, B.A.¹, Yuki Okazaki, B.A.², Masaya Takebe, Ph.D.³, Chisato Kuribayashi, M.A.¹, Keiko Takemori, M.A.¹, Satsuki Ueda, M.A.⁴, Hiroshi Sato, Ph.D.¹, 1. Kwansei Gakuin University, 2. School of Humanities, Kwansei Gakuin University, 3. Faculty of Psychology, Risho University, 4. Graduate School Humanities, Kwansei Gakuin University
- (PS4-B29) **Examining the Influence of Athletic Identity on the Relationship Between Sport Competition Level and Disordered Eating Behaviors**
Madeline Palermo, M.S., Diana Rancourt, Ph.D., University of South Florida

- (PS4-B30) **Gender Differences in Substances Used by Disordered-eating College Students**
Kristen Van Swearingen, B.S., Nora E. Noel, Ph.D., University of North Carolina Wilmington
- (PS4-B31) **Trait Mindfulness Increases During Exposure Therapy for Eating Disorders**
Irina A. Vanzhula, M.S.¹, Madeline McCloud, Cheri A. Levinson, Ph.D.¹, 1. University of Louisville, 2. The University of Louisville
- (PS4-B32) **Sociocultural Variables in the Longitudinal Prediction of Drive for Leanness**
Brittany Lang, M.A., Diana Rancourt, Ph.D., University of South Florida
- (PS4-B33) **Eating Disorder Core Symptoms and Symptom Pathways Across Developmental Stages: A Network Analysis**
Caroline Christian, B.S., Sarah E. Ernst, Cheri A. Levinson, Ph.D., The University of Louisville
- (PS4-B34) **Bridge Symptoms Between Obsessive-compulsive Disorder and Eating Disorders in Individuals with Eating Disorders**
Shruti Shankar Ram, B.S., Irina A. Vanzhula, M.S., Cheri A. Levinson, Ph.D., University of Louisville
- (PS4-B35) **Development and Validation of a Scale Measuring Weighing Tendencies: The Approach/Avoidance of Weighing Questionnaire (AAWQ)**
P. Evelyn Kambanis, B.A., Angeline R. Bottera, B.A., Kyle P. De Young, Ph.D., University of Wyoming
- (PS4-B36) **The Eating Disorder Examination Questionnaire: Examination of Measurement Invariance in Hispanic and Non-hispanic White Undergraduate Males**
Kelsey N. Serier, M.S.¹, Jamie M. Smith, M.S.¹, Mindy L. McEntee, Ph.D.², Jane Ellen Smith, Ph.D.¹, 1. University of New Mexico, 2. Arizona State University
- (PS4-B37) **Positive Expectations May Not Be So Positive: Expecting Eating to Be Rewarding May Be Related to Hedonic Hunger and Binge Eating**
Megan N. Parker, M.S., Adrienne S. Juarascio, Ph.D., Drexel University
- (PS4-B38) **Emotional Avoidance and Guilt Are Core Symptoms During Mealtimes Among Individuals With Eating Disorders**
Brenna M. Williams, B.A., Lindsay Chapman, Irina A. Vanzhula, M.S., Cheri A. Levinson, Ph.D., University of Louisville
- (PS4-B39) **Are Negative Self-beliefs a Shared Vulnerability for Eating Disorders and Social Anxiety?**
Brenna M. Williams, B.A., Cheri A. Levinson, Ph.D., University of Louisville
- (PS4-B40) **Evaluation of the Eating Disorder Diagnostic Scale for Differential Item Functioning With Regards to Sex**
H. Sophie Bronston, Angeline R. Bottera, B.A., P. Evelyn Kambanis, B.A., Kyle P. De Young, Ph.D., University of Wyoming
- (PS4-B41) **Promoting Physical Activity for Bulimia Nervosa: Recipe for Recovery or Relapse?**
Elizabeth Lampe, B.A., Evan Forman, Ph.D., Stephanie Manasse, Ph.D., Drexel University

- (PS4-B42) **The Development and Initial Feasibility and Acceptability of a Novel Physical Activity Enhanced Cognitive Behavioral Therapy for Bulimia Nervosa: A Case Series**
Elizabeth Lampe, B.A., Evan Forman, Ph.D., Stephanie Manasse, Ph.D., Drexel University
- (PS4-B43) **Quality of Life in Individuals With Eating Pathology: Examining the Moderating Role of Social Connectedness**
Joseph M. Donahue, M.A., Courtney E. Breiner, B.A., Christina Scharrer, M.A., Drew Anderson, Ph.D., University at Albany, State University of New York
- (PS4-B44) **What Type of Cognitive Dissonance Influences Self-esteem and Where? An Examination of a Brief Appearance-focused Versus Non-appearance-focused Intervention on Public versus Private Instagram Pages**
Taylor Wilson, B.A.¹, Amber McDonald, B.A.², Jenna Serna, B.A.³, Taryn A. Myers, Ph.D.³, 1. Columbia University, Teachers College, 2. George Washington University, 3. Virginia Wesleyan University
- (PS4-B45) **What Role Does Cognitive Dissonance Play in Body Image and Affect? An Examination of a Brief Appearance-focused Versus Non-appearance-focused Intervention on Public versus Private Instagram Pages**
Amber McDonald, B.A.¹, Taylor Wilson, B.A.², Jenna Serna, B.A.³, Taryn A. Myers, Ph.D.³, 1. George Washington University, 2. Columbia University, Teachers College, 3. Virginia Wesleyan University
- (PS4-B46) **Characterological Shame: An Emotional Mechanism Underlying Hoarding and Bulimic Symptoms**
Grace A. Kennedy, M.S., Brittany M. Mathes, M.S., Brad Schmidt, Ph.D., Pamela K. Keel, Ph.D., Florida State University
- (PS4-B47) **Association of Everyday Discrimination and Eating Pathology in a Sample of Sexual Minority Men**
Alexandra D. Conwertino, B.S.¹, Aaron J. Blashill, Ph.D.², 1. SDSU/UC San Diego Joint Doctoral Program in Clinical Psychology, 2. San Diego State University
- (PS4-B48) **Approach and Avoidance Food Craving: How Do the Dimensions of Craving Change over the Course of Eating Disorder Treatment?**
Christina L. Verzijl, M.A., Emily Choquette, M.A., Erica Ahlich, M.A., Diana Rancourt, Ph.D., University of South Florida
- (PS4-B49) **What Is the Role of Habit in Shaping Behavior in Anorexia Nervosa? Exploring the Self-report Habit Index**
Lauren E. Davis, B.S., Evelyn Attia, M.D., Janet Schebendach, Ph.D., Deborah R. Glasofer, Ph.D., Teresa Ruffin, B.A., Maya Dalack, B.S., B. Timothy Walsh, M.D., Joanna E. Steinglass, M.D., New York State Psychiatric Institute/Columbia University Medical Center
- (PS4-B50) **The Effects of Acceptance- and Distraction-based Interventions on Explanatory Styles in Children with Functional Abdominal Pain**
Lindsay Ives, B.S.¹, Kate Stein, M.D.², Kaela Kovach-Galton, B.A.³, Savannah Erwin, B.S.¹, Kristen Caldwell, B.S.³, Nancy Zucker, Ph.D.³, 1. Department of Psychology and Neuroscience, Duke University, United States, 2. Department of Psychiatry, University of Oxford, Oxford, United Kingdom, 3. Department of Psychiatry and Behavioral Sciences, Duke University School of Medicine, United States

Poster Session 4C

PS4

Key Words: *Technology / Mobile Health, Research Methods, Clinical Trial*

(PS4-C51) Mobile Recruitment of Disaster Survivors: Feasibility, Costs, and Lessons Learned

Margaret Anton, Ph.D.¹, Leigh E. Ridings, Ph.D.², Tatiana Davidson, Ph.D.², Tonya Hazelton, M.S.², Kenneth L. Ayers, Jr., B.S.², Kenneth Ruggiero, Ph.D.², 1. MUSC, 2. Medical University of South Carolina

(PS4-C52) Implementation and Utility of an Automated Text Messaging System to Facilitate Symptom Self-monitoring and Identify Risk for PTSD and Depression in Trauma Center Patients

Brian E. Bunnell, Ph.D.¹, Tatiana Davidson, Ph.D.¹, Winkelmann Jennifer, M.A.¹, Jessica Maples-Keller, Ph.D.², Leigh E. Ridings, Ph.D.¹, Jennifer Dahne, Ph.D.¹, Samir M. Fakhry, M.D.³, Kenneth Ruggiero, Ph.D.¹, 1. Medical University of South Carolina, 2. Emory School of Medicine, 3. George Washington University

(PS4-C53) Varying Experiences of Cyber Victimization Among Middle and High School Students

Kathleen I. Diaz, M.A., Paula J. Fite, Ph.D., Madelaine R. Abel, M.A., Rachel L. Doyle, B.A., University of Kansas

(PS4-C54) Treatment Engagement and Effectiveness Using an Internet-delivered Cognitive Behavioral Program at a University Counseling Center

Meredith S. Pescatello, B.S., Scott Baldwin, Ph.D., Tyler Pedersen, Ph.D., Kelly Woods, Brigham Young University

(PS4-C55) Minimally Trained Peer Coaches for Internet-based Cognitive Behavioral Therapy for Adults With Social Anxiety Disorder

Chandra L. Bautista, Ph.D.¹, Allura Ralston, M.A.², Rebecca Brock, Ph.D.², Debra A. Hope, Ph.D.², 1. Michael E. DeBakey VA Medical Center, 2. University of Nebraska-Lincoln

(PS4-C56) Psychiatry Outpatients' Willingness to Share Social Media Posts and Smartphone Data for Research and Clinical Purposes

Agnes Rieger, B.A., Averi Gaines, B.A., Ian Barnett, Ph.D., Claudia F. Baldassano, M.D., Mary Beth Connolly Gibbons, Ph.D., Paul Crits-Christoph, Ph.D., University of Pennsylvania

(PS4-C57) Remotely Conducted Versus Office-based Virtual Reality Treatment for Fear of Flying

Stephanie Cherestal, M.A., Stephanie J. Grimaldi, M.A., Kayla C. Costello, M.A., Mitchell L. Schare, ABPP, Ph.D., Christopher R. DeJesus, M.A., Hofstra University

(PS4-C58) The Influence of the Avatar Physical Appearance in a Physical Activity**Motion-controlled Game Task**

Jessica navarro, Ph.D.¹, Jorge Peña, Ph.D.², Ausiàs Cebolla, Ph.D.³, Rosa M. Baños, Ph.D.⁴, 1. Department of Personality, Evaluation and Psychological Treatment, University of Valencia; CIBER Physiopathology of Obesity and Nutrition (CIBEROBN), Instituto Carlos III, Madrid, Spain., 2. University of California, Davis, 3. University of Valencia and CIBEROBN, 4. Department of Personality, Evaluation and Psychological Treatment, University of Valencia; CIBER Physiopathology of Obesity and Nutrition (CIBEROBN), Instituto Carlos III, Madrid, Spain; Polibienestar Institute, University of Valencia, Valencia, España.

(PS4-C59) Barriers and Potential Mobile Health Solutions to Barriers Associated With the Implementation of Homework in Youth Mental Health Treatment

Kristen Higgins, B.A.¹, Kenneth Ruggiero, Ph.D.¹, Lynne Nemeth, Ph.D.¹, Leslie Lenert, M.D.¹, Nikolaos Kazantzis, Ph.D.², Esther Deblinger, Ph.D.³, Brian E. Bunnell, Ph.D.¹, 1. Medical University of South Carolina, 2. Monash University, 3. Rowan University - School of Osteopathic Medicine

(PS4-C60) Testing a Cognitive-behavioral Smartphone Application for Body Dysmorphic Disorder: Maintenance of Gains at 6-month Follow-up

Ilana Ladis, B.A.¹, Hilary Weingarden, Ph.D.², Anna Schwartzberg, B.A.¹, Oliver Harrison, Ph.D.³, Sabine Wilhelm, Ph.D.⁴, 1. Massachusetts General Hospital, 2. Massachusetts General Hospital/Harvard Medical School, 3. Telefónica Innovation Alpha, 4. Harvard Medical School; Massachusetts General Hospital

(PS4-C61) Brief Imaginal Exposure Exercises for Social Speech Anxiety Delivered via a Smartphone Application

Jeremy T. Schwob, M.A., Michelle G. Newman, Ph.D., The Pennsylvania State University

(PS4-C62) Acceptability of an Internet Delivered CBT for Adjustment Disorders: Results from a Randomized Controlled Trial

Iryna Rachyla, Ph.D.¹, Sonia Mor, M.S.¹, Cristina Botella, Ph.D.², Soledad Quero, Ph.D.¹, 1. UJaumeI, 2. Jaume I University

(PS4-C63) Usage Characteristics of a Self-help Mobile App for Depression: Differences by Country, Gender, and Age

Langting Su, B.S., Page L. Anderson, Ph.D., Georgia State University

(PS4-C64) An Evaluation of a Dedicated Smartphone App for Contingency Management Procedures with Children and Its Effect on Treatment Expectancies

Daniel Scullington, M.S., Camilo Ortiz, Ph.D., Long Island University

(PS4-C65) Gender Differences in the Associations of Time Spent Online and Psychosocial Outcomes

Grace Carter, B.S.¹, David Cole, Ph.D.², Elizabeth A. Nick, M.S.², 1. Judge Baker Children's Center, 2. Vanderbilt University

(PS4-C66) Predictors of Treatment Engagement and Adherence in a Novel Mhealth Intervention for Emotion Regulation Difficulties

Bridget M. Wallace, B.A., Kibby McMahon, M.A., Zachary Rosenthal, Ph.D., Duke University

- (PS4-C67) **Cybervictimization, Substance Abuse, and Social Support Among Young Adults**
Danielle M. Nisenson, B.A., Alexandra Edwards, Julia Totten, None, Sally L. Grapin, Ph.D., Carrie Masia Warner, Ph.D., Montclair State University
- (PS4-C68) **Technology-related Sleep Facilitation Strategies Among Undergraduate Students: Practices, Beliefs, and Sleep Quality**
Karla K. Murdock, Ph.D., Washington and Lee University
- (PS4-C69) **A Literature Review of Mental Health of Chinese International Students Attending U.S. Higher Education Institutions**
Jingyan Gu, B.A., Janelle Y. Wee, B.S., Keyne C. Law, Ph.D., Seattle Pacific University
- (PS4-C70) **Adapting Wise Interventions for Kenyan Adolescents: Lessons from a Pilot Randomized Controlled Trial**
Akash Wasil, B.A., Katherine Venturo-Conerly, Tom Osborn, John Weisz, Ph.D., Harvard University

International Ballroom, International Level

Poster Session 4D

PS4

Key Words: Abuse / Maltreatment, Child, Sleep

- (PS4-D71) **Sleep Disturbance Predicts Internalizing and Externalizing Behavior Beyond Pre-adoptive History and Risk Factors**
Kristin Aho, M.S.¹, Angela D. Staples, Ph.D.¹, Elisa Esposito, Ph.D.², Jamie Lawler, Ph.D.¹, Morgan Daugherty, B.A.¹, 1. Eastern Michigan University, 2. Widener University
- (PS4-D72) **Development and Psychometrics of a Retrospective Maternal Support Questionnaire**
Samantha J. Klaver, B.A.¹, David T. Solomon, Ph.D.¹, Katherine Kane,¹ Daniel W. Smith, Ph.D.², 1. Western Carolina University, 2. Medical University of South Carolina
- (PS4-D73) **Increasing Students' and New Professionals' Knowledge of Child Sexual Abuse Outcomes: An Evaluation of an Online Intervention**
Kate Theimer, M.A.¹, Brittany Biles, M.A.¹, Katie Meidlinger, M.A.¹, Kelsey McCoy, M.A.¹, Emily A. Sonnen, M.A.¹, Terrence Z. Huit, M.A.¹, Akemi E. Mii, B.A.¹, Mary Fran Flood, Ph.D., MSW², David Hansen, Ph.D.¹, 1. University of Nebraska-Lincoln, 2. Department of Psychology, UNL
- (PS4-D74) **Effects of Trauma-specific Cbts on Emotion Regulation Difficulties Among Adolescents With Interpersonal Trauma Histories**
Amy H. Lee, M.A., Komal Sharma-Patel, Ph.D., Elissa J. Brown, Ph.D., St. John's University

- (PS4-D75) A Longitudinal Examination of Community Violence Exposure and Autonomic Functioning in At-risk Youth**
Francesca Kassing, M.A.¹, John E. Lochman, ABPP, Ph.D.¹, Matthew Hudnall, Ph.D.¹, Nicole Powell, Ph.D.¹, Devon Romero, Ph.D.², Eric Vernberg, ABPP, Ph.D.³, 1. The University of Alabama, 2. The University of Texas at San Antonio, 3. University of Kansas
- (PS4-D76) A Pediatric Medical Home for Youth in Foster Care: Assessing Continuity of Care**
Hannah C. Espeleta, M.S.¹, Michael C. Garbe, M.P.H.², Dana M. Bakula, M.S.¹, Ashley T. Thumann,², Julie Lees, M.D.², Deborah Shropshire, M.D.², Larry Mullins, Ph.D.¹, Stephen Gillaspay, Ph.D.², 1. Oklahoma State University, 2. University of Oklahoma Health Sciences Center
- (PS4-D77) The Indirect Effects of Emotion Regulation Difficulties on the Association Between Cumulative Trauma Severity and Symptom Severity Among Adolescents With Interpersonal Trauma Histories**
Komal Sharma-Patel, Ph.D.¹, Amy H. Lee, M.A.¹, Augustine Lombera, III, B.A.², Elissa J. Brown, Ph.D.¹, 1. St. John's University, 2. Child HELP Partnership
- (PS4-D78) Caregiver Distress and Child Behavior Problems as Predictors of Family Cohesion for Families Presenting to Treatment Following Child Sexual Abuse**
Kelsey McCoy, M.A.¹, Katie Meidlinger, M.A.¹, Terrence Z. Huit, M.A.¹, Emily A. Sonnen, M.A.¹, Kate Theimer, M.A.¹, Brittany Biles, M.A.¹, Akemi E. Mii, B.A.¹, Mary Fran Flood, Ph.D., MSW², David Hansen, Ph.D.¹, 1. University of Nebraska-Lincoln, 2. Department of Psychology, UNL
- (PS4-D79) Examining the Effectiveness of Trauma-focused Cognitive Behavioral Therapy with Commercial Sexually Exploited and Trafficked Youth**
Elizabeth Perry, B.S.¹, Katherine K. Franchot, M.P.H.¹, Camille Kramer, M.P.H.², Melissa C. Osborne, M.P.H., Ph.D.¹, Ashwini Tiwari, Ph.D.³, Kelly Kinnish, Ph.D.², Shannon R. Self-Brown, Ph.D.¹, 1. Georgia State University, 2. Georgia Center for Child Advocacy, 3. Augusta University
- (PS4-D80) The Impact of Adult Attachment on Parenting and Interpersonal Conflict**
Jonathan Savini, M.S., Anna Claire Woody, Nina Campanile, B.A., Jan Faust, ABPP, Ph.D., Samatha Clark, M.A., Nova Southeastern University
- (PS4-D81) Parent Child Abuse Potential and Children's Somatic Complaining Behavior**
Kourtney Schroeder, M.S., Lauren Novak, B.S., Jan Faust, ABPP, Ph.D., Samatha Clark, M.A., Nova Southeastern University
- (PS4-D82) Attention Problems of Child Sexual Abuse Victims: Relationship With Treatment Participation and Outcome**
Akemi E. Mii, B.A.¹, Terrence Z. Huit, M.A.¹, Kate Theimer, M.A.¹, Brittany Biles, M.A.¹, Katie Meidlinger, M.A.¹, Kelsey McCoy, M.A.¹, Emily A. Sonnen, M.A.¹, Mary Fran Flood, Ph.D., MSW², David Hansen, Ph.D.¹, 1. University of Nebraska-Lincoln, 2. Department of Psychology, UNL
- (PS4-D83) Childhood Traumas and Adolescent Psychopathology in a Population-based Sample**
Sarah N. Vacek, B.A., Mark A. Whisman, Ph.D., University of Colorado Boulder

- (PS4-D84) **Development and Psychometric Evaluation of Measures for the Workshop to Educate on Child Abuse and Neglect (WE-CAN) for Schools**
Kaitlin Happer, M.A.¹, Elissa J. Brown, Ph.D.², Komal Sharma-Patel, Ph.D.¹, 1. St. John's University, 2. St. John's University
- (PS4-D85) **Examination of the Relative Contributions of Trauma Characteristics on Children's Interpersonal Trauma Experiences: A Comparison of Measurement Models**
Augustine Lombera, III, B.A.¹, Amy H. Lee, M.A.², Komal Sharma-Patel, Ph.D.², Elissa J. Brown, Ph.D.², 1. Child HELP Partnership, 2. St. John's University
- (PS4-D86) **Pubertal Status Moderates Effects of Perceived Peer Support on HPA Activation: Further Evidence of Regulatory Fit**
Jason Bendezu, Ph.D.¹, Abigail Findley, B.A.¹, Ashley N. Howell, Ph.D.¹, Christopher Sege, Ph.D.¹, Kathleen Crum, Ph.D.¹, Zachary Adams, Ph.D.², Casey Calhoun, Ph.D.¹, Carla K. Danielson, Ph.D.³, 1. Medical University of South Carolina, 2. Indiana University School of Medicine, 3. MUSC

2:30 p.m. – 3:30 p.m.

International Ballroom, International Level

Poster Session 5A

PS5

Key Words: *ADHD, Measurement, Psychotherapy Process*

- (PS5-A1) **Validation of the ADHD Cognitions Scale~ College Version: A Brief Measure of a Clinical Change Mechanism of CBT for College Students With ADHD**
Laura D. Eddy, Ph.D.¹, Arthur D. Anastopoulos, Ph.D.¹, Joshua Langberg, Ph.D.², Lisa Weyandt, Ph.D.³, George J. DuPaul, Ph.D.⁴, 1. University of North Carolina Greensboro, 2. Virginia Commonwealth University, 3. The University of Rhode Island, 4. Lehigh University
- (PS5-A2) **ADHD Symptoms and Impairment Across the Adult Lifespan**
Ross W. Abrash,¹ Leah Mais, B.S.¹, Miranda M. Thompson,¹ Laura E. Knouse, Ph.D.¹, Russell A. Barkley, Ph.D.², 1. University of Richmond, 2. Virginia Commonwealth University Medical Center
- (PS5-A3) **Substance Use, Depression, and Academic Functioning Among College Students With and Without ADHD**
Kirk Mochrie, M.A., Matthew C. Whited, Ph.D., Tony Cellucci, ABPP, Taylor Freeman, M.A., Ansley Taylor Corson, M.A., Aieshwarya Singh, B.A., Rebecca Harrell, East Carolina University
- (PS5-A4) **The Interaction of ADHD Factors and Marijuana Use on College GPA and Academic Difficulties**
Rebecca Harrell, Kirk Mochrie, M.A., Tony Cellucci, ABPP, Aieshwarya Singh, B.A., East Carolina University

- (PS5-A5) Qualitative Assessment of the Perceived Needs of ADHD College Students**
Aieshwarya Singh, B.A., Kirk Mochrie, M.A., Tony Cellucci, ABPP, Rebecca Harrell, East Carolina University
- (PS5-A6) Depressive Symptoms and Concurrent Alcohol Consequences in College Students with ADHD: The Role of Avoidance/rumination**
Patricia A. Tiece, B.A.¹, Michael C. Meinzer, Ph.D.², Lauren E. Oddo, B.A.¹, John Vasko, MPS³, Andrea M. Chronis-Tuscano, Ph.D.², 1. University of Maryland- College Park, 2. University of Maryland, 3. University of Wyoming
- (PS5-A7) Does SCT Predict Impairment in Self-concept Above and Beyond ADHD?**
Helena F. Alacha, B.A.¹, Bailey Holm, B.S.¹, Judah W. Serrano, M.A.², Will H. Canu, Ph.D.³, Cynthia Hartung, Ph.D.², Elizabeth Lefler, Ph.D.¹, 1. University of Northern Iowa, 2. University of Wyoming, 3. Appalachian State University
- (PS5-A8) Sluggish Cognitive Tempo, Inattention, and Hyperactivity/impulsivity as Predictors of Sedentary Behavior in College Students**
John Vasko, MPS¹, Judah W. Serrano, M.A.¹, Anne Stevens, M.A.¹, Zoe O. Hendricks, ¹, Will H. Canu, Ph.D.², Elizabeth Lefler, Ph.D.³, Erik Willcutt, Ph.D.⁴, Cynthia Hartung, Ph.D.¹, 1. University of Wyoming, 2. Appalachian State University, 3. University of Northern Iowa, 4. University of Colorado Boulder
- (PS5-A9) Self-perceived Physical Competence in College Students With and Without ADHD**
John Vasko, MPS¹, Judah W. Serrano, M.A.¹, Anne Stevens, M.A.¹, Fernando Munoz, ¹, Will H. Canu, Ph.D.², Elizabeth Lefler, Ph.D.³, Erik Willcutt, Ph.D.⁴, Cynthia Hartung, Ph.D.¹, 1. University of Wyoming, 2. Appalachian State University, 3. University of Northern Iowa, 4. University of Colorado Boulder
- (PS5-A10) Family Climate for Road Safety as a Mediator of the Relationship Between ADHD Symptoms and Driving Problems**
Austin B. Burns, B.A.¹, Annie A. Garner, Ph.D.¹, Catherine Stachniak, M.S.¹, Amina A. Avion, M.S.¹, Stephen P. Becker, Ph.D.², Michael J. Kofler, Ph.D.³, Matthew Jarrett, Ph.D.⁴, Aaron Luebke, Ph.D.⁵, G. Leonard Burns, Ph.D.⁶, 1. Saint Louis University, 2. Cincinnati Children's Hospital Medical Center, 3. Florida State University, 4. The University of Alabama, 5. Miami University, 6. Washington State University
- (PS5-A11) Relative Independence of Depressive and ADHD Symptoms in a College Sample**
Paisley E. Vincent, B.S.¹, Jack Thompson, B.A.¹, Will H. Canu, Ph.D.¹, Judah W. Serrano, M.A.², Anne Stevens, M.A.², Elizabeth Lefler, Ph.D.³, Erik Willcutt, Ph.D.⁴, Cynthia Hartung, Ph.D.², 1. Appalachian State University, 2. University of Wyoming, 3. University of Northern Iowa, 4. University of Colorado Boulder
- (PS5-A12) Recollection of Childhood ADHD in First-year College Students vs. Parent Reports**
Hannah Yelanich, None¹, Mia J. Cave, B.A.¹, Paisley E. Vincent, B.S.¹, Will H. Canu, Ph.D.¹, Judah W. Serrano, M.A.², Anne Stevens, M.A.², Elizabeth Lefler, Ph.D.³, Erik Willcutt, Ph.D.⁴, Cynthia Hartung, Ph.D.², 1. Appalachian State University, 2. University of Wyoming, 3. University of Northern Iowa, 4. University of Colorado Boulder

- (PS5-A13) **An Investigation of University Services for College Students with ADHD in Relation to School Size**
Will H. Canu, Ph.D., Hannah C. Huff, B.S., Megan A. Reeves, B.S., Sam C. Cole, B.S., Anne E. Sorrell, M.A., Appalachian State University
- (PS5-A14) **ADHD and Avoidant Coping After Failure: The Role of Negative Emotions and Self-regulation Mindsets**
Vidhi Patel,¹ Natalie Szumel,¹ Laura E. Knouse, Ph.D.¹, Jeni L. Burnette, Ph.D.², 1. University of Richmond, 2. North Carolina State University
- (PS5-A15) **Internet Based Strategies That Promote Emotional Well-being and Provide Evidence-based Information on Psychoactive Substances in Bogotá, Colombia**
Manuela Lüchau, B.A., M.S.¹, Catalina Botero-Ruge, B.A., M.S.¹, Gustavo Perdomo, M.D.¹, Zorayda Moreno, B.A.¹, Elizabeth Borrero, M.D.², Amelia Rey,³ Nicolás Acosta, B.A.,⁴ Adriana Pulido, M.D.², Dario Londoño, M.D., M.S., Ph.D.², 1. Fundación Santa Fe de Bogota, 2. Fundación Santa Fe de Bogotá, 3. Secretaria Distrital de Salud, 4. Don Doctor
- (PS5-A16) **Characteristics of Participants of a Spanish/English Self-help Depression Prevention Website**
Robert Curland, M.S., Renee Gutierrez, B.S., Yan Leykin, Ph.D., Blanca S. Pineda, Ph.D., Lauren Pescador, M.S., Ricardo F. Muñoz, Ph.D., Palo Alto University
- (PS5-A17) **Peer Support for Self-care Adherence and Stress Reduction in Psychology Doctoral Students**
Kimmy Ramotar, Psy.D.¹, Hilary B. Vidair, Ph.D.², 1. Long Island University - Post, 2. LIU Post
- (PS5-A18) **A Systematic Review of Parent Participation Engagement (PPE) in Child Mental Health Prevention Programs**
Rachel Haine-Schlagel, Ph.D.¹, Kelsey Dickson, Ph.D.², Teresa Lind, Ph.D.³, Natalia Escobar Walsh, Ph.D.⁴, Vanja Lazarevic, Ph.D.², May Yeh, Ph.D.⁵, Brent Crandal, Ph.D.⁶, Gina May, B.A.⁷, 1. CASRC/San Diego State University, 2. San Diego State University, 3. University of California, San Diego, 4. University of California San Diego, 5. San Diego State University, Child and Adolescent Services Research Center, University of California, San Diego, 6. Rady Children's Hospital-San Diego, 7. UCSD/CASRC
- (PS5-A19) **Perception of Grief Symptomatology: Are Pathological Grief Symptoms and the Stages of Grief Considered Normal?**
Jonathan Singer, M.A.¹, Crissa Levin, Ph.D.², Elisabeth McLean, B.A.¹, Julie Kahler, Ph.D.¹, Tony Papa, Ph.D.¹, 1. University of Nevada, Reno, 2. Utah State University
- (PS5-A20) **Preliminary Results of a Brazilian CBT Intervention of Health Promotion for Adolescents**
Carmem B. Neufeld, Ph.D., Suzana Peron, M.S., University of São Paulo
- (PS5-A21) **Sensation Seeking, Impulsivity, and the Big Five Factors of Personality as Predictors of Risky Behavior Following Sports-related Concussion**
Megan Gardner, B.A., Bradley T. Conner, Ph.D., Colorado State University

- (PS5-A22) **Promoting Healthy Trajectories for Urban Youth Through County-funded After-school Programming**
Allison C. Goodman, B.A.¹, Rachel R. Ouellette, M.S.¹, Emily M. D'Agostino, Ph.D.², Eric Hansen, M.S.², Stacy Frazier, Ph.D.¹, 1. Florida International University, 2. Miami-Dade County Department of Parks, Recreation and Open Spaces
- (PS5-A23) **Who Engages in a Mobile Health Intervention to Improve Parent Mood and Strengthen Practices That Promote Infant Social Communication Within a Randomized Controlled Trial?**
Katy Miller Spinks¹, Kathleen Baggett, Ph.D.¹, Betsy Davis, Ph.D.², Edward Feil, Ph.D.², Lisa Sheeber, Ph.D.², Susan Landry, Ph.D.³, 1. Georgia State University, 2. Oregon Research Institute, 3. Children's Learning Institute
- (PS5-A24) **Developing Self-report Measures to Assess Child, Teacher, and Parent Reported Social Validity of School-based Mindfulness Prevention Programs**
Susan J. Doyle, M.S., Wesley Bullock, Ph.D., Sarah Francis, Ph.D., University of Toledo
- (PS5-A25) **Feasibility and Favorability of Cam's Classroom: A Cbt-informed Universal Prevention Program for At-risk Schools**
Kimberly Kleinman, Psy.D., Zoe Chiel, Ph.D., Amanda L. Webb, B.A., Zoe Elena Rosenbloom, B.A., Stephanie Garcia Sosa, New York-Presbyterian Hospital/Columbia University Medical Center
- (PS5-A26) **The Effects of Sensation Seeking, Impulsivity, and the Big Five Factors of Personality on Extreme Sport Engagement and Injury**
Megan Gardner, B.A., Shane Kentopp, M.S., Bradley T. Conner, Ph.D., Colorado State University
- (PS5-A27) **Question, Persuade, Refer Gatekeeper Training in Substance Abuse Recovery Communities**
Megan A. Blanton, M.S.¹, Jose Gonzalez, B.S.¹, Chandra Brown, M.S.², Jennifer Langhinrichsen-Rohling, Ph.D.¹, 1. The University of South Alabama, 2. Lifelines Counseling Services

International Ballroom, International Level

Poster Session 5B

PS5

Key Words: *Autism Spectrum Disorders, Adult, Emotion Regulation*

- (PS5-B28) **Autism Traits and Emotion Regulation in an Adult Community-based Sample**
Gretchen Diefenbach, Ph.D.¹, Amanda Dunlap, M.S.², Kimberly Stevens, Ph.D.³, Godfrey Pearlson, M.D.², Michal Assaf, M.D.², 1. Institute of Living, 2. Olin Neuropsychiatry Research Center, The Institute of Living, 3. Anxiety Disorders Center, The Institute of Living

- (PS5-B29) **Adapting One-session Treatment for Specific Phobias for Children With Autism Spectrum Disorder: A Multiple Baseline Study**
Ashley Muskett, M.S., Sarah Ryan Radtke, M.S., Isaac Smith, M.S., Thomas Ollendick, Ph.D., Virginia Polytechnic Institute and State University
- (PS5-B30) **Addressing Disparities in Diagnostic and Treatment Services for Autism Spectrum Disorder Through Family Navigation: Defining Core Components**
Kassandra Martinez, B.A.¹, Nicole Stadnick, PhD², Emily Hickey, Ph.D.³, Sarabeth Broder-Fingert, Ph.D.⁴, 1. SDSU/UC San Diego Joint Doctoral Program in Clinical Psychology, 2. University of California, San Diego, 3. Postdoctoral Research Fellow, 4. Boston Medical Center & Boston University School of Medicine
- (PS5-B31) **Parenting Stress in a Parent-mediated Intervention for Children With Autism Spectrum Disorder and Disruptive Behavior Disorders**
Hannah M. Rea, M.S.¹, T. Lindsey Burrell, Ph.D.², 1. University of Georgia, 2. Marcus Autism Center, Children's Healthcare of Atlanta, Department of Pediatrics, Emory University School of Medicine
- (PS5-B32) **Predictors of Academic Competence in Children With and Without Autism Spectrum Disorder**
Anna Milgramm, B.A., Kristin V. Christodulu, Ph.D., University at Albany, State University of New York
- (PS5-B33) **Behavioral Parent Training in Children With Autism Spectrum Disorder: Feasibility and Effectiveness of a Group Intervention**
Garet Edwards, Ph.D., Kimberly Zlomke, Ph.D., Ashley Dawn Greathouse, M.A., University of South Alabama
- (PS5-B34) **A Systematic Review of Paraprofessional Implemented Social Competence Interventions for Students With Autism Spectrum Disorder**
Jordan Albright, M.S., Sarah Munro, Angela Scarpa, Ph.D., Virginia Polytechnic Institute and State University
- (PS5-B35) **The Therapeutic Alliance in ASD: A Predictor for Positive Peer Outcomes**
Ayla N. Gioia, B.S., Erin Kang, M.A., Matthew Lerner, Ph.D., Stony Brook University
- (PS5-B36) **Parenting Daily Hassles and Pessimism Moderate the Relation Between ASD Symptom Severity and Parental Expressed Emotion**
Aurora H. Brinkman, B.A., Haven Warwick, Rebecca A. Lindsey, M.S., Tammy D. Barry, Ph.D., Washington State University
- (PS5-B37) **A Longitudinal Examination of Interactions Between Autism Symptom Severity and Parenting Behaviors in Predicting Change in Child Behavior Problems**
Rebecca A. Lindsey, M.S., Stephanie Saltness, B.S., Austin Lau, B.S., Tammy D. Barry, Ph.D., Washington State University

(PS5-B38) Staff Perception and Fidelity of Implementation for an Autism Spectrum Disorder Care Pathway on a General Inpatient Psychiatric Service

Lauren Donnelly, Ph.D.¹, Beryl Filton, Ph.D.², Paige E. Cervantes, Ph.D.¹, Jennifer Havens, M.D.³, Sarah Kuriakose, Ph.D.⁴, Sarah M. Horwitz, Ph.D.¹, Eugene Okparaek, B.S.⁴, 1. Hassenfeld Children's Hospital at NYU Langone, Department of Child and Adolescent Psychiatry, Child Study Center, 2. New York University School of Medicine, 3. Hassenfeld Children's Hospital at NYU Langone, Department of Child and Adolescent Psychiatry, Child Study Center & Office of Behavioral Health, NYC Health and Hospitals, 4. Hassenfeld Children's Hospital at NYU Langone Medical Center

(PS5-B39) Reductions in Parenting Stress in the Context of PEERS: A Social Skills Intervention for Adolescents with Autism Spectrum Disorder

Cortney Janicki, M.A.¹, Laura L. Corona, Ph.D.², Anna Milgramm, B.A.³, Kristin V. Christodulu, Ph.D.³, 1. Center for Autism and Related Disabilities - University at Albany, SUNY, 2. Vanderbilt University Medical Center - Treatment and Research Institute for Autism Spectrum Disorder, 3. University at Albany, State University of New York

(PS5-B40) Supporting College Students on the Spectrum: The Role of Natural Mentors

Allison B. Smith, M.A., Ayla R. Mapes, M.A., Meredith J. Sourk, M.A., Jake C. Steggerda, B.A., Timothy A. Cavell, Ph.D., University of Arkansas

(PS5-B41) Adolescents' Self-reported Separation Anxiety Symptoms Mediate the Relationship Between ASD Symptoms and Self-reported Emotion Control

Ayla N. Gioia, B.S.¹, Jennifer Keluskar, Ph.D.¹, Samantha Sommer, B.A.², Alan Gerber, M.A.¹, Matthew Lerner, Ph.D.¹, 1. Stony Brook University, 2. University of Maryland-College Park

(PS5-B42) Efficacy of a Telehealth-based Parent Training for Children with Autism Spectrum Disorder (ASD): Rural versus Urban Areas

Angela V. Dahiya-Singh, M.A.¹, Lisa Ruble, Ph.D.², Grace Kuravackel, Ph.D.³, Angela Scarpa, Ph.D.¹, 1. Virginia Polytechnic Institute and State University, 2. University of Kentucky, 3. University of Louisville School of Medicine

(PS5-B43) Comparing the Use, Usefulness and Perceived Research Support for Preference-based Strategies in Expert vs Community ASD Care

Serene Tianyou Qiu, M.A.¹, Matthew Lerner, Ph.D.¹, Amy Drahota, Ph.D.², Lauren Moskowitz, Ph.D.³, Latha Soorya, Ph.D.⁴, Alison Wainer, Ph.D.⁵, Elizabeth Cohn, Ph.D.⁶, Connor Kerns, Ph.D.⁷, 1. Stony Brook University, 2. Michigan State University, 3. St. John's University, 4. Rush Institute, 5. Rush Medical College, 6. Adelphi University, 7. University of British Columbia

(PS5-B44) The Therapeutic Alliance in Cognitive-behavioral Therapy for School-aged Children With Autism and Clinical Anxiety

Kashia Rosenau, B.A., Sami Klebanoff, Ph.D., Jeffrey Wood, Ph.D., University of California, Los Angeles

(PS5-B45) Use of Companion™ Vocal Biomarkers to Predict Depression Status

Maya Kuperberg, M.D.¹, Thilo Deckersbach, Ph.D.¹, Tae-Sung Yeum, M.D.¹, Skyler Place, Ph.D.², Victoria Smith, B.S.², Andrew Nierenberg, M.D.¹, 1. Massachusetts General Hospital, 2. CompanionMx

Poster Session 5C

PS5

Key Words: *Rumination, Adolescents, Cognitive Processes***(PS5-C46) Affective Response to Rumination in Adolescence: Comparing Perseveration in Imagery and Verbal Form***Hannah R. Lawrence, M.A.¹, Greg J. Siegle, Ph.D.², Rebecca Schwartz-Mette, Ph.D.¹, 1. University of Maine, 2. University of Pittsburgh, School of Medicine***(PS5-C47) The Role of Best Friend Emotion Regulation in the Relation Between Co-rumination and Depressive Symptoms in Adolescence***Molly E. Miller, B.A.¹, Sarah K. Borowski, M.A.², Janice Zeman, Ph.D.¹, 1. The College of William & Mary, 2. University of Missouri***(PS5-C48) Puberty, Parents, and Depression: An EMA Study in Adolescent Girls***Danielle Apple, B.S., Stefanie Sequeira, B.S., Jennifer Silk, Ph.D., University of Pittsburgh***(PS5-C49) The Role of Trauma in Adolescent Suicidality: Implications for Treatment and Future Directions***Kristin Scott, Ph.D.¹, Kristin Wolfe, M.S.², Katia Goga, B.S.², Jessica King, M.A.², Betsy D. Kennard, Psy.D.³, 1. Children's Health, University of Texas at Southwestern, 2. Children's Health - Children's Medical Center/University of Texas Southwestern Medical Center, 3. University of Texas Southwestern Medical Center at Dallas***(PS5-C50) Thirteen Reasons Why: Perceptions and Correlates of Media Influence in Psychiatrically Hospitalized Adolescents***Melanie K. Altemus, B.A.¹, Jacqueline Nesi, Ph.D.¹, Sarah E. Johnson, Ph.D.², Heather M. Thibeau, B.A.¹, Jennifer Wolff, Ph.D.², 1. Rhode Island Hospital/Alpert Medical School of Brown University, 2. Alpert Medical School of Brown University***(PS5-C51) Coping with Peer Stress in Youth: Age and Gender as Moderators of the Association With Anxiety and Depression***Allegra S. Anderson, B.A.¹, Michelle M. Reising, Ph.D.¹, Kelly H. Watson, Ph.D.¹, Jennifer P. Dunbar, Ph.D.¹, Alexandra Bettis, Ph.D.², Meredith Gruhn, M.A.¹, Bruce Compas, Ph.D.¹, 1. Vanderbilt University, 2. Alpert Medical School of Brown University***(PS5-C52) Adolescent Coping and Current Parental Depression Moderate the Relationship Between Adolescent Stress and Anxiety and Depression Symptoms***Rachel E. Siciliano, B.A.¹, Kelly H. Watson, Ph.D.¹, Alexandra Bettis, Ph.D.², Meredith Gruhn, M.A.¹, Jennifer P. Dunbar, Ph.D.¹, Michelle M. Reising, Ph.D.¹, Bruce Compas, Ph.D.¹, 1. Vanderbilt University, 2. Alpert Medical School of Brown University***(PS5-C53) Depression in Adolescents: Student Beliefs About Components of Evidence-based and Alternative Approaches***Miranda Meeker, B.A., Stephen Hupp, Ph.D., LeAnna Kehl, B.A., Elizabeth Sakran, B.A., Jeremy Jewell, Ph.D., Southern Illinois University Edwardsville*

- (PS5-C55) **Sex Role Orientation, Engagement in Relational and Physical Aggression, and Long-term Depression Outcomes Among a Nationally Representative Sample of Adolescents: A Mediation Analysis**
Rose H. Miller, B.A., Jonathan Rottenberg, Ph.D., University of South Florida
- (PS5-C56) **Assessing Potential Predictors of Mental Health Services Use Among Adolescents**
Emily Kutok, B.S., B.A.¹, Anthony Spirito, Ph.D.², Shira Dunsiger, Ph.D.², Megan Ranney, M.P.H., M.D.³, 1. Rhode Island Hospital/Alpert Medical School of Brown University, 2. Brown University, 3. Warren Alpert medical School of Brown University
- (PS5-C57) **Social Media, Perceived Social Support, and Depression Symptoms: A Sub-analysis of the Intervention to Prevent Cyber-victimization Among Adolescents Through Text-messaging (iPACT) Program**
Caroline R. Scherzer, B.S.¹, Megan Ranney, M.P.H., M.D.², Anthony Spirito, Ph.D.³, Shira Dunsiger, Ph.D.³, 1. Brown University/Rhode Island Hospital, 2. Warren Alpert Medical School of Brown University, 3. Brown University
- (PS5-C58) **Competing Effects of Social Support and Peer Victimization on Depressive and Self-esteem Outcomes in Adolescents: A Trio of Meta-analyses**
Elizabeth A. Nick, M.S., David Cole, Ph.D., Vanderbilt University
- (PS5-C59) **Life Satisfaction in Depressed Youth Receiving Relapse Prevention CBT and Medication Management**
Katia Goga, B.S.¹, Courtney Tran, B.S.¹, Alexandra Moorehead, B.S.¹, Kristin Wolfe, M.S.¹, Brandon Oscarson, M.S.¹, Graham Emslie, M.D.¹, Betsy D. Kennard, Psy.D.², 1. Children's Health - Children's Medical Center/University of Texas Southwestern Medical Center, 2. University of Texas Southwestern Medical Center at Dallas
- (PS5-C60) **Parental Attachment, Emotion Regulation, and Depression Among College Students: Mediation by Gender**
Ellie Lisitsa, B.A., Benjamin D. Johnson, B.A., Amy H. Mezulis, Ph.D., Seattle Pacific University
- (PS5-C61) **Moderators of the Relationship Between Mother and Father Ratings of Child Emotional Problems and Child Ratings of Depression**
Kimberly Ellison, M.S., Paige Adenuga, B.S., Paige N. Picou, B.A., Thompson Davis, Ph.D., Louisiana State University
- (PS5-C62) **Mind-wandering in Adolescents Predicts Heightened Negative Affect and Aberrant Functional Connectivity: An Ecological Momentary Assessment Study**
Elana S. Israel, B.A.¹, Emily Belleau, Ph.D.¹, Erika Forbes, Ph.D.², Diego A. Pizzagalli, Ph.D.³, Christian A. Webb, Ph.D.³, 1. McLean Hospital/Harvard Medical School, 2. University of Pittsburgh, 3. Harvard Medical School - McLean Hospital
- (PS5-C63) **Examining the Relationship Between Trait Positive Affect and Daily Emotion Regulation Strategies in Response to Positive Events Using Ecological Momentary Assessment**
Hailey E. Caudle, M.S., China R. Bolden, B.A., Katherine S. Benjamin, B.A., Amy H. Mezulis, Ph.D., Seattle Pacific University

- (PS5-C64) **The Effects of Psychiatric Distress and Male Role Norms on Men's Attitudes Towards Help-seeking**
Madeleine D. Tuten, Corinne E. Zachry, M.A., Danielle S. Berke, Ph.D., Hunter College, The City University of New York
- (PS5-C65) **Men's Friendships and Masculinity Matter: Correlates of Depression and Significant Suicide Risk in a Sample of Justice-involved U.S. Military Veterans Presenting at a Specialty Treatment Court**
Jesse Serna, B.A., Desi Vasquez, Ph.D., Luis F. Ponte, M.A., Alyssa Vera, M.A., Ivette Soto, B.A., Texas A & M University

International Ballroom, International Level

Poster Session 5D

PS5

Key Words: Alcohol, PTSD (Posttraumatic Stress Disorder), Emotion Regulation

- (PS5-D66) **Testing Mediator and Moderator Effects in the Association Between Posttraumatic Stress Disorder and Alcohol Misuse**
Svetlana Goncharenko, B.A.¹, Nicole H. Weiss, Ph.D.¹, Ateka A. Contractor, Ph.D.², Katherine L. Dixon-Gordon, Ph.D.³, Shannon R. Forkus, M.A.¹, 1. University of Rhode Island, 2. University of North Texas, 3. University of Massachusetts Amherst
- (PS5-D67) **The Role of Interpersonal Emotion Regulation in the Relation Between Posttraumatic Stress Disorder Severity and Substance Use**
Ariana Vidaña, B.S., Julia R. Richmond, M.A., Margaret Baer, B.A., Kim Gratz, Ph.D., Matthew T. Tull, Ph.D., University of Toledo
- (PS5-D68) **Peritraumatic Distress Predicts Depression in Traumatically Injured Patients Admitted to a Level I Trauma Center**
Brian E. Bunnell, Ph.D.¹, Tatiana Davidson, Ph.D.¹, Margaret Anton, Ph.D.², Bruce Crookes, M.D.¹, Kenneth Ruggiero, Ph.D.¹, 1. Medical University of South Carolina, 2. MUSC
- (PS5-D69) **Unique Associations Between PTSD Symptom Clusters and Suicidal Ideation**
Ryan M. Kozina, M.S., Layla M. Elmi, B.S., Shira M. Kern, M.A., Adam J. Ripley, M.S., Joshua D. Clapp, Ph.D., University of Wyoming
- (PS5-D70) **Effects of Rumination on PTSD Symptoms in Trauma Exposed Veterans: Evidence for Distinct Moderating Effects of Attentional Control Domains**
Sarah C. Jessup, B.S., Rebecca C. Cox, M.A., Bunmi Olatunji, Ph.D., Vanderbilt University
- (PS5-D71) **Moral Emotions Following Loss: Exploring the Effect of Shame and Guilt on Complicated Grief and Depression in a Bereaved Sample**
Emma R. Toner, B.A.¹, Nicole J. LeBlanc, M.A.¹, Emily B. O'Day, M.A.², Luana Marques, Ph.D.³, Donald J. Robinaugh, Ph.D.¹, Richard J. McNally, Ph.D.⁴, 1. Massachusetts General Hospital, 2. Temple University, 3. Harvard Medical School, 4. Harvard University

- (PS5-D72) **Emotional Reactivity and Cognitive Interference for Negative Emotion Stimuli Mediate Associations Between Post-traumatic Stress, Coping, and Resiliency in At-risk Adolescents**
Lauren Rodriguez, M.A., Jennifer Read, Ph.D., University at Buffalo, The State University of New York
- (PS5-D73) **Influence of Trauma-related Stress Induction on Psychological and Physiological Reactivity Between Varying Levels of Suicidality**
Hanan Rafiuddin, B.A., Nathan T. Kearns, M.S., Ateka A. Contractor, Ph.D., Sonja Hunter, Caitlyn N. Carey, B.S., Heidemarie Blumenthal, University of North Texas
- (PS5-D74) **Emotion Dysregulation as a Risk Factor for PTSD: The Mediating Effects of Anxiety Sensitivity**
Alexa M. Raudales, B.A., Thomas J. Preston, B.S., Brian J. Albanese, M.S., Norman B. Schmidt, Ph.D., Florida State University
- (PS5-D75) **The Role of Interpersonal Trauma, Negative Affect, Neuroticism, and Emotion Dysregulation in Comorbid PTSD and Depression**
Melissa Turkel, M.A.¹, Steven E. Bruce, Ph.D.², 1. James A. Haley Veteran's Hospital, 2. University of Missouri-St. Louis
- (PS5-D76) **Cardiovascular Risk Moderates Associations Between Cognitive-affective Risk Factors and Psychiatric Symptoms Among Trauma-exposed Firefighters**
Rachel Ranney, M.A.¹, Hanaan Bing-Canar, B.S.¹, Katherine Paltell, B.S.¹, Jana Tran, Ph.D.², Erin Berenz, Ph.D.¹, Anka Vujanovic, Ph.D.³, 1. University of Illinois at Chicago, 2. Houston Fire Department, 3. University of Houston
- (PS5-D77) **Fear of Self-compassion Mediates the Link Between Negative Social Reactions and Negative Outcomes Among Female Victims of Sexual Victimization**
Selime R. Salim, B.A., Prachi Bhuptani, M.A., Terri L. Messman-Moore, Ph.D., Miami University
- (PS5-D78) **Understanding the Association Between Peritraumatic Emotions and PTSD: The Role of Posttraumatic Emotions and Cognitions**
Jesse McCann, B.S., Shari Lieblich, B.S., Yinyin Zang, Ph.D., Antonia Kaczurkin, Ph.D., Edna Foa, Ph.D., University of Pennsylvania
- (PS5-D79) **Interpreter Vicarious Trauma: An Examination of the Mental Health Interpreter Experience**
James Simms.¹, M.A., Alexandra R. Thelan.¹, B.A., Melanie F. Midkiff.¹, M.S., Danielle Piggott.¹, None, Sarah E. Domoff.¹, Ph.D., Chun-Fang Kuo.², Ph.D., Elizabeth A. Meadows, Ph.D.¹, 1. Central Michigan University, 2. University of Hawaii at Hilo
- (PS5-D80) **Rumination as a Mediator of the Relationship Between PTSD and Physical Symptoms**
Sophie Haven, B.A., Steven E. Bruce, Ph.D., University of Missouri-St. Louis
- (PS5-D81) **PTSD and Risky Behaviors Among Trauma-exposed African Americans: Religiosity as a Protective Factor**
Emmanuel D. Thomas, B.A., Nicole H. Weiss, Ph.D., University of Rhode Island

- (PS5-D82) **Predictors of Family Accommodations in the Aftermath of Hurricane Harvey**
Megan M. Millmann, M.S., Behnaz Darban, M.A., Monica Martinez, M.A., Mary Short, Ph.D., Sara R. Elkins, Ph.D., University of Houston - Clear Lake
- (PS5-D83) **Conceptualizing Posttraumatic Stress Disorder from Interpersonal Violence: Taking a Network Approach**
Robert Graziano, M.A., Steven E. Bruce, Ph.D., University of Missouri- St. Louis
- (PS5-D84) **An Examination of the Relationships Between Distress Intolerance, Attentional Control, and Posttraumatic Stress Symptoms**
Eva K. Harris, M.A., Keith P. Klein, M.A., Sarah J. Kertz, Ph.D., Southern Illinois University
- (PS5-D85) **Occipital Alpha EEG in Posttraumatic Stress Disorder (PTSD) Clusters**
Sarah Huffman, B.A., Kateryna Kolnogorova, M.A., Nicholas Allan, Ph.D., Ohio University
- (PS5-D86) **An Examination of Ethnoracial Variation in Treatment Retention Among Military Sexual Trauma Survivors Engaged in PTSD Treatment**
Minden B. Sexton, Ph.D.¹, Katherine Fedele, Ph.D.¹, Michelle Fernando, M.S.², Brittany Hall-Clark, Ph.D.³, Sheila Rauch, Ph.D.⁴, Katherine Porter, Ph.D.¹, 1. Ann Arbor Veterans Healthcare System, 2. Eastern Michigan University, 3. UT Health San Antonio, 4. Emory University School of Medicine
- (PS5-D87) **Emotion Dysregulation Mediates the Relation Between Fear of Self-compassion and Depression, Anxiety, and Stress Among Women With Child Maltreatment Histories**
Nicole M. LaPlena, B.A., Selime R. Salim, B.A., Prachi Bhuptani, M.A., Terri L. Messman-Moore, Ph.D., Miami University
- (PS5-D88) **Predictors of Dropout in Cognitive Processing Therapy for PTSD: An Examination of Trauma Narrative Content**
Elizabeth Alpert, M.A.¹, Adele Hayes, Ph.D.¹, J. Ben Barnes, Ph.D.², Denise Sloan, Ph.D.³, 1. University of Delaware, 2. VA Boston Healthcare System, 3. National Center for PTSD
- (PS5-D89) **"I Hate myself." Self-disgust Is Associated with Self-reported Symptoms of Posttraumatic Stress Among Trauma-exposed Women as Well as Anxious Arousal Following Standardized Trauma Cue Presentation**
Riley Gournay, Teah-Marie R. Bynion, M.A., Madeleine S. Smith, B.A., Ashley Karlovich, B.A., Matthew Feldner, Ph.D., Ellen Leen-Feldner, Ph.D., University of Arkansas
- (PS5-D90) **A Network Approach to the Comorbidity Between Posttraumatic Stress Disorder and Major Depressive Disorder in Traumatized Adolescents**
J. Kyle Haws, M.A., Hanna Grandgenett, M.A., David DiLillo, Ph.D., Trey Andrews, Ph.D., University of Nebraska-Lincoln

International Ballroom, International Level

Poster Session 6A

PS6

Key Words: *Parent Training, Families, Externalizing*

(PS6-A1) **An International Examination of the Effectiveness of Functional Family Therapy (FFT) in a Danish Community Sample**

Maria Michelle Vardanian, B.A.¹, Christoffer Scavenius Sonne-Schmidt, Ph.D.², Megan Granski, B.A.¹, Anil Chacko, Ph.D.¹, 1. New York University, 2. VIVE - The National Research and Analysis Center for Welfare

(PS6-A2) **Organized Chaos: Daily Routines Link Household Chaos and Child Behavior Problems**

Kristy L. Larsen, B.A., Sara Jordan, Ph.D., University of Southern Mississippi

(PS6-A3) **Investigating Racial/Ethnic Differences in Associations Among Emotion Socialization, Emotion Regulation, and Mental Health Outcomes in Emerging Adults**

Sarah T. Giff, M.A.¹, Sadia Saleem, Ph.D.², Keith D. Renshaw, Ph.D.¹, 1. George Mason University, 2. University of Management and Technology

(PS6-A4) **What Do Parents Want?: Comparing Behavioral Parent Training to a Health Maintenance Model**

Tali Wigod, M.S.¹, Hilary B. Vidair, Ph.D.², Rachel Kupferberg, M.S.¹, 1. Long Island University, 2. LIU Post

(PS6-A5) **A Healthy Interparental Relationship During Pregnancy Sets the Stage for Adaptive Family Functioning Postpartum**

Erin L. Ramsdell, M.A., Rebecca Brock, Ph.D., University of Nebraska - Lincoln

(PS6-A6) **Confirmatory and Exploratory Factor Analyses of the Family Empowerment Scale with a Large Diverse Community Sample**

Spencer Choy, B.A., Taylor DeMotta, B.A., Brad J. Nakamura, Ph.D., University of Hawai'i at Manoa

(PS6-A7) **Confirmatory and Exploratory Factor Analyses of the Parental Attitudes Toward Psychological Services Inventory With a Large Diverse Community Sample**

Spencer Choy, B.A., Taylor DeMotta, B.A., Brad J. Nakamura, Ph.D., University of Hawai'i at Manoa

(PS6-A8) **Findings from a Pre-post Study of the Impact of a Psychoeducational Program With Caregivers to Prevent Abuse and Bullying on Parenting Self-efficacy**

Margaret F. Canter, M.A.¹, Elissa J. Brown, Ph.D.¹, Emily Hockenberry, B.A.¹, Rebekha Simons, B.A.¹, Lois Beekman, B.A.², 1. St. John's University, 2. Child HELP Partnership

- (PS6-A9) **Clinicians Experiences Collaborating with Families on Child Inpatient Units**
Rebecca E. Kason, M.S.¹, Hilary B. Vidair, Ph.D.², Megan Moxey, M.A., M.S.¹, Amanda Oliva, B.A.¹, 1. Long Island University, 2. LIU Post
- (PS6-A10) **Parental Validation, Emotion Regulation and Psychopathology Among Adolescents in DBT Programs: A Test of the Transactional Model**
Allison K. Ruork, M.A.¹, Alan E. Fruzzetti, Ph.D.², 1. University of Nevada, Reno, 2. Harvard Medical School
- (PS6-A11) **Parenting Behaviors and Parent Post-traumatic Stress Symptoms in Relation to Child Post-traumatic Stress in a School-based Community Sample**
Brigid M. Behrens, B.S., Kaitlin Fondren, M.A., Kristin Valentino, Ph.D., University of Notre Dame
- (PS6-A12) **Do Maternal Executive Functions Moderate Associations Between Stress and Parenting Behaviors?**
Joanne Park, M.A., Charlotte Johnston, Ph.D., University of British Columbia
- (PS6-A13) **Investigating the Influence of Temperament on Parenting Behaviors as Moderated by Maternal Alpha Asymmetry**
Randi A. Phelps, M.A., Natalee Price, B.S., Elizabeth Kiel, Ph.D., Miami University
- (PS6-A14) **Relationship of Social Support and Basic Needs With Parent Mental Health Among Child Welfare Referred Parents**
Matthew J. Lyons, MSW, Daniel Whitaker, Ph.D., Shannon R. Self-Brown, Ph.D., Erin Weeks, M.P.H., Georgia State University
- (PS6-A15) **Long-term Evaluation of the Theory of Change For Multisystemic Therapy With Serious Juvenile Offenders**
Kaitlin M. Sheerin, M.A., Cynthia E. Brown, M.A., Charles M. Borduin, Ph.D., University of Missouri
- (PS6-A16) **Perceived Discrimination Predicts Help-seeking Attitudes in Ethnic/Racial Minority Parents**
Alyssa Gatto, M.S., Harveen Pantleay, Delaney Keller, Lee Cooper, Ph.D., Virginia Polytechnic Institute and State University
- (PS6-A17) **Time-out With Youtube: Assessing Parents' Reactions to Evidence-based Time-out Youtube Videos**
Mary Elsharouny, B.A., M.S.¹, Ami Zala, B.A.¹, Angelique Romulus, B.A.¹, Carly Apar, B.A.¹, Desiree L. Curcio, B.A., M.S.¹, Hilary B. Vidair, Ph.D.², 1. Long Island University, 2. LIU Post
- (PS6-A18) **Uniting the Unit: The Influence of Paternal Psychopathology on Child Internalizing Problems**
Emily N. Bailey, M.S., Craig D. Marker, Ph.D., Mercer University
- (PS6-A19) **Having Your Heart Outside Your Body: Parenting Behaviors Linked to Child Heart Rate Variability, Especially for Younger Children**
Gabrielle Fabrikant-Abzug,¹ Jacob Holzman, Ph.D.², Sarah Kennedy, Ph.D.³, Emily Harrington, M.A.¹, Kristen Torres,¹ Jessica Malmberg, Ph.D.³, 1. Children's Hospital Colorado, 2. University of Colorado Anschutz Medical Campus, 3. University of Colorado School of Medicine

- (PS6-A20) **Mom Power: Fostering New Growth in the Appalachian Region of Tennessee**
Rebecca Otwell-Dove, B.A., Rachel Clingensmith, B.S., Diana Morelen, Ph.D., East Tennessee State University
- (PS6-A21) **Family Connections for Family Members of Individuals with Borderline Personality Disorder: Impact on Dialectical Behavior Therapy Skills Use, Dyadic Functioning, and Anger**
Binh-an Nguyen, Maria C. Alba, B.A., Jessica V. Weatherford, M.S., Alexandra M. King, M.S., Shireen L. Rizvi, Ph.D., Rutgers University
- (PS6-A22) **Do Certain Parenting Behaviors Differentiate Pathways From Negative Affectivity to Anxiety and Depression in School-aged Children?**
Alaina M. Wodzinski, M.A., Jeremy Fox, Ph.D., Montclair State University
- (PS6-A23) **The Effects of Having a Sibling With a Psychiatric Disorder on Young Adults' Psychosocial Functioning**
Joanna L. Watson, Ph.D., Allison P. Funk, M.A., Lauren Webb, M.A., Anne R. Limowski, M.A., Moses Appel, M.A., Karen Ginsburg, M.A., William C. Sanderson, Ph.D., Hofstra University
- (PS6-A24) **Maternal Criticism and Children's Neural Responses to Reward**
Kiera M. James, M.S., Claire Foster, M.S., Aliona Tsytes, M.S., Brandon Gibb, Ph.D., Binghamton University
- (PS6-A25) **Social Support and Psychological Adjustment in Women Who Gave Birth to Domestically Adopted Infants**
Bailey Goodman, M.S., Meghan Cody, Ph.D., Mercer University College of Health Professions

International Ballroom, International Level

Poster Session 6B

PS6

Key Words: *Alcohol, Addictive Behaviors, Motivation*

- (PS6-B26) **An Experimental Examination of State-level "Fear of Missing Out" and Alcohol Cues on Reported Drinking Likelihood**
Noah R. Wolkowicz, M.S.¹, Lindsay S. Ham, Ph.D.¹, Maureen Carrigan, Ph.D.², Adam Pazda, Ph.D.², Alex Melkonian, M.A.³, Ebony Walker, B.A.¹, 1. University of Arkansas, 2. University of South Carolina Aiken, 3. Medical University of South Carolina
- (PS6-B27) **The Interactive Effect of Cue Exposure Duration and Behavioral Activation System Sensitivity on Craving and Attentional Bias Among Problematic Undergraduate Student Drinkers**
Lauren M. Zimmerman, B.A., Alison Looby, Ph.D., University of Wyoming

(PS6-B28) Mindfulness and Early Maladaptive Schemas Among Men in Treatment for Substance Use Disorders

Hannah Grigorian, B.A.¹, Meagan J. Brem, M.A.¹, Alisa Garner, M.A.¹, Autumn Rae Florimbio, M.A.¹, Ryan Shorey, Ph.D.², Scott Anderson, Ph.D.³, Gregory Stuart, Ph.D.¹,
1. University of Tennessee - Knoxville, 2. University of Wisconsin-Milwaukee, 3. Cornerstone of Recovery

(PS6-B29) Anxiety Sensitivity and Alcohol Use Problems: A Latent Variable Cross-lagged Panel Model Among Adolescents

Daniel J. Paulus, M.A.¹, Matthew W. Gallagher, Ph.D.², Adam Leventhal, Ph.D.³, Michael Zvolensky, Ph.D.², 1. Medical University of South Carolina, 2. University of Houston, 3. University of Southern California

(PS6-B30) Individual Youth Focused Treatment Practices More Associated With Substance Use Progress Than Family Focused Practices in Community Care

Emilee H. Turner, M.A.¹, Nichole K. Palmer, ¹, Puanani J. Hee, Ph.D.², Charles Mueller, Ph.D.¹, 1. University of Hawai'i at Manoa, 2. State of Hawai'i, Department of Health, Child & Adolescent Mental Health Division

(PS6-B31) Caffeine-induced Improvements in Mood and Cognition Under the Guise of Adheral Administration: Support for Promoting Safe Caffeine Use as an Alternate to Nonmedical Prescription Stimulant Use

Alison Looby, Ph.D., Lauren M. Zimmerman, B.A., Caitlin A. Falco, B.S., Chantelle McGee, Kayla Mohler, University of Wyoming

(PS6-B32) Mindfulness and Prescription Drug Misuse (PDM): Examining Associations Between Trait Mindfulness, Environmental Suppression, and PDM Among College Students

Zachary Getz, B.A., Michael J. Gawrysiak, Ph.D., West Chester University of Pennsylvania

(PS6-B33) Personality Differs Between Three-class Structure of Health Behavior Engagement in College Students

Maria E. Meinerding, M.S., Andrew McGrath, M.S., Surabhi Swaminath, B.S., Reece Thornton, B.A., Maura Nolan, B.S., Jeremiah Weinstock, Ph.D., Saint Louis University

(PS6-B34) Multiple Substance Use Is Associated With Alcohol-related Blackouts in a Sample of College Students

Elora R. Orazio, M.P.H.¹, Angelo DiBello, Ph.D.², Callon M. Williams, B.A.¹, Kate B. Carey, Ph.D.³, Nadine R. Mastroleo, Ph.D.¹, 1. Binghamton University, 2. Brooklyn College, 3. Brown University

(PS6-B35) The Free-pour Task as an Alternative to Laboratory-based Alcohol Consumption

Amy K. Bacon, Ph.D., Bradley University

(PS6-B36) Exploring the Impact of a Personalized Feedback Intervention on Daily Drinking Patterns Among Nonstudent Emerging Adults

Abby L. Braitman, Ph.D., Cathy Lau-Barraco, Ph.D., Amy Stamates, M.S., Rhiannon Roberts, None, Old Dominion University

- (PS6-B37) **Difficulties With Emotion Regulation Predicts Urge to Drink After a Social Anxiety Induction**
Isabel Augur, B.S.¹, Anna Marie T. Nguyen,¹ Hilary Casner, Ph.D.², Lindsay S. Ham, Ph.D.¹, Edward Molina,¹ Kylie Schultz,¹ 1. University of Arkansas, 2. US Department of Veterans Affairs
- (PS6-B38) **Delivering Accurate Descriptive and Injunctive Drinking Norms via Text Message: 6 Month Outcomes**
Holly K. Boyle, M.S., Kate B. Carey, Ph.D., Jennifer E. Merrill, Ph.D., Nancy P. Barnett, Ph.D., Miranda L. Lauher, B.A., Brown University
- (PS6-B39) **Distress Moderates the Relationship Between Implicit Drinking Identity and Alcohol Consumption**
Kristen Lindgren, Ph.D.¹, Kirsten Peterson, B.S.¹, Clayton Neighbors, Ph.D.², 1. University of Washington, 2. University of Houston
- (PS6-B40) **Reasons for Non-medical Use of Prescription Opioids Among Young Adults: Role of Educational Status**
Kelly R. Peck, Ph.D., Maria A. Parker, Ph.D., Stacey C. Sigmon, Ph.D., University of Vermont
- (PS6-B41) **Fixed Versus Escalating Reinforcement Contingencies in Ecological Momentary Assessment of Problem Drinkers**
Tanya Lalwani, B.A., Morgan Wu, B.A., Nehal P. Vadhan, Ph.D., Jonathan Morgenstern, Ph.D., Northwell Health Zucker Hillside Hospital
- (PS6-B42) **Changes in Tobacco Use and Tobacco Cessation Strategies Among Veterans With Histories of Military Sexual Trauma**
Heather M. Cochran, Ph.D., Courtney Motschman, M.A., Katherine Fedele, Ph.D., Katherine Porter, Ph.D., Erin Smith, Ph.D., Minden B. Sexton, Ph.D., Ann Arbor Veterans Healthcare System
- (PS6-B43) **Clarifying the Relation of Experiential Avoidance, Distress Tolerance, and Depression Symptoms in Substance Use Treatment Seeking Individuals**
Emily A. Kalantar, B.A.¹, Rachel C. Bock, B.S.¹, Lucas D. Baker, B.A.¹, Jennifer L. Kuo, M.A.¹, Christopher R. Berghoff, Ph.D.¹, Kim Gratz, Ph.D.², Matthew T. Tull, Ph.D.², 1. University of South Dakota, 2. University of Toledo
- (PS6-B44) **Simultaneous Alcohol With Other Substance Use in a Community-based Sample of Young Adult Drinkers**
Cathy Lau-Barraco, Ph.D., Caitlin Turner, B.S., Amy Stamates, M.S., Kenacia Goings, Old Dominion University
- (PS6-B45) **Alcohol Use and Alcohol Craving Intensity Across the Menstrual Cycle in Women Receiving Treatment for Alcohol Use Disorder**
Cathryn Glanton Holzhauser, Ph.D.¹, Jumi Hayaki, Ph.D.², Elizabeth Epstein, Ph.D.³, Sharon Cook, M.S.⁴, Ayorkor Gaba, Psy.D.⁴, Barbara S. McCrady, Ph.D.⁵, 1. University of Massachusetts Medical School/VA Central Western Massachusetts, 2. College of the Holy Cross, 3. University of Massachusetts Medical School, 4. Rutgers University, 5. Department of Psychology and Center on Alcoholism, Substance Abuse and Addictions (CASAA), University of New Mexico

- (PS6-B46) **Association Between Substance Use and Physical Health: The Mediating Role of Distress Tolerance**
Korine Cabrera, B.S., Madeline B. Benz, M.S., Kathleen M. Palm Reed, Ph.D., Clark University
- (PS6-B47) **Examining the Effects of Media Alcohol Cue Exposure on Risk Taking in College Students**
Samuel R. Eshleman Latimer, B.A., Phillip May, B.A., Katherine E. Wenger, B.A., Megan Keller, M.A., Amanda Vincent, B.A., Susan Kenford, Ph.D., Xavier University
- (PS6-B48) **Comparing Drinking Motives Among Young Adults Meeting Criteria for Posttraumatic Stress Disorder With and Without Major Depressive Disorder**
Alejandra Guzman, None, Hanaan Bing-Canar, B.S., Erin Berenz, Ph.D., University of Illinois at Chicago
- (PS6-B49) **Brief Alcohol Screening and Intervention for Community College Students (BASICCS): Motivational Enhancement via Web-conferencing with Protective Behavioral Strategy Text-message Boosters**
Jennifer M. Cadigan, Ph.D.¹, Jessica M. Cronce, Ph.D.², Jason R. Kilmer, Ph.D.¹, Brian Suffoletto, MD³, Melissa A. Lewis, Ph.D.⁴, Christine M. Lee, Ph.D.¹, 1. University of Washington, 2. University of Oregon, 3. University of Pittsburgh, 4. University of North Texas Health Science Center
- (PS6-B50) **Patterns of App Utilization in a Smartphone-enhanced Behavioral Activation Treatment for Substance Use**
Catherine E. Paquette, M.A.¹, Yun Chen, M.A.¹, Deepika Anand, Ph.D.², Julianna Maccaroni, M.P.H., M.A.¹, Elizabeth Wilson, ¹, Stacey B. Daughters, Ph.D.¹, 1. University of North Carolina at Chapel Hill, 2. Duke University School of Medicine

International Ballroom, International Level

Poster Session 6C

PS6

Key Words: *Evidence-Based Practice, Psychometrics, Child*

- (PS6-C51) **Psychometric Properties of the Evidence-based Practice Theory of Planned Behavior Survey**
Albert C. Mah, M.A., Taylor A. Stacy, B.S., Brad J. Nakamura, Ph.D., University of Hawaii at Manoa

(PS6-C52) Recovering from Intimate Partner Violence Through Strengths and Empowerment (RISE): Initial Open Trial Findings of a Patient-centered Intervention

Sara B. Danitz, Ph.D.¹, Mary A. Driscoll, Ph.D.², Alessandra Grillo, B.S.¹, Megan R. Gerber, M.P.H., M.D.³, Shannon Witsley-Stirman, Ph.D.⁴, Katherine M. Iverson, Ph.D.⁵, 1. Women's Health Sciences Division, National Center for PTSD, VA Boston Healthcare System, 2. Pain Research, Informatics, Multi-morbidities, and Education Center at VA Connecticut Healthcare System, West Haven, CT; Yale School of Medicine, New Haven, CT, 3. VA Boston Health Care System, Boston University School of Medicine, 4. Dissemination and Training Division, National Center for PTSD, VA Palo Alto Health Care System; Department of Psychiatry and Behavioral Sciences, Stanford University, 5. Women's Health Sciences Division, National Center for PTSD, VA Boston Healthcare System; Department of Psychiatry, Boston University School of Medicine

(PS6-C53) Relationship Between Provider Response to Emergent Life Events and Client Attendance

Andrea Ng, B.A., Karen Guan, Ph.D., Bruce F. Chorpita, Ph.D., University of California, Los Angeles

(PS6-C54) In Their Element?: Effects of Modular Workshops on Therapists' Appropriate Use of Individual Trained Practice Elements

Priya McLennan, M.A., Tommie M. Loba, B.A., Tristan J. Maesaka, B.A., Brad J. Nakamura, Ph.D., University of Hawai'i at Manoa

(PS6-C55) Leveraging Local Experts as Sustainable and Effective Trainers in Community Mental Health: An Evaluation of a Train-the-trainer Model for Expanding EBP Training Capacity

Noah S. Triplett, B.A.¹, Georganna Sedlar, Ph.D.¹, Lucy Berliner, MSW¹, Nathaniel Jungbluth, Ph.D.¹, Meredith Boyd, M.A.², Isabella MacKeige,¹ Shannon Dorsey, Ph.D.¹, 1. University of Washington, Seattle, 2. University of California, Los Angeles

(PS6-C56) An Evaluation of the Practice Element Response Form in a Sample of Preservice Trainees

Tristan J. Maesaka, B.A.¹, Taylor DeMotta, B.A.¹, Elisa Shernoff, Ph.D.², Brad J. Nakamura, Ph.D.¹, 1. University of Hawai'i at Manoa, 2. Rutgers University

(PS6-C57) Converting CBT from "Gold Standard" to "Diamond Bar": Extending Social Impact of Cognitive Behavioral Science Through Neuroscience

Nazia Ishfaq, M.S.¹, Aroob Fatima, M.D.², Naeem Leghari, M.D.³, Farah Malik, Ph.D.⁴, Tazvin Ijaz, Ph.D.⁵, Mahwesh Arooj, Ph.D.⁵, 1. Institute of Southern Punjab, 2. FMH College of Medicine and Dentistry, 3. Nishtar Medical University and Hospital, 4. University of Punjab, 5. Government College University, Lahore

(PS6-C58) Evidence-based Practice Elements for Depression in Transition-aged Youth

Nichole M. Baker, B.A., Amanda A. Bowling, M.A., Rebecca Woo, M.A., Christine Saenz, B.A., Sarah Kate Bearman, B.A., Ph.D., University of Texas at Austin

(PS6-C59) Whatsapp With the Evidence Base for Behavioral Parent Training Apps? A Systematic Review of Mobile Phone Applications

Melyssa M. Mandelbaum, B.A.¹, Allison Rumelt, B.A.¹, Hilary B. Vidair, Ph.D.², 1. Long Island University, 2. LIU Post

- (PS6-C60) The Relationship Between Therapist-driven Adaptations to Evidence-based Practices (EBP) and the Extensiveness of EBP Strategy Delivery in Community Implementation**
Stephanie Yu, B.A.¹, Lauren Brookman-Frazee, Ph.D.², Joanna J. Kim, M.A.¹, Miya Barnett, Ph.D.³, Anna Lau, Ph.D.¹, 1. University of California, Los Angeles, 2. University of California, San Diego, 3. University of California, Santa Barbara
- (PS6-C61) Knowledge Gaps in Engagement Practices in a Sample of School-based Mental Health Providers**
Wendy Chu, B.A.¹, Karen Guan, Ph.D.¹, Kimberly D. Becker, Ph.D.², Bruce F. Chorpita, Ph.D.¹, 1. University of California Los Angeles, 2. University of South Carolina
- (PS6-C62) A Comparison of Regular and Brief Versions of an Intervention Fidelity Measure Designed For Varied Practice Settings**
Brittany R. King, M.A.¹, James Boswell, Ph.D.¹, Carly Schwartzman, M.A.¹, Klyer Lehrbach, B.A.², Louis Castonguay, Ph.D.³, Michelle G. Newman, Ph.D.³, 1. University at Albany, State University of New York, 2. Rhode Island Hospital/Alpert Medical School of Brown University, 3. The Pennsylvania State University
- (PS6-C63) Implementing the Trauma Narrative in Trauma Focused-cognitive Behavioral Therapy: A Qualitative Study of Clinical Decision Making**
Briana S. Last, M.A.¹, Hannah E. Frank, M.A.², Brittany Rudd, Ph.D.¹, Hilary Kratz, Ph.D.³, Colleen Harker, Ph.D.⁴, Sara Fernandez-Marcote, ⁵, Kamilah Jackson, M.P.H., M.D.⁵, Rinad Beidas, Ph.D.¹, 1. University of Pennsylvania, 2. Temple University, 3. La Salle University, 4. Perelman School of Medicine at the University of Pennsylvania, 5. Community Behavioral Health, City of Philadelphia
- (PS6-C64) Dissemination and Implementation of Prolonged Exposure in Philadelphia Community Mental Health: Assessing Rates of Trauma Exposure and PTSD**
Liza E. Pincus, M.S.¹, Sandy Capaldi, Psy.D.², Carrie Comeau, LCSW³, Edna Foa, Ph.D.², Lily Brown, Ph.D.², 1. Rutgers University, 2. University of Pennsylvania, 3. City of Philadelphia
- (PS6-C65) A Psychometric Investigation of the Ohio Scales, Short Form, Problem Severity Domain Using a Large Multiethnic Community Mental Health Sample of Youth Within Hawai'i's System of Care**
Tommie M. Laba, B.A.¹, Kayla Soma Tsutsuse, B.A.¹, Daniel Wilkie, M.A.¹, Taylor A. Stacy, B.S.¹, David S. Jackson, Ph.D.², Brad J. Nakamura, Ph.D.¹, 1. University of Hawaii at Manoa, 2. State of Hawai'i Child and Adolescent Mental Health Division
- (PS6-C66) Computerized Motivational Enhancement Therapy for Substance Using Adolescents on an Inpatient Unit**
Andrea S. Lapomardo, Psy.D.¹, Sarah E. Johnson, Ph.D.¹, Melanie K. Altemus, B.A.², Heather M. Thibeau, B.A.², Jennifer Wolff, Ph.D.¹, 1. Alpert Medical School of Brown University, 2. Rhode Island Hospital/Alpert Medical School of Brown University
- (PS6-C67) Examining Therapists' Attitudes, Subjective Norms, Perceived Behavioral Control, and Behavioral Intentions on Evidence-based Practice Behaviors**
Albert C. Mah, M.A.¹, Kelsie H. Okamura, Ph.D.², David S. Jackson, Ph.D.², Brad J. Nakamura, Ph.D.¹, 1. University of Hawaii at Manoa, 2. State of Hawai'i Child and Adolescent Mental Health Division

- (PS6-C69) **Predicting and Changing Negative Beliefs Community Clinicians Hold Towards Exposure Use with Youth**
Grace Woodard, B.S., Julie P. Harrison, M.S., Rosemary Meza, M.S., Alya N. Khairuzzaman, Lucy Berliner, MSW, Shannon Dorsey, Ph.D., University of Washington
- (PS6-C70) **Benchmarking Engagement Practice Use in Usual Care Against Common Elements of Effective Engagement Interventions**
Eleanor G. Wu, B.A.¹, Kimberly D. Becker, Ph.D.¹, Jennifer M. Gamara, M.A.², Rachel E. Kim, Ph.D.³, Jonathan Martinez, Ph.D.⁴, Bruce F. Chorpita, Ph.D.², 1. University of South Carolina, 2. University of California, Los Angeles, 3. Judge Baker Children's Center, 4. California State University, Northridge
- (PS6-C71) **Measurement of Treatment Engagement in Children's Mental Health Research: Systematic Review and Implications for Research and Practice**
W. Joshua Bradley, B.A., Davielle Lakind, Ph.D., Ajay Patel, None, Kimberly D. Becker, Ph.D., University of South Carolina
- (PS6-C72) **Stakeholder Perspectives on School-based Suicide Risk Assessment With Ethnic Minority Youth**
Kenny Le, B.S., Tamar Kodish, M.A., Joanna J. Kim, M.A., Stephanie Yu, B.A., Anna Lau, Ph.D., University of California, Los Angeles
- (PS6-C73) **Broker Reports of Engagement in Evidence Based Practices Following Participation in a Community Based Learning Collaborative (CBLC)**
Zabin S. Patel, M.P.H., M.S.¹, Elizabeth Casline, M.S.¹, Amanda Jensen-Doss, Ph.D.¹, Vanessa Ramirez, Psy.D.², 1. University of Miami, 2. Kristi House
- (PS6-C74) **Prevalence of Beliefs in Myths Regarding Adolescence**
Jeremy Jewell, Ph.D., Stephen Hupp, Ph.D., Southern Illinois University, Edwardsville
- (PS6-C75) **Measurement Challenges in the Real World: Predictors of Observational Fidelity Monitoring Participation in a Statewide Implementation of Parent-child Interaction Therapy**
Mira D. Snider, M.S.¹, Amy Herschell, Ph.D.², David J. Kolko, Ph.D.³, 1. West Virginia University, 2. Community Care Behavioral Health Organization, UPMC Insurance Services Division, 3. University of Pittsburgh School of Medicine

International Ballroom, International Level

Poster Session 6D

PS6

Key Words: *Primary Care, Integrated Care, Medication*

- (PS6-D76) **An Open Trial of Symptom Improvements in Primary Care Patients Receiving Behavior Therapy With and Without Concurrent Pharmacotherapy**
Roselee J. Ledesma, B.A.¹, Ana Bridges, Ph.D.², Juventino Hernandez Rodriguez, Ph.D.³, Aubrey Dueueke, M.A.¹, Elizabeth Anastasia, M.A.¹, Sasha Rojas, M.A.¹, 1. University of Arkansas, 2. University of Arkansas - Fayetteville, 3. Mental Health Disparities & Diversity Program Department of Psychiatry & Behavioral Sciences Medical University of South Carolina

(PS6-D77) Factors Influencing Graduate Students' Attitudes Toward Integrated Health Care

Cameron Mosley, M.S., Robert D. Friedberg, Ph.D., Matthew Cordova, Ph.D., Teceta Tormala, Ph.D., Palo Alto University

(PS6-D78) Using Technology to Implement an On-line Psychotherapy Tracking Database in a Multisite Primary Care Integrated Behavioral Health Program

Dagoberto Heredia, Jr., Ph.D.¹, Julia R. Craner, ABPP, Ph.D.², Summer L. Berg, MSW¹, Carol Goulet, Ph.D.¹, Nathaniel Lombardi, Ph.D.¹, Michelle LeRoy, ABPP, Ph.D.¹, Sarah Trane, Ph.D.¹, Olivia E. Bogucki, M.A.¹, Craig N. Sawchuk, ABPP, Ph.D.¹, 1. Mayo Clinic, 2. Mary Free Bed Rehabilitation Hospital

(PS6-D79) Qualitative Feedback From a Brief Cognitive Behavioral Group Intervention for Insomnia in Primary Care

John Mack, MSW¹, Julia R. Craner, ABPP, Ph.D.², Dagoberto Heredia, Jr., Ph.D.¹, Olivia E. Bogucki, M.A.¹, Craig N. Sawchuk, ABPP, Ph.D.¹, 1. Mayo Clinic, 2. Mary Free Bed Rehabilitation Hospital

(PS6-D80) Development, Implementation, and Dissemination of a Large-scale Psychotherapy Tracking Database in a Multisite Pediatric Integrated Behavioral Health Program

Hannah Mulholland, MSW¹, Sarah Trane, Ph.D.¹, Jocelyn Lebow, ABPP, Ph.D.¹, Nikki Rose, MSW¹, Janice Schreier, MSW¹, Patricia Kane, MSW¹, Dagoberto Heredia, Jr., Ph.D.¹, Olivia E. Bogucki, M.A.¹, Julia R. Craner, ABPP, Ph.D.², Craig N. Sawchuk, ABPP, Ph.D.¹, 1. Mayo Clinic, 2. Mary Free Bed Rehabilitation Hospital

(PS6-D81) Extending the Impact of Interventions for Depressive and Anxiety Symptoms into Primary Care: The Effectiveness of the Primary Care Behavioral Health (PCBH) Model

Kevin M. Wilfong, B.A.¹, Jeffrey Goodie, ABPP, Ph.D.¹, Justin Curry, Ph.D.², Chris Hunter, ABPP², Phillip Kroke, B.S.¹, 1. Uniformed Services University of the Health Sciences, 2. Defense Health Agency

(PS6-D82) Facilitating Patient Disclosure of Anxiety and Depression in Primary Care

Rachael James, Ph.D., Olivia M. Peros, M.A., Erin Ward-Ciesielski, Ph.D., Hofstra University

(PS6-D83) For People With Medical Conditions, Interpersonal Countersupport Is More Consequential Than Types of Positive Interpersonal Support in Predicting Wellbeing Outcomes

Brittany Sherrill, M.S., Priscilla Layman, M.S., Keith Sanford, Ph.D., Baylor University

(PS6-D84) Ready or Not? How Patient Stage of Change Relates to Primary Care Behavioral Health Service Engagement

Ana Bridges, Ph.D., Ayla R. Mapes, M.A., Meredith J. Sourk, M.A., Linda E. Guzman, B.A., K. Vanessa Hutcheson, ³, Wendy Diaz, ³, James Valentine, University of Arkansas - Fayetteville

(PS6-D85) A Multidisciplinary Approach to Enhancing Health Literacy and Managed Care Among Charitable Pharmacy Patients

Fallon Richie, B.A.¹, Candice N. Selwyn, Ph.D.¹, Marlena Kelley, ², Shearie Archer, B.S.², Jennifer Langhinrichsen-Rohling, Ph.D.¹, 1. University of South Alabama, 2. Ozanam Charitable Pharmacy

(PS6-D86) The Pattern of Visual Attention to Aversive Stimuli During Exposure (3)

Minoru Takahashi, B.A., Faculty of Human Sciences, Mejiro University

(PS6-D87) Parent Preferences for the Utilization and Presentation of Research Evidence in Guiding Mental Health Treatment Decision-making

Madeleine Rassaby, B.A.¹, Laura Nelson Darling, M.A.², David Langer, Ph.D.², 1. Center for Anxiety and Related Disorders, Boston University, 2. Child Center for Anxiety and Related Disorders, Boston University

(PS6-D88) Perspectives of Mental Health Trainees and Professionals on Evidence-based Training Practices in India and the United States

Pankhuri Aggarwal, M.A.¹, Aaron Luebke, Ph.D.¹, Baiju Gopal, Ph.D.², Harishankar Moosath, MA², Aneesh Kumar, Ph.D.², Viju Painadath, Ph.D.², Jayasankara Reddy, Ph.D.², Madhavi Rangaswami, Ph.D.², Vaishali Raval, Ph.D.¹, 1. Miami University, 2. Christ University

(PS6-D89) Bridging the Gap Between Research and Practice in Community Centers Serving Diverse, Low-income, Trauma-exposed Women: A Feasibility Study

Amelia P. Tankersley++, M.S., Janey E. Dike, M.A., P'trice Jones, B.S., Russell T. Jones, Ph.D., Virginia Polytechnic Institute and State University

Saturday Poster Sessions

8:30 a.m. – 9:30 a.m.

International Ballroom, International Level

Poster Session 7A

PS7

Key Words: *Exercise, Longitudinal, Mood*

- (PS7-A1) **The Climb: The Highs and Lows of Mental Health on the Appalachian Trail**
Marie L. LePage, Ph.D., Michelle Cardona, Danielle Varquez, Converse College
- (PS7-A2) **The Impact of Burnout in Child and Adolescent Dance Students**
Christina Mayfield, M.S., Meghan Cody, Ph.D., Mercer University College of Health Professions
- (PS7-A3) **Exploring Gratitude, Anxiety, and Affect in the Social Context of Youth Team Sports**
Pallavi Babu, B.A., Hannah C. Herc, M.S., Sarah Francis, Ph.D., Peter Mezo, Ph.D., Mojisola Tiamiyu, Ph.D., University of Toledo
- (PS7-A4) **Cultivating the Well-being of Elite Youth Athletes: The Importance of Grit and Mindfulness**
Hannah C. Herc, M.S., Kaylynn Frantz, Rana Al-Nahha, B.A., Mojisola Tiamiyu, Ph.D., Sarah Francis, Ph.D., Peter Mezo, Ph.D., University of Toledo
- (PS7-A5) **Behavioral Inhibition and Activation Systems (BIS/BAS), Positive and Negative Partner Behavior, and Relationship Satisfaction in Married Adults**
Bailey A. Starritt, Mark A. Whisman, Ph.D., The University of Colorado at Boulder
- (PS7-A6) **The Interaction of Proactive and Reactive Motives on Physical Intimate Partner Aggression Perpetration in Conflict-prone Couples: A Dyadic Analysis**
Miklos B. Halmos, M.A.¹, Kevin Moino, B.A.¹, Dominic J. Parrott, Ph.D.¹, Christopher I. Eckhardt, Ph.D.², 1. Georgia State University, 2. Purdue University
- (PS7-A7) **Oh My Love, I am Not My Thoughts: Decentering Mediates the Association Between Mindfulness and Relationship Satisfaction**
Katherine A. Lenger, M.A.¹, Cameron L. Gordon, Ph.D.², Robyn Sessler, B.A.², 1. University of Tennessee, Knoxville, 2. Middle Tennessee State University
- (PS7-A8) **Development and Initial Validation of the Relational Ambiguity Scale**
Neslihan James-Kangal, M.A., Sarah W. Whitton, Ph.D., University of Cincinnati

- (PS7-A9) Psychological IPV and PTSD Arousal and Reactivity in Veteran Couples: The Mediating Role of Difficulty with Impulse Control**
Kimberley Stanton, Ph.D.¹, Katherine Knies, Ph.D.², Julian Libet, Ph.D.¹, Karen H. Petty, Ph.D.³, Grace McKee, M.A.⁴, Alice B. Huang, B.A.¹, 1. Ralph H. Johnson VA Medical Center, 2. Ralph H. Johnson VAMC, 3. Couples and Family Clinic, Ralph H. Johnson VA Medical Center; Medical University of South Carolina, 4. Southern Methodist University
- (PS7-A10) Romantic and Sexual Behaviors Among Adolescents in Sexting Romantic Relationships**
Charlie Huntington, B.A., Galena K. Rhoades, Ph.D., University of Denver
- (PS7-A11) Basic Psychological Needs and Their Correlates Moderate Associations of Relationship Contingent Self-esteem with Mental Health and Relationship Outcomes**
Frane F. Santic, B.A., Lee J. Dixon, Ph.D., Catherine Zois, Ph.D., University of Dayton
- (PS7-A12) Transmission of Parental Relationship Communication Patterns to Young Adults**
Sara Wigderson, M.S., Kristin Lindahl, Ph.D., University of Miami
- (PS7-A13) How Well Do Romantic Partners Perceive Each Other's Depressive Symptoms?**
Chelsea N. Carson, B.S.¹, Lauren Papp, Ph.D.², Chrystyna Kouros, Ph.D.¹, 1. Southern Methodist University, 2. University of Wisconsin - Madison
- (PS7-A14) Construction and Validation of the Emotional Dependency Scale (EDS)**
Blanca Elizabeth Jiménez-Cruz, Ph.D., Gabriela Amaré Pelayo, None, Karla Fernanda Ledesma Ortega, Angélica Riveros Rosas, Ph.D., National Autonomous University of Mexico
- (PS7-A15) Individual Coping Style Moderates the Relationship Between Prenatal Couple Conflict Behavior and Postpartum Depression**
Mona Khaled, M.A., Darby Saxbe, Ph.D., University of Southern California
- (PS7-A16) Adapting Healthy Relationship Education for Incarcerated Women: A Pilot Study**
Maggie O'Reilly Treter, M.A., Galena K. Rhoades, Ph.D., University of Denver
- (PS7-A17) A Closer Look at Closeness: The Impact of Hourly Mood on Couples' Closeness**
Corey Pettit, B.A.¹, Stassja Sichko, B.A.², Hannah Schacter, B.A., M.A., Ph.D.¹, Sarah Barnett, B.A.¹, Sohyun Han, M.A.¹, Yehsong Kim, B.A.¹, Adela Timmons, Ph.D.³, Gayla Margolin, Ph.D.¹, 1. University of Southern California, 2. University of California, Los Angeles, 3. Florida International University
- (PS7-A18) Your Empathy, My Depression: Using Self- and Partner-reports to Examine Associations Between Partner's Empathy and One's Depression in Veterans in Couples Therapy**
Alice B. Huang, B.A.¹, Jenna B. Teves, Ph.D.¹, Grace McKee, M.A.², Kimberley Stanton, Ph.D.¹, Karen H. Petty, Ph.D.³, Julian Libet, Ph.D.¹, 1. Ralph H. Johnson VA Medical Center, 2. Southern Methodist University, 3. Couples and Family Clinic, Ralph H. Johnson VA Medical Center; Medical University of South Carolina

- (PS7-A19) **Relationship Functioning, Satisfaction, and Violence Among Mexican American Couples**
Alexa Chandler, B.A.¹, Erika Lawrence, Ph.D.², 1. University of Arizona, 2. The Family Institute at Northwestern University
- (PS7-A20) **A Daily Diary Study of Normal Narcissism and Relationship Satisfaction in Couples**
Alexandra Long, M.A., Madison M. Guter, M.A., Jessica A. Birg, B.A., Nathaniel R. Herr, Ph.D., American University
- (PS7-A21) **Mediating Role of Negative Affect on the Relationship Between Anxious Attachment Style and Trait Forgiveness**
Kayla Scamaldo, M.A., Madeline S. Herman, M.A., Angela Bush, M.A., Elizabeth Goncy, Ph.D., Cleveland State University
- (PS7-A22) **Attachment and Dyadic Stress Regulation: Multilevel Mixed Modeling of Time-lagged Respiratory Sinus Arrhythmia**
Binghuang A. Wang, M.S., Leanna Poole, B.A., Eileen Barden, B.S., Christina Balderama-Durbin, Ph.D., Binghamton University, State University of New York

International Ballroom, International Level

Poster Session 7B

PS7

Key Words: *Adolescents, Anger / Irritability, Emotion Regulation*

- (PS7-B23) **The Role of Executive Functioning in the Neural Mechanisms of Reward Processing in Youths with Irritability**
Maria Kryza-Lacombe, M.S.¹, Natalia Iturri,² Katie Strickland,² Laurie Wakschlag, Ph.D.³, Lea R. Dougherty, Ph.D.⁴, Jillian Lee Wiggins, Ph.D.⁵, 1. San Diego State University/UC San Diego Joint Doctoral Program in Clinical Psychology, 2. San Diego State University, 3. Northwestern University Feinberg School of Medicine, 4. University of Maryland- College Park, 5. SDSU/UCSD
- (PS7-B24) **Hippocampal Sub-region Volume in Preadolescence: Associations With Maternal Depression History and Later Youth Depressive Symptoms in Early Adolescence**
Samantha Hubachek, B.A.¹, Morgan Botdorf, M.S.¹, Emma Chad-Friedman, M.S.¹, Daniel Klein, Ph.D.², Lea Dougherty, Ph.D.¹, 1. University of Maryland, College Park, 2. Stony Brook University
- (PS7-B25) **Left-sided Repetitive Transcranial Magnetic Stimulation (rTMS) as a Treatment For Anxiety and Depression in a Mixed Clinical Sample**
Alicia Kruzelock, B.A., Matt Judah, Ph.D., Old Dominion University
- (PS7-B26) **Evidence-based Ethics? Testing a Novel Decision-making Tool**
Melissa G. Hunt, Ph.D., Megha Nagaswami, B.A., Suh Jung Park, University of Pennsylvania

- (PS7-B27) Identifying Challenging Interactions Between Outpatient Nurses and Caregiving Families**
Kara L. Buda, M.A.¹, Talia Zaider, Ph.D.², Smita Banerjee, Ph.D.², Shira Hichenberg, M.A.², Patricia Parker, Ph.D.², 1. The Graduate Center and Hunter College, The City University of New York, 2. Memorial Sloan Kettering Cancer Center
- (PS7-B28) Using Vignettes as a Proxy to Measure Violence Myth Acceptance and Rape Empathy: A Validation Study**
Pearl Patterson,¹ Emma Culbertson,¹ Melanie D. Hetzel-Rigglin, Ph.D.², 1. Penn State Behrend, 2. Penn State Erie, The Behrend College
- (PS7-B29) Prefrontal Cortical Integrity Links Exposure to Violence in Childhood With the Perpetration of Violence in Adulthood**
Nadia Bounoua, B.S., Rickie Miglin, B.S., Jeffrey M. Spielberg, Ph.D., Naomi Sadeh, Ph.D., University of Delaware
- (PS7-B30) Family-of-origin Violence and Intimate Partner Violence Perpetration Among Men Arrested for Domestic Violence: The Mediating Role of Emotion Dysregulation**
Gloria Romero, M.S., Hannah Grigorian, B.A., Alisa Garner, M.A., Autumn Rae Florimbio, M.A., Meagan J. Brem, M.A., Gregory Stuart, Ph.D., The University of Tennessee, Knoxville
- (PS7-B31) Abusive Texts and Coercive Sexes: Exploring Cyber Dating Abuse Perpetration as a Function of Cognitive Jealousy and Romantic Obsessions/Compulsions**
Meagan J. Brem, M.A.¹, Hannah Grigorian, B.A.¹, Autumn Rae Florimbio, M.A.¹, Gloria Romero, M.S.¹, Alisa Garner, M.A.¹, Tara L. Cornelius, Ph.D.², Gregory Stuart, Ph.D.¹, 1. The University of Tennessee, Knoxville, 2. Grand Valley State University
- (PS7-B32) The Dark Side of Emotions: Emotion Dysregulation and Empathy as Predictors of Aggression**
Victoria Trimm, None, Kibby McMahon, M.A., Zachary Rosenthal, Ph.D., Duke University
- (PS7-B33) Cyber and In-person Dating Abuse Among Sexual Minority College Students: The Interaction Between Alcohol Problems and Perceived Partner Infidelity**
Meagan J. Brem, M.A.¹, Ryan Shorey, Ph.D.², Tara L. Cornelius, Ph.D.³, Gregory Stuart, Ph.D.¹, 1. The University of Tennessee, Knoxville, 2. University of Wisconsin-Milwaukee, 3. Grand Valley State University
- (PS7-B34) The Relationship Between Autonomic Nervous System Reactivity and Emotion Dysregulation with Trait Physical Aggression**
Alexander A. Puhalla, M.A., Kristen M. Sorgi, B.S., Joey C. Cheung, B.S., Martha K. Fahlgren, M.A., Zari Weaver, Sarah Taylor, Carla Capone, B.A., Michael McCloskey, Ph.D., Temple University
- (PS7-B35) Gender Moderates the Effects of Exposure to Harsh Parenting, Interparental Aggression and Autonomic Nervous System Activity on Aggression**
Edward C. Merritt, M.A., University at Albany, State University of New York

- (PS7-B36) **From Intimate Partner Aggression Victimization to Perpetration: A Test of Moderated Mediation**
 Andrea A. Massa, M.S.¹, Christopher I. Eckhardt, Ph.D.¹, Dominic J. Parrott, Ph.D.², 1. Purdue University, 2. Georgia State University
- (PS7-B37) **Alcohol Use/problems and Sexual Aggression Perpetration Among College Men: The Moderating Effect of Positive Urgency**
 Alisa Garner, M.A.¹, Autumn Rae Florimbio, M.A.¹, Meagan J. Brem, M.A.¹, Gloria Romero, M.S.¹, Hannah Grigorian, B.A.¹, Melissa A. Lewis, Ph.D.², Ryan Shorey, Ph.D.³, Tara L. Cornelius, Ph.D.⁴, Gregory Stuart, Ph.D.¹, 1. University of Tennessee, Knoxville, 2. University of North Texas Health Science Center, 3. University of Wisconsin-Milwaukee, 4. Grand Valley State University
- (PS7-B38) **Characterizing Sexual Assault Disclosure Among Undergraduate Sexual Assault Survivors**
 Charlotte D. Brill, M.S., William H. George, Ph.D., University of Washington
- (PS7-B39) **College Students' Acknowledgment of Sexual Assault Experiences Over Time: Associations With the #metoo Movement**
 Anna Jaffe, Ph.D.¹, Ian Cero, Ph.D.², David DiLillo, Ph.D.³, 1. University of Washington, Seattle, 2. University of Rochester Medical Center, 3. University of Nebraska-Lincoln
- (PS7-B40) **Gender Differences in Correlates of Bystander Decision Making**
 Theresa Buczek, B.S.¹, Alaina Kress, B.A.¹, Jessica Feketik,¹ Melanie D. Hetzel-Riggin, Ph.D.², 1. Penn State Behrend, 2. Penn State Erie, The Behrend College
- (PS7-B41) **Sensitivity to Facial Affect Among Partner Violent Men: The Role of Personality Disorder Traits and Alcohol**
 Victoria Bennett, M.A., Donald A. Godfrey, III, B.S., Alexandra Snead, M.A., Julia Babcock, Ph.D., University of Houston
- (PS7-B42) **The Impact of Interpersonal Violence Victimization Experiences on Bystander Intervention Efficacy**
 Lauren Plummer,¹ Alaina Kress, B.A.¹, Theresa Buczek, B.S.¹, Samantha Reedy,¹ Melanie D. Hetzel-Riggin, Ph.D.², 1. Penn State Behrend, 2. Penn State Erie, The Behrend College
- International Ballroom, International Level**

Poster Session 7C

PS7

Key Words: *African Americans / Black Americans, Sleep, Depression*

- (PS7-C43) **Racial Discrimination Predicts Depressive Symptoms and Sleep Problems: Replication Across Family Members Among Blacks in the Rural South**
 Ariel R. Hart, B.A., Justin Lavner, Ph.D., Steven Beach, Ph.D., University of Georgia
- (PS7-C44) **Cognitive Mediators of Effects of Racial Stressors on Anxiety in Daily Life**
 Janarthan Sivaratnam, B.S., Erin K. Verdi, M.S., Tilda Cvrkel, Ph.D., Seattle Pacific University

- (PS7-C45) **A Longitudinal Investigation of Racial Discrimination, Distress Tolerance, and Psychological Well-being in African American College Students**
Thomas Le, B.A., Lindsey Burke, Derek Iwamoto, Ph.D., University of Maryland, College Park
- (PS7-C46) **Factor Structure of the COPE in an Ethnocultural Minority Sample**
Cheryl K. Best, M.A., Elisabeth O'Rourke, M.A., Joe Bettcher, M.A., Atara Siegel, M.A., Anna Yeo, M.A., Leslie Halpern, Ph.D., University at Albany, State University of New York
- (PS7-C47) **Comparing Parent's Emotional Distress and Negative Expectations in Clinical and Subclinical Symptom Groups of Sexually Abused Children**
Emily A. Sonnen, M.A.¹, Brittany Biles, M.A.¹, Katie Meidlinger, M.A.¹, Kate Theimer, M.A.¹, Kelsey McCoy, M.A.¹, Terrence Z. Huit, M.A.¹, Akemi E. Mii, B.A.¹, David Hansen, Ph.D.¹, Mary Fran Flood, Ph.D., MSW², 1. University of Nebraska-Lincoln, 2. Department of Psychology, UNL
- (PS7-C48) **Youths' Implicit Beliefs as a Mechanism Linking Childhood Trauma Exposure with Anxiety, Depression, and PTSD Symptoms**
Lucy Lurie, B.A.¹, Maya L. Rosen, Ph.D.¹, Katie A. McLaughlin, Ph.D.², 1. University of Washington, Seattle, 2. Harvard University
- (PS7-C49) **From Maternal Childhood Victimization to Child Emotional and Behavioral Problems: Gender Moderated Pathways**
Jacqueline Duong, B.A., Meghan Evans, B.A., Miguel Villodas, Ph.D., San Diego State University
- (PS7-C50) **Emotional Awareness Mediates the Relationship Between Childhood Emotional Abuse and Borderline Personality Disorder Features of Affective Instability and Identity Problems**
Jessica A. Seddon, B.A.¹, Anne Shaffer, Ph.D.², Kristel Thomassin, Ph.D.¹, 1. University of Guelph, 2. University of Georgia
- (PS7-C51) **When Does Symptom Reduction Occur During a Trauma-focused Intervention for K-5 Students with PTSD?**
Stevie N. Grassetti, Ph.D.¹, Leigh Andrews, M.A.², Briana Haut, Psy.D.², Timothy Fowles, Ph.D.², Ryan Beveridge, Ph.D.², Adina Seidenfeld, Ph.D.³, 1. West Chester University of Pennsylvania, 2. University of Delaware, 3. University of Pennsylvania, Department of Psychiatry, Philadelphia, PA
- (PS7-C52) **Responding to the Prevalence and Impact of Trauma in Elementary Schools: A Multi-tiered, Cbt-informed Intervention**
Kimberly Kleinman, Psy.D., Zoe Chiel, Ph.D., Amanda L. Webb, B.A., Stephanie Garcia Sosa, Zoe Elena Rosenbloom, B.A. New York Presbyterian Hospital/Columbia University Medical Center
- (PS7-C53) **Emotional Nonacceptance, Distraction Coping and PTSD Symptoms in a Trauma-exposed Adolescent Inpatient Sample**
Emma C. Woodward, M.A., Elisabeth M. Raines, B.A., Abigail E. Candelari, M.A., Erika S. Trent, B.S., Andres G. Viana, ABPP, Ph.D., University of Houston
- (PS7-C54) **Cognitive Control Moderates the Relationship Between Maltreatment and Anxiety in Youth**
Zelal Kilic, Alexandra M. Rodman, Ph.D., Katie A. McLaughlin, Ph.D., Harvard University

- (PS7-C55) The Impact of Caregivers' Victimization History on Their Children's Behavior**
Tre D. Gissandaner, B.A., Andrew Littlefield, Ph.D., Adam T. Schmidt, Ph.D., Ann Mastergeorge, Ph.D., Texas Tech University
- (PS7-C56) Informing Behavioral Parenting Interventions by Testing Potential Mediators in the Relation Between Child Physical Abuse and Adolescent Weapon Carrying**
Melissa C. Osborne, M.P.H., Ph.D.¹, Shannon R. Self-Brown, Ph.D.¹, Betty S. Lai, Ph.D.², 1. Georgia State University, 2. Boston College
- (PS7-C57) Social Cognitive Pathways from Childhood Abuse to Suicide Risk in Adolescence: The Role of Perception of Social Competency**
Mariah Xu, B.A., Beverlin del Rosario, B.A., Emily Kline, B.A., Regina Miranda, Ph.D., The Graduate Center and Hunter College, City University of New York
- (PS7-C58) Relation of Maltreatment and Alcohol Use to Cortical Brain Function in Adolescents**
Gloria Meiers, B.A., Jennifer Giordano, B.A., Kate Nooner, B.A., M.S., Ph.D., University of North Carolina Wilmington
- (PS7-C59) Intergenerational Transmission of Child Maltreatment: Mediating Role of Maternal Distress and Family Violence**
Nicholas M. Morelli, B.A., Meghan Evans, B.A., Jacqueline Duong, B.A., Damian M. Elson, B.A., Miguel Villodas, Ph.D., San Diego State University
- (PS7-C60) Relationship Between Caregiver Trauma History, Baseline Posttraumatic Stress Symptoms and Engagement in TF-CBT After Child Sexual Abuse**
Sophia Valenti,¹ Lauren Brumley, M.A.¹, Hiu-fai Fong, M.D.², Phillip Scribano,³ 1. University of Pennsylvania, 2. Boston Children's Hospital/Harvard Medical School, 3. Children's Hospital of Philadelphia/Perelman School of Medicine at the University of Pennsylvania
- (PS7-C61) Who Brings Their Children to Treatment Consistently and Does It Matter?: Predictors and Consequences of Session Frequency for Trauma-focused Cognitive Behavioral Therapy for Sexual Abuse**
Lauren Brumley, M.A.¹, Sophia Valenti,¹ Hiu-fai Fong, M.D.², Phillip Scribano,³ 1. University of Pennsylvania, 2. Boston Children's Hospital/Harvard Medical School, 3. Children's Hospital of Philadelphia/Perelman School of Medicine at the University of Pennsylvania
- (PS7-C62) Poorer Set Shifting Ability Prospectively Predicts Trauma-related Rumination Among Individuals Exposed to Hurricane Irma**
Kimberly A. Arditte Hall, Ph.D.¹, Caitlin A. Stamatis, M.S.², Nikki A. Puccetti, B.A.², Aaron S. Heller, Ph.D.², Kiara R. Timpano, Ph.D.², 1. VA Boston Healthcare System, 2. University of Miami

Poster Session 7D

PS7

Key Words: *Autism Spectrum Disorders, Anxiety, Implementation***(PS7-D63) Feedback from School Stakeholders to Improve the Contextual Fit of a School-based CBT Program for Youth with ASD and Anxiety**

*Katherine Pickard, Ph.D.*¹, *Allison Meyer, Ph.D.*¹, *Caitlin Walsh, Ph.D.*¹, *Lisa Hayutin, Ph.D.*¹, *Audrey Blakeley-Smith, Ph.D.*², *Richard Boles, Ph.D.*³, *Susan Hepburn, Ph.D.*⁴, *Megan Morris, Ph.D.*¹, *Nuri Reyes, Ph.D.*², *Tanea Tanda, B.A.*², *Judy Reaven, Ph.D.*², 1. University of Colorado, School of Medicine, 2. JFK Partners, University of Colorado Anschutz Medical Campus, 3. University of Colorado Anschutz Medical Campus, 4. Colorado State University

(PS7-D64) Utilizing Practice Element Profiles to Identify Training Targets in a Community Child Mental Health Agency

*Natalie Finn, B.S.*¹, *Selamawit Hailu, M.S.*¹, *Adam Bernstein, Ph.D.*², *Michael Southam-Gerow, Ph.D.*¹, 1. Virginia Commonwealth University, 2. PracticeWise

(PS7-D65) The Influence of Clinician Characteristics on Utilization of Core Practice Elements Within an EBP at a Community Mental Health Agency

Elisa E. Hernandez, B.A., *Amanda Gentz, B.A.*, *Jennifer Regan, Ph.D.*, *Cameo Stanick, Ph.D.*, *Gina Perez, Psy.D.*, *Debbie Manners, LCSW*, Hathaway-Sycamores Child and Family Services

(PS7-D66) Skills Acquisition and Acceptability of the DBT STEPS-A Intervention Among Middle School Students

*Nikita Patel, M.A.*¹, *Sarah Kerner, Psy.D.*², *Devora Panish, B.A.*³, *Elena Benjamin, Psy.D.*², *Sweene Oscar, Ph.D.*², 1. Yeshiva University - Ferkauf Graduate School of Psychology, 2. Columbia University Medical Center, 3. Rutgers University

(PS7-D67) Formative Work to Adapt a Parent Training Intervention for the Kenyan Context

*Martha Ishiekwene, B.A.*¹, *Lisa Armistead, Ph.D.*¹, *Jenelle Shanley, Ph.D.*², *Darius Nyamai, B.S.*³, *Victoria Mutiso, Ph.D.*³, *Christine Musyimi, B.S.*³, *David Ndeti, M.D.*⁴, 1. Georgia State University, 2. The Pennsylvania State University, 3. Africa Mental Health Foundation, 4. University of Nairobi

(PS7-D69) Who Takes Advantage of Implementation Initiatives: Preaching to the Choir or Whistling in the Wind?

Brigid Marriott, M.A., *Jack Andrews, B.S.*, *Kristin Hawley, Ph.D.*, University of Missouri

(PS7-D70) Usual Care Therapists' Treatment Approaches: Do Their Practice Element Selections Vary by Diagnosis and Align with the Evidence-base?

Kaitlin A. Hill, M.A., *Albert C. Mah, M.A.*, *Brad J. Nakamura, Ph.D.*, University of Hawaii at Manoa

(PS7-D71) The Unique Effects of Hope, Optimism, and Self-efficacy on Subjective Well-being and Depression in German Adults

Johann D'Souza, M.A., *Matthew W. Gallagher, Ph.D.*, University of Houston

- (PS7-D72) Unpacking Grit: Perseverance of Effort, Consistency of Interest, and Well-being in Young Adults**
Clorinda E. Velez, Ph.D., Quinnipiac University
- (PS7-D73) Development of the Pragmatic Prospexion Scale**
Madison E. Taylor, Victoria Tsao, Eirini Zoupou, Caroline L. Gibson, Jenna P. Weingarten, Gaby S. Coetzee, B.A., Daniel E. Cohen, Kirstyn C. Taylor, B.A., Ayelet M. Ruscio, Ph.D., University of Pennsylvania
- (PS7-D74) Internet-based Cognitive Behavioral Interventions on Resilience and Psychological Well-being and Their Effects on Japanese University Students**
*Tomona Yahata, B.A.*¹, *Yuji Sakano, Ph.D.*², 1. Health Sciences University of Hokkaido, 2. School of Psychological Science, Health Science University of Hokkaido
- (PS7-D75) The Three Orientations of Compassion: Predictive Utility for Depression and Anxiety**
*Barbara Storch, B.S., B.A.*¹, *Claire J. Hoogendoorn, Ph.D.*², *Laura Reigada, Ph.D.*³, 1. The Graduate Center and Brooklyn College, City University of New York, 2. Yeshiva University - Ferkauf Graduate School of Psychology, 3. City University of New York, Brooklyn College and the Graduate Center
- (PS7-D76) The Influence of Hope and Grit on Psychological Outcomes Following Hurricane Harvey**
Colleen A. Phillips, B.A., Matthew W. Gallagher, Ph.D., University of Houston
- (PS7-D77) Cultivating Our Resilience (CORE): Preliminary Results of an Online Intervention for the Promotion of Resilience in European Students**
*Araceli Palma, M.A.*¹, *Rocio Herrero, Ph.D.*², *Rosa M. Baños, Ph.D.*³, *Azucena García-Palacios, Ph.D.*⁴, *Marvin Franke, M.A.*⁵, *Christian Moser, M.A.*⁶, *David Ebert, Ph.D.*⁵, *Dennis Goerlich, Ph.D.*⁷, *Michael Schaub, Ph.D.*⁸, *Thomas Berger, Ph.D.*⁶, *Corina Jacobi, Ph.D.*⁹, *Cristina Botella, Ph.D.*¹, 1. Jaume I University, 2. Jaume I University; CIBER Fisiopatología Obesidad y Nutrición (CIBEROBN), Instituto Carlos III, Spain.; Polibienestar Institute, Valencia, Spain, 3. Department of Personality, Evaluation and Psychological Treatment, University of Valencia; CIBER Physiopathology of Obesity and Nutrition (CIBEROBN), Instituto Carlos III, Madrid, Spain; Polibienestar Institute, University of Valencia, Valencia, España., 4. Universitat Jaume I; Instituto Salud Carlos III, 5. Friedrich-Alexander-Universität, 6. University of Bern, 7. Institut für Biometrie und Klinische Forschung, 8. Zurich University, 9. Technische Universität Dresden

International Ballroom, International Level

Poster Session 8A

PS8

Key Words: *Self-Injury, Psychometrics, Translational Research*

- (PS8-A1) The Psychometric Properties of Norwegian Versions of the Deliberate Self-harm Inventory and the Inventory of Statements About Self-injury**
Johanna Vigfusdottir, ¹, Karl Yngvar Dale, Ph.D.², Egil Jonsbu, M.D., Ph.D.³, E David Klonsky, Ph.D.⁴, Kim Gratz, Ph.D.⁵, Reidun Høidal, ¹, 1. More og Romsdal Health Trust, 2. Molde University College, 3. More og Romsdal Heath Trust, NTNU, Norway, 4. University of British Columbia, 5. University of Toledo
- (PS8-A2) A Mediation Model of Cognitive Inflexibility, Suicidal Behavior, and Mindfulness Skills**
M. Troy Weathers, B.S., Bianca Vélez, B.A., Nicholas L. Salsman, ABPP, Ph.D., Xavier University
- (PS8-A3) Cognitive Effort Influences Decisions About Relief**
Peter J. Franz, B.S., M.A.¹, Eun Jae Kim, ¹, Brianna Pastro, ², Matthew Nock, Ph.D.¹, Evan Kleiman, Ph.D.³, 1. Harvard University, 2. Tufts University, 3. Rutgers University
- (PS8-A4) The Efficacy of Cognitive-behavioural Therapy For Suicide Prevention in Youth Hospitalized After Deliberate Self-harm**
Marissa E. Williams, M.S., Mark Sinyor, M.D., M.S., Rabia Zaheer, B.S., Homer Tien, M.D., M.S., Ayal Schaffer, M.D., Janet Ellis, M.D., Amy Cheung, M.D., M.S., Benjamin Goldstein, M.D., Ph.D., Rachell Mitchell, M.D., Steven Selchen, M.D., Alex Kiss, Ph.D., Sunnybrook Health Sciences Centre
- (PS8-A5) The Association of Childhood Trauma and Interpersonal Attribution With Suicide Risk in a Community Sample of Adults With Major Depressive Episodes**
Jessica A. Harper, B.A.¹, Kylie Sligar, B.S.¹, Laura Frazee, M.S.¹, Marisa Toups, M.D.², 1. UT Southwestern Medical Center, 2. Dell Medical School, The University of Texas at Austin
- (PS8-A6) Examining Dissociative Experiences in Young Adults with Suicide Ideation and Suicide Attempts**
Mikayla Pachkowski, B.A., Boaz Y. Saffer, M.A., David Klonsky, Ph.D., The University of British Columbia
- (PS8-A7) Relationships Between Non-suicidal Self-injury and Other Maladaptive Behaviors: Beyond Difficulties in Emotion Regulation**
Kristen M. Sorigi, B.S., Joey C. Cheung, B.S., Martha K. Fahlgren, M.A., Alexander A. Puhalla, M.A., Kristen Buckley, Zari Weaver, Michael McCloskey, Ph.D., Temple University

- (PS8-A8) PTSD From a Suicide Attempt: An Empirical Investigation Among Suicide Attempt Survivors**
Ian H. Stanley, M.S.¹, Melanie A. Hom, M.S.¹, Joseph Boffa, M.S.¹, Dese'Rae Stage, B.S.², Thomas Joiner, Ph.D.¹, 1. Florida State University, 2. Live Through This
- (PS8-A9) Obesity and Suicide Behavior in Young Latina Adults: The Mediating Influences of Sleep Problems, Health Problems, and Dissatisfaction with Personal Appearance**
Joseph D. Hovey, Ph.D., Liza Talavera-Garza, Ph.D., Glenn Gray, RN, Laura D. Seligman, Ph.D., Eric Escamilla, M.A., University of Texas Rio Grande Valley
- (PS8-A10) Brief Cognitive-behavioral Therapy for Suicidal Inpatients**
Gretchen Diefenbach, Ph.D.¹, M. David Rudd, Ph.D.², Lori F. Merling, Ph.D.³, Carolyn Davies, Ph.D.³, Benjamin W. Katz, B.A.⁴, David Tolin, Ph.D.¹, 1. Institute of Living, 2. University of Memphis, 3. Anxiety Disorders Center, The Institute of Living, 4. University of New England
- (PS8-A11) Common and Country-specific Characteristics Associated With Suicidality in the Arab Region**
Sariah Daouk, M.A.¹, Rania Awaad, M.D.², Sara Maklad, M.D.², Bilal Ahmed, B.S.³, Suzanne Barakat, M.D.⁴, Yan Leykin, Ph.D.¹, 1. Palo Alto University, 2. Stanford University, 3. University of Toledo, 4. University of California San Francisco
- (PS8-A12) Interpersonal Functions of Non-suicidal Self-injury and Their Relationship to Facial Emotion Recognition and Social Problem-solving**
Emily Copps, M.A., Nicholas L. Salsman, ABPP, Ph.D., Xavier University
- (PS8-A13) Ethnic Identity Protects Against Feelings of Entrapment on Suicide Ideation in African American Young Adults**
David W. Hollingsworth, Ph.D.¹, Lillian Polanco-Roman, Ph.D.², 1. Fairfield University, 2. Columbia University
- (PS8-A14) Discrimination Experiences Influence Capability for Suicide in African Americans**
Jasmin R. Brooks, B.A., Soumia Cheref, M.A., Judy Hong, M.A., Ijeoma J. Madubata, M.A., Rheeda Walker, Ph.D., University of Houston
- (PS8-A15) Co-rumination Predicts Non-suicidal Self-injury in Late Adolescence**
Emily Scarpulla, B.A., Melissa Jankowski, M.A., Cynthia Erdley, Ph.D., University of Maine
- (PS8-A16) Peer Socialization of Nonsuicidal Self-injury (NSSI): Moderators of the Association Between Peer Group NSSI and Future Self-injurious Behavior**
Matthew G. Clayton, B.A., Mitchell Prinstein, Ph.D., University of North Carolina at Chapel Hill
- (PS8-A17) The Relationships Between Alcohol Use, Perceived Burdensomeness, and Suicidal Ideation in College-aged Men and Women**
Morganne A. Kraines, Ph.D.¹, Cassandra P. Krug, M.S.², Raymond Tucker, Ph.D.³, Lucas Kelberer, M.S.², Tony T. Wells, Ph.D.², 1. Alpert Medical School of Brown University, 2. Oklahoma State University, 3. Louisiana State University

- (PS8-A18) Hostility and Suicidal Ideation: The Mediating Role of Interpersonal Risk Factors**
Brittany M. Mathes, M.S., Allysa D. Quick, B.S., Brad Schmidt, Ph.D., Florida State University
- (PS8-A19) A Longitudinal Study of Psychological Factors as Mediators of the Relationship Between Insomnia Symptoms and Suicidal Ideation Among Young Adults**
Melanie A. Hom, M.S.¹, Ian H. Stanley, M.S.¹, Carol Chu, Ph.D.², Michelle M. Sanabria, B.S.³, Kirsten Christensen, B.S.⁴, Evan A. Albury,¹ Megan L. Rogers, M.S.¹, Thomas Joiner, Ph.D.¹, 1. Florida State University, 2. Harvard University, 3. Stanford University, 4. McLean Hospital
- (PS8-A20) Parsing the Influences of Depression and Insomnia on Suicide Ideation in Young Adults Using Longitudinal Data from South Texas**
Joseph D. Hovey, Ph.D., Grant Benham, Ph.D., Eric Escamilla, M.A., University of Texas Rio Grande Valley
- (PS8-A21) Self-harm Behaviors and Their Intentions: A Cross-cultural Analysis**
Anna S. Freedland, B.A.¹, Nancy H. Liu, Ph.D.², Ricardo F. Muñoz, Ph.D.¹, Yan Leykin, Ph.D.¹, Suzanne Barakat, M.D.³, Monica Garza, Ph.D.⁴, 1. Palo Alto University, 2. University of California, Berkeley, 3. University of California San Francisco, 4. Legacy Community Health
- (PS8-A22) The Relationship Between Capability for Suicide and Suicide Attempter Status**
Katherine G. Cunningham, Trystan H. Loustau, Kathryn P. Linthicum, B.A., Lauren Harris, B.A., Jessica Ribeiro, Ph.D., Florida State University
- (PS8-A23) The Effect of Prior Suicidal Thoughts and Behaviors on Virtual Suicide Completion**
Kensie Funsch, B.S., Xieying Huang, M.S., Joe Franklin, Ph.D., Florida State University
- (PS8-A24) PTSD Hyperarousal Symptoms Interact with Perceived Burdensomeness to Predict Suicidality**
Danielle M. Morabito, B.A.¹, Carter E. Bedford, B.A.², Joseph Boffa, M.S.¹, Brad Schmidt, Ph.D.¹, 1. Florida State University, 2. University of Utah
- (PS8-A25) Comfortably Numb: Non-suicidal Self-injury While Under the Influence of Alcohol and Other Substances May Uniquely Contribute to Suicide Risk**
Jessica F. Sandler, B.A., Kenneth J.D. Allen, Ph.D., William C. Kelner, B.A., Alyson B. Randall, B.A., David J. Schilling, B.S., Heather Schatten, Ph.D., Ivan Miller, Ph.D., Michael Arney, Ph.D., Butler Hospital & Brown University

Poster Session 8B

PS8

Key Words: Anxiety, Exposure, Transdiagnostic

(PS8-B26) Two Stimuli Are Better Than One: Increasing Variability in Ratings of Fear, Tolerant, and Fear Expectancies During Exposure

Devin Petersen, M.A., Sarah J. Kertz, Ph.D., Southern Illinois University

(PS8-B27) Drinking for the Other You: Alcohol Consequences in Social Anxiety and Dissociation

Matthew Cook, B.A., Amie R. Newins, Ph.D., University of Central Florida

(PS8-B28) An Exploration of Continued Skill Use and Long-term Outcomes Following Treatment Among Adults With Heterogenous Anxiety Disorders

Maya Nauphal, B.A., Elizabeth Eustis, Ph.D., Todd Farchione, Ph.D., Boston University Center for Anxiety and Related Disorders

(PS8-B29) Tell Me yet Again It's Okay: Predicting Reassurance Seeking From Anxiety and Intolerance of Uncertainty

Allison Meyer, Ph.D.¹, John Curry, Ph.D.², 1. University of Colorado, School of Medicine, 2. Duke University

(PS8-B30) Mediating Effects of Self-efficacy and Extracurricular Activities in the Relation Between Anxiety and Experiential Avoidance Among College Students

Mary Kathryn M. Cancilliere, M.S., Maria C. DiFonte, M.A., Ciana James, M.S., Hayley Pomerantz, M.S., Bryana Killion, M.S., Ellen Flannery-Schroeder, ABPP, Ph.D., University of Rhode Island

(PS8-B31) Exploring the Mediating Effect of Self-esteem on the Relationship Between Bullying Victimization and Social Anxiety in College Students

Maria C. DiFonte, M.A., Ellen Flannery-Schroeder, ABPP, Ph.D., University of Rhode Island

(PS8-B32) The Role of Safety Behaviors in the Relationship Between Social Anxiety and Marijuana Use Problems

Nora E. Mueller, B.A., Katherine McDermott, BA, Jesse R. Cougle, Ph.D., Florida State University

(PS8-B33) Expectancy Bias Mediates the Relationship Between Self-efficacy and Symptoms of Anxiety and Depression

Alexandra L. Silverman, B.A., Gustav R. Sjobeck, B.A., Bethany A. Teachman, Ph.D., University of Virginia

(PS8-B34) What Sensitivities Matter in Dental Anxiety? Investigating Sensitivity to Anxiety, Pain, and Disgust

Sara Witcraft, M.A., Mary J. Schadeegg, M.A., Gina Q. Boullion, M.S., Megan M. Perry, B.A., Laura J. Dixon, Ph.D., University of Mississippi

- (PS8-B35) The Effects of Cognitive Behavioural Therapy For Social Anxiety Disorder on Post-event Processing: A Longitudinal Analysis Using Post-session Measurement and Experience Sampling Methodology**
Danielle E. Katz, Ph.D.¹, Stephanie E. Cassin, Ph.D.², Rashmi Weerasinghe, B.S.¹, Neil A. Rector, Ph.D.¹, 1. Sunnybrook Health Sciences Centre, 2. Ryerson University
- (PS8-B36) Fear of Positive Evaluation and Discomfort With over Inclusion: Implications for Social Anxiety**
Jason T. Grossman, B.S., Thomas Rodebaugh, Ph.D., Washington University in St. Louis
- (PS8-B37) Fear of Speaking with Authority and Social Anxiety in White Individuals vs. People of Color**
Samantha Philip, B.S.¹, Isabelle Oliva, B.A.¹, Rebecca R. Suzuki, B.A.², Meredith Ward, B.A.³, Caroline Gabriel, B.A.¹, Rebecca Lubin, B.A.², Emma R. Toner, B.A.³, Adam Gitterman, M.S.⁴, Naomi M. Simon, M.D.², T.H. Eric Bui, M.D., Ph.D.³, Elizabeth Hoge, M.D.¹, 1. Georgetown University Medical Center, 2. Anxiety and Complicated Grief Program, NYU Langone, 3. Massachusetts General Hospital, 4. MedStar Health Research Institute
- (PS8-B38) Changes in Social Anxiety Following Treatment Predict Reductions in Loneliness During Follow-up Among Individuals with Social Anxiety Disorder**
Emily B. O'Day, M.A.¹, Rachel M. Butler, M.A.¹, Arielle Horenstein, M.A.¹, Michaela B. Swee, M.A.¹, Simona C. Kaplan, M.A.¹, Amanda S. Morrison, Ph.D.², Philippe R. Goldin, Ph.D.³, James Gross, Ph.D.⁴, Richard Heimberg, Ph.D.¹, 1. Temple University, 2. California State University, East Bay, 3. University of California Davis, 4. Stanford University
- (PS8-B39) Confirmatory Factor Analysis of the Self-compassion Scale in a Socially Anxious Sample**
Nancy Kocovski, Ph.D.¹, Rebecca Blackie, Ph.D.¹, Jan Fleming, M.D.², 1. Wilfrid Laurier University, 2. The Mindfulness Clinic
- (PS8-B40) Perceived Anxiety Control and Childhood Negative Interpersonal Experiences Predict Social Anxiety Symptoms in Hispanic Young Adults**
Miguel Leal, B.S., Michiyo Hirai, Ph.D., The University of Texas Rio Grande Valley
- (PS8-B41) Examining Interpersonal and Intrapersonal Emotion Regulation, Social Anxiety, and Aggression Among College Students**
Megan M. Perry, B.A., Gina Q. Boullion, M.S., Mary J. Schadegg, M.A., Sara Witcraft, MA, Laura J. Dixon, Ph.D., University of Mississippi
- (PS8-B42) Understanding Preference for Yoga or Cognitive Behavioral Therapy in Patients with Generalized Anxiety Disorder**
Kristin L. Szuhany, Ph.D.¹, Rebecca Lubin, B.A.¹, Mackenzie L. Brown, B.A.², Julia Spandorfer, B.A.¹, Rebecca R. Suzuki, B.A.³, Sat Bir S. Khalsa, Ph.D.⁴, Elizabeth Hoge, M.D.⁵, Susanne Hoepfner, Ph.D.⁶, T.H. Eric Bui, M.D., Ph.D.², Stefan G. Hofmann, Ph.D.⁷, Naomi M. Simon, M.D.³, 1. NYU Langone Health, 2. Massachusetts General Hospital, 3. Anxiety and Complicated Grief Program, NYU Langone, 4. Brigham and Women's Hospital, 5. Georgetown University Medical Center, 6. Massachusetts General Hospital/Harvard Medical School, 7. Boston University Center for Anxiety and Related Disorders

- (PS8-B43) **Deficits in Probabilistic Learning by Positive and Negative Reinforcement in Generalized Anxiety Disorder**
Lucas S. LaFreniere, M.S., Michelle G. Newman, Ph.D., The Pennsylvania State University
- (PS8-B44) **Predicting Adult Onset of Social Anxiety Disorder Using Machine Learning Methods**
Grace N. Anderson, B.A., Anthony J. Rosellini, Ph.D., Boston University Center for Anxiety and Related Disorders
- (PS8-B45) **Emotion Dysregulation and Negative Urgency in Generalized Anxiety Disorder**
Kathleen E. Stewart, M.A.¹, Bailee Malivoire, M.A.¹, Melina Ovanessian, M.A.¹, Naomi Koerner, Ph.D.¹, Elizabeth Pauluk, Ph.D.², 1. Ryerson University, 2. McMaster University
- (PS8-B46) **Evaluation of Global Measures of Improvement in the Unified Protocol**
Brittany Woods, M.A.¹, Todd Farchione, Ph.D.², Stephanie Jarvi Steele, Ph.D.², Mengxing Wang, M.A.², Anthony J. Rosellini, Ph.D.², Shannon Sauer-Zavala, Ph.D.², David Barlow, Ph.D.¹, 1. Boston University, 2. Boston University Center for Anxiety and Related Disorders
- (PS8-B47) **Responses to Intimate Partner Rejection Among Individuals with Social Anxiety Disorder and Healthy Controls**
Ariella P. Lenton-Brym, M.A., Candice M. Monson, Ph.D., Martin M. Antony, Ph.D., Ryerson University
- (PS8-B48) **Avoidance Mediates the Relationship Between Individuals with Generalized Anxiety Disorder and Symptoms of Depression**
Alex H. Buhk, M.A., Jason C. Levine, Ph.D., Matthew T. Tull, Ph.D., University of Toledo
- (PS8-B49) **A Closer Look at the Efficacy of Cognitive-behavioral Therapy for Panic Disorder Using Ecological Momentary Assessment and a Symptom-level Approach**
Mackenzie L. Brown, B.A.¹, Olivia M. Losiewicz, B.A.¹, Nicole J. LeBlanc, M.A.¹, Shelley L. Kind, M.S.², Donald J. Robinaugh, Ph.D.¹, Samantha N. Hellberg, B.A.³, Naomi M. Simon, M.D.⁴, Luana Marques, Ph.D.⁵, Amanda W. Baker, Ph.D.⁵, 1. Massachusetts General Hospital, 2. Suffolk University, 3. University of North Carolina at Chapel Hill, 4. Anxiety and Complicated Grief Program, NYU Langone, 5. Harvard Medical School
- (PS8-B50) **Is Social Anxiety Sensitivity Really Anxiety Sensitivity? A Confirmatory Factor Analytic Approach**
Karl Wissemann, B.A., Brad Schmidt, Ph.D., Florida State University

Poster Session 8C

PS8

Key Words: Psychometrics

- (PS8-C51) **Testing the Factor Structure of the Barkley Deficits in Executive Functioning Scale – Short Form**
Kate Clauss, M.A., Joseph R. Barden, Ph.D., Auburn University
- (PS8-C52) **Development and Preliminary Validation of a Procedural Knowledge Measure to Assess Clinician CBT Use**
Mary L. Phan, B.A.¹, Emily Becker-Haimes, Ph.D.², Rinad Beidas, Ph.D.², 1. University of Pennsylvania School of Medicine, 2. University of Pennsylvania
- (PS8-C53) **Validation of a Behavioral Measure of Intolerance of Uncertainty: Reaching Beyond Self-report**
Jessica R. Beadel, Ph.D.¹, Emily M. O'Bryan, M.A.², Bethany A. Teachman, Ph.D.³, Alison C. McLeish, Ph.D.⁴, 1. Aspire Behavioral Health, 2. Institute of Living - Anxiety Disorders Center, 3. University of Virginia, 4. University of Louisville
- (PS8-C54) **Predicting the Unpredictable: Critical Slowing down as a Warning Signal For Panic Attacks**
Olivia M. Losiewicz, B.A.¹, Mackenzie L. Brown, B.A.¹, Emma R. Toner, B.A.¹, Luana Marques, Ph.D.², Amanda W. Baker, Ph.D.², Donald J. Robinaugh, Ph.D.¹, 1. Massachusetts General Hospital, 2. Harvard Medical School
- (PS8-C55) **Determining the Factor Structure of the Five-facet Mindfulness Questionnaire With and Without a Modified Observing Facet in a Sample of 9-1-1 Telecommunicators**
Benjamin Laman-Maharg, B.A., Anthony Reffi, M.A., Michelle Lilly, Ph.D., Northern Illinois University
- (PS8-C56) **Clarifying the Optimal Structure of the Five Factor Mindfulness Questionnaire Among Two Large Clinical Samples**
Joseph M. Diehl, B.A.¹, Craig Rodriguez-Seijas, M.A.¹, Mark Zimmerman, M.D.², 1. Alpert Medical School of Brown University, 2. Rhode Island Hospital/Alpert Medical School of Brown University
- (PS8-C57) **Equating Treatment Effects from Self-report and Clinician-administered PTSD Measures via Common Persons Item Response Theory Calibration**
Antonio A. Morgan-Lopez, Ph.D.¹, Lissette M. Saavedra, Ph.D.¹, Denise Hien, Ph.D.², Therese Killeen, Ph.D.³, Sudie Back, Ph.D.³, Lesia M. Ruglass, Ph.D.², Skye Fitzpatrick, Ph.D.², Teresa Lopez-Castro, Ph.D.⁴, 1. RTI International, 2. Rutgers University, 3. Medical University of South Carolina, 4. City College of New York CUNY
- (PS8-C58) **The Utility of Node Centrality for Identifying Treatment Targets in Social Anxiety Disorder**
Ian Shryock, B.S., Shaan McGhie, B.A., Nader Amir, Ph.D., San Diego State University

- (PS8-C59) How Resilient Are Resilience Measures: A Psychometric Investigation of Popular Resilience Tests**
Lauren Linford, B.S.¹, Charlotte R. Esplin, B.S.², Scott R. Braithwaite, Ph.D.², Jared Warren, Ph.D.², 1. Brigham Young University Clinical Psychology Program, 2. Brigham Young University
- (PS8-C60) Virtual Simulators for the Training of Professional Skills and Competencies in Psychology**
Everardo Mendoza-Barragán, B.A., Universidad Nacional Autonoma de Mexico
- (PS8-C61) Usefulness and Utilization of Treatment Elements From the Transdiagnostic Sleep and Circadian Intervention For Adolescents With an Evening Circadian Preference**
Nicole B. Gumpert, M.A., Michael R. Dolsen, M.A., Allison Harvey, Ph.D., University of California, Berkeley
- (PS8-C62) An Examination of Self- and Symptom-focused Rumination in Cognitive-behavioural Therapy for Insomnia**
Parky H. Lau, B.A., Colleen Carney, Ph.D., Ryerson University
- (PS8-C63) Anxiety Sensitivity and Personality: Predicting Objectively Measured Sleep Quality**
Thomas J. Harrison, B.A.¹, Bridget A. Hearon, Ph.D.², 1. Saint Joseph's University, 2. Albright College
- (PS8-C64) Examining Potential Links in the Relationship Between Sleep Disturbance, Depression, and Anxiety: The Roles of Cognitive Fusion, Distress Tolerance, and Anxiety Sensitivity**
Caleigh Koppelman, Samantha N. Hellberg, B.A., Rachel Silver, Emma DeMartino, Jennifer Buchholz, M.A., Claire Stark, Neil Patel, Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill
- (PS8-C65) Sleep Disturbance as a Potential Link in the Coherence of Depressive and Obsessive-compulsive Symptoms**
Megan Butcher, Samantha N. Hellberg, B.A., Heidi Ojalehto, B.S., Callie Hucks, Olivia Griffith, Jennifer Buchholz, M.A., Jonathan S. Abramowitz, Ph.D.: University of North Carolina at Chapel Hill
- (PS8-C66) Brief Cognitive Behavioral Therapy for Insomnia (CBT-I) in Integrated Primary Care: A Retrospective Chart Review**
Scott Smith, M.S.¹, Amanda Perkins, Ph.D.², 1. Mercer University College of Health Professions, Department of Clinical Psychology, 2. WellStar Medical Group Psychological Services
- (PS8-C67) Insomnia and Anxiety Sensitivity: Associations in an Online Intervention Study**
Dylan Tomsey, B.A., Brittany M. Mathes, M.S., Brad Schmidt, Ph.D., Florida State University
- (PS8-C68) Examining the Role of Sleep Quality on Behavioral Stress Tolerance**
Madison Istre, B.S., Celeste G. Manuel, B.S., Tyler Laurent, B.S., Jacob Simon, Ciara Snelling, B.S., Victoria Landry, Michael J. McDermott, Ph.D., University of Louisiana at Lafayette

(PS8-C69) **Experiential Avoidance, Sleep Quality, and Nightmare Disturbance Are Leading Mechanisms in Nightmare Experiences**
Olivia H. Tousignant, M.S.¹, Daniel J. Glass, Ph.D.², Gary D. Fireman, Ph.D.¹, 1. Suffolk University, 2. Southfield Center for Development

International Ballroom, International Level

Poster Session 8D

PS8

Key Words: *School, Externalizing*

(PS8-D70) **Preschool Teachers' Cognitions and Anger as Predictors of Dysfunctional Discipline**

Michael L. Costa, M.S., Tamara Del Vecchio, Ph.D., St. John's University

(PS8-D71) **Profiles of Parent- and Teacher-reported Peer Relations and Co-occurring Symptoms Among Low-income Urban Children**

Lindsay Myerberg, M.A., Deborah Drabick, Ph.D., Temple University

(PS8-D73) **The Relationship Between the Student Perceptions of Leadership Qualities and Constructs of Social Emotional Learning in a Middle School Sample of Underserved Youths**

Maria Xu, Shanyun Zheng, Angela W. Wang, B.A., Maurice Elias, Ph.D., Rutgers University

(PS8-D74) **A Person-centered Approach to Peer Aggression and Prosocial Behavior in Early Adolescence**

Sarah W. Hopkins, B.A., Amy Marks, Ph.D., Gary D. Fireman, Ph.D., Suffolk University

(PS8-D75) **The Youth Aware of Mental Health Program and Its Effect on School Climate**

Blake Martin, M.A.¹, Jennifer L. Hughes, M.P.H., Ph.D.², Luis Gutierrez, M.S.², Adora Choquette, B.A.³, Madhukar H. Trivedi, M.D.⁴, 1. The University of Texas Southwestern Medical Center, 2. UT Southwestern Center for Depression Research and Clinical Care, 3. UT Southwestern Center for Depression and Clinical Care, 4. UT Southwestern Medical Center

(PS8-D76) **A Mindfulness Prevention Program in an Urban Elementary School: Does Home Practice Matter?**

Susan J. Doyle, M.S., Wesley Bullock, Ph.D., Sarah Francis, Ph.D., University of Toledo

(PS8-D77) **Peer- versus Self-identified Victims: Differences in Internalizing Problems**

Meredith J. Sourk, M.A.¹, Ayla R. Mapes, M.A.¹, James Craig, Ph.D.², Reagan Broach,¹ Timothy A. Cavell, Ph.D.¹, 1. The University of Arkansas, 2. Dartmouth-Hitchcock Medical Center

- (PS8-D78) **Common and Unique Components for Mental Health and Educational Outcome Improvement: A Systematic Review**
Eunjung Noh, B.A.¹, Eric Daleiden, Ph.D.², Bruce F. Chorpita, Ph.D.³, Chad Ebesutani, Ph.D.¹, 1. Duksung Women's University, 2. PracticeWise, LLC, 3. University of California Los Angeles
- (PS8-D79) **An Examination of a Peer Contagion Effect on Endorsement of Emotion Regulation Strategies and Internalizing Behaviors in Children**
Alayna J. Watson, B.S., S. Taylor Younginer, B.S., Cara McClain, M.A., L. Christian Elledge, Ph.D., The University of Tennessee, Knoxville
- (PS8-D80) **Extending Mindfulness-based Interventions to Ethnic Minority Youth With Learning Disabilities**
Hannah C. Herc, M.S., Justin R. Leiter-McBeth, B.S., Sarah Herr, Kellyann Navarre, Wesley Bullock, Ph.D., Peter Mezo, Ph.D., University of Toledo
- (PS8-D81) **Predicting Self-perceived Competence in Caregivers of Older Adults**
Kelly A. Bergstrom, M.A., Ann Steffen, ABPP, Ph.D., University of Missouri, St. Louis
- (PS8-D82) **Therapist Fidelity to Two Psychotherapies for Late-life Depression: Time to Competence and Skill Drift**
Patrick Raue, Ph.D.¹, Patricia A. Arean, Ph.D.¹, Brenna Renn, Ph.D.², George S. Alexopoulos, M.D.³, 1. University of Washington School of Medicine, 2. University of Washington, 3. Weill Cornell Medical College
- (PS8-D83) **The Relationship Between the Criticism and the Emotional Overinvolvement Subcategories of Expressed Emotion and Mental Health in Dementia Caregivers**
Olivia Altamirano, B.A., Amy Weisman de Mamani, Ph.D., University of Miami
- (PS8-D84) **Family Caregivers' Perceived Stress in Relation to Self-efficacy for Controlling Upsetting Thoughts**
Selmi Kallmi, B.A., Ann Steffen, ABPP, Ph.D., University of Missouri, St. Louis
- (PS8-D85) **A Pilot Randomized Controlled Trial of an Age-modified Healthy Weight Intervention (HWI) Program for Older Women With Eating Disorder Symptoms**
Megan E. Curtis, M.A., Sara Espinoza, M.D., Nicolas Musi, M.D., Jennifer Duan, B.A., Lisa Smith Kilpela, Ph.D., UT Health San Antonio
- (PS8-D86) **Age Related Differences in Intrusive Symptoms of Male Veterans Seeking Treatment for PTSD**
Nicholas Morcos, M.D., Minden B. Sexton, Ph.D., Mark Lyubkin, M.D., Erin Smith, Ph.D., Heather M. Cochran, Ph.D., Katherine Porter, Ph.D., Ann Arbor Veterans Healthcare System
- (PS8-D87) **Development and Validation of a Metric of Resilience in Informal Dementia Caregivers**
Nicholas T. James, M.S., Rachel Bassett, M.A., Daniel Paulson, Ph.D., University of Central Florida
- (PS8-D88) **Binge Eating Among Older Women: A Three-sample Comparison of Prevalence Rates**
Lisa S. Kilpela, Ph.D.¹, Francesca Gomez, B.A.², Keesha Middlemass, Ph.D.³, Carolyn B. Becker, Ph.D.², 1. UT Health San Antonio, 2. Trinity University, 3. Howard University

(PS8-D89) Examination of Age and Gender Differences for Prolonged Grief Disorder in Multiple Studies of Bereaved Individuals

Jonathan Singer, M.A., Cheyenne Appleby, B.A., Tony Papa, Ph.D., University of Nevada, Reno

(PS8-D90) Prevalence and Incremental Validity of the DSM-5 Panic Attack Specifier Among Outpatients with Emotional Disorders

Esther S. Tung, M.A., Grace N. Anderson, B.A., Evdokiya E. Knyazhanskaya, Anthony J. Rosellini, Ph.D., Timothy A. Brown, Psy.D., Boston University Center for Anxiety and Related Disorders

11:30 a.m. – 12:30 p.m.

International Ballroom, International Level

Poster Session 9A

PS9

Key Words: Alcohol, Emotion, Mood

(PS9-A1) An Examination of the Effect of Alcohol-related Media Content on Positive Affect

Phillip May, B.A., Samuel R. Eshleman Latimer, B.A., Katherine E. Wenger, B.A., Megan Keller, M.A., Amanda Vincent, B.A., Susan Kenford, Ph.D., Xavier University

(PS9-A2) Moral Transgressions: Examining Shame and Guilt in the Context of Problem Alcohol Use

Kayla M. Ford, B.S., Lindsay S. Ham, Ph.D., Kelly Kennedy, B.A., Isabel Augur, B.S., Maria D. Folkerth, University of Arkansas

(PS9-A3) Motivational and Contingency Management Interventions on Intrinsic and Extrinsic Motivation to Exercise Among Treatment Seeking Veterans With Alcohol Use Disorder

Lindsey Poe, B.S.¹, Catherine Baxley, M.S.¹, Jeffrey Benware, ABPP, Ph.D.², Patrick Lustman, Ph.D.³, Jeremiah Weinstock, Ph.D.¹, 1. Saint Louis University, 2. VA St. Louis Healthcare System, 3. Washington University in St. Louis

(PS9-A4) An Investigation of the Relations Between the Balloon Analogue Risk Task and College Alcohol Use

Amanda Vincent, B.A., Katherine E. Wenger, B.A., Megan Keller, M.A., Phillip May, B.A., Samuel R. Eshleman Latimer, B.A., Susan Kenford, Ph.D., Xavier University

(PS9-A5) Energy Drink Consumption in Veterans with Substance Use Disorders

Sandra M. Yacoub, ¹, Benjamin J. Pfeifer, M.S.¹, Joseph W. VanderVeen, Ph.D.², Jamie J. Winters, Ph.D.², 1. University of Michigan, 2. VA Ann Arbor, University of Michigan

(PS9-A6) An Examination of the Relation Between Reward Sensitivity and a Behavioral Measure of Risk Taking

Megan Keller, M.A., Katherine E. Wenger, B.A., Phillip May, B.A., Samuel R. Eshleman Latimer, B.A., Amanda Vincent, B.A., Susan Kenford, Ph.D., Xavier University

- (PS9-A7) Alcohol-related Cognitive Preoccupation Predicts Increases in Coping-motivated Alcohol Use and Vice Versa: The Moderating Role of Depression Severity**
Luke F. Heggeness, M.A.¹, Christian Bean, B.S.¹, Jennifer A. Cooks, M.A.¹, David A. Kalmbach, Ph.D.², Jeffrey A. Ciesla, Ph.D.¹, 1. Kent State University, 2. Henry Ford Health System
- (PS9-A8) Concurrent Shifts in Alcohol Use, Smoking, and Depression: An Mhealth Behavioral Activation and Smoking Cessation App Pilot**
Melissa L. Gasser, B.A.¹, Jonathan B. Bricker, Ph.D.², Noreen L. Watson, Ph.D.², Edit Serfozo, M.P.H.², Laura MacPherson, Ph.D.³, Kristin E. Mull, Ph.D.², Jaimee L. Heffner, Ph.D.², 1. University of Washington, 2. Fred Hutchinson Cancer Research Center, 3. University of Maryland Greenebaum Comprehensive Cancer Center
- (PS9-A9) Mindfulness and Marijuana: Examining How Trait-mindfulness and Marijuana Motives Predicts Marijuana Use Severity Among College Students**
Emily Marks, ¹, Zachary Getz, B.A.¹, Norma Jules, B.A.², Michael J. Gawrysiak, Ph.D.¹, 1. West Chester University of Pennsylvania, 2. Delaware State University
- (PS9-A10) Food Addiction May Influence Adherence to a Vegetarian Diet: Ambivalence as a Partial Mediator**
Sydney Heiss, M.A., Lauren E. Blau, M.A., Julia M. Hormes, Ph.D., University at Albany, State University of New York
- (PS9-A11) Do Risk Seeking, Experience Seeking, Negative Urgency and Positive Urgency Predict Cannabis Related Consequences via Use of Fewer Protective Behavioral Strategies?**
Alexander Tyskiewicz, B.A., Jamie Parnes, M.S., Bradley T. Conner, Ph.D., Mark A. Prince, Ph.D., Colorado State University
- (PS9-A12) Wake up and Smell the Coffee: Effects of Elaboration on Caffeine and Nicotine Cravings Among Polysubstance Users**
Sarah L. Adut, B.A., Annika Goldman, B.S., Shelby Ortiz, M.A., Robert E. Fite, M.A., Joshua C. Magee, Ph.D., Miami University
- (PS9-A13) Drinking Motives Mediate the Relation Between ADHD Symptoms and Alcohol-related Problems**
Caitlin A. Falco, B.S.¹, Alison Looby, Ph.D.¹, Judah W. Serrano, M.A.¹, John Vasko, MPS¹, Lauren M. Zimmerman, B.A.¹, Elizabeth Lefler, Ph.D.², Will H. Canu, Ph.D.³, Cynthia Hartung, Ph.D.¹, 1. University of Wyoming, 2. University of Northern Iowa, 3. Appalachian State University
- (PS9-A14) Sexual Narcissism and Alcohol Use/problems Predict Risky Sexual Behaviors Among College Men**
Autumn Rae Florimbio, M.A., Alisa Garner, M.A., Meagan J. Brem, M.A., Hannah Grigorian, B.A., Gloria Romero, M.S., Gregory Stuart, Ph.D., University of Tennessee, Knoxville
- (PS9-A15) Protecting Oneself from Cannabis Consequences Improves Psychological Well-being**
Kirstyn N. Smith-LeCavalier, ¹, Theodore J. Fetterling, B.S.¹, Mark A. Prince, Ph.D.¹, Cross-Cultural Addictions Study Team, ², 1. Colorado State University, 2. Center on Alcoholism, Substance Abuse, and Addictions, University of New Mexico

- (PS9-A16) **Continued Marijuana Use Is Predictive of Alcohol Use Disorder Persistence**
Linda Skalski, Ph.D., Paul Thurus, Ph.D., Justin Anker, Ph.D., Matt Kushner, Ph.D., University of Minnesota
- (PS9-A17) **Gender Differences in the Relationship Between Sexual Abuse and Hypersexuality**
Melissa N. Slavin, M.A.¹, Shane Kraus, Ph.D.², Gretchen Blyker, M.A.³, Beáta Böthe, Ph.D.⁴, Agnes Zsila, Ph.D.⁴, István Tóth-Király, Ph.D.⁴, Gábor Orosz, Ph.D.⁴, Zsolt Demetrovics, Ph.D.⁴, Marc Potenza, M.D., Ph.D.⁵, 1. University at Albany, 2. Edith Nourse Rogers Memorial Veterans Hospital, 3. University of Rhode Island, 4. Eötvös Loránd University, 5. Yale School of Medicine
- (PS9-A18) **The Predictive Validity of the Facets of Emotion Regulation**
Melanie F. Midkiff, M.S.¹, Nicole Heath, Ph.D.², James Gerhart, Ph.D.¹, 1. Central Michigan University, 2. Rush University Medical Center
- (PS9-A19) **Mental Health Service Utilization by Race/Ethnicity in a Nationally Representative Sample from 2004 to 2016**
Ana E. Sheehan, B.A.¹, Richard Liu, Ph.D.², Rachel Walsh, B.S.², Christina M. Sanzari, B.A.², 1. Brown University, 2. Alpert Medical School of Brown University
- (PS9-A20) **A Brief School-based Intervention Reduces Depression and Anxiety Symptoms in Kenyan Adolescents: Findings from a Pilot Randomized Controlled Trial**
Katherine Venturo-Conerly,¹ Akash Wasil, B.A.¹, Tom Osborn,¹ Jessica L. Schleider, Ph.D.², John Weisz, Ph.D.¹, 1. Harvard University, 2. Stony Brook University
- (PS9-A21) **Partner Strategies Used to Cope with Service Member/veterans' Drinking in Military Centric Alcohol Behavioral Couple Therapy**
Emily L. Starratt, B.S.¹, Elizabeth Epstein, Ph.D.¹, Cathryn Glanton Holzhauer, Ph.D.², David Smelson, Psy.D.¹, Barbara S. McCrady, Ph.D.³, Ayorkor Gaba, Psy.D.⁴, Rachel L. Rosen, B.S.⁴, 1. University of Massachusetts Medical School, 2. University of Massachusetts Medical School/VA Central Western Massachusetts, 3. Department of Psychology and Center on Alcoholism, Substance Abuse and Addictions (CASAA), University of New Mexico, 4. Rutgers University
- (PS9-A22) **Treatment Preferences for PTSD Influenced by Access to Relevant Treatment Information**
Laura Farrant, B.S., Esther Killius, B.S., Joshua Broman-Fulks, Ph.D., Sarah White, B.S., Natalie Sheets, M.A., Appalachian State University
- (PS9-A23) **Adolescent Gender and Age Differences in Responsiveness to Functional Family Therapy**
Christoffer Scavenius Sonne-Schmidt, Ph.D.¹, Megan Granski, B.A.², Malene Rudolf Lindenberg, B.A.³, Maria Michelle Vardanian, B.A.², Anil Chacko, Ph.D.², 1. VIVE - The National Research and Analysis Center for Welfare, 2. New York University, 3. Aalborg University
- (PS9-A24) **Mental Health Stigma and Perception for Clinicians and Undergraduates: A Delay Discounting Paradigm**
Taylor R. Rodriguez, M.S., Brian A. Bulla, M.A., Joye C. Anestis, Ph.D., University of Southern Mississippi

(PS9-A25) Who Is Re-enrolling? Predictors of Subsequent Youth Mental Health**Service Use**

Kendal Reeder, B.S.¹, Alayna L. Park, M.A.², Bruce F. Chorpita, Ph.D.², 1. University of California, San Diego, 2. University of California, Los Angeles

(PS9-A26) Gender Differentiates Change in Negative Behavior over Time in Response to a Brief Treatment Session

Margaret Webb, B.S., B.A.¹, Lauren Micalizzi, Ph.D.², 1. Alpert Medical School of Brown University, 2. Center for Alcohol and Addiction Studies, Brown University

International Ballroom, International Level**Poster Session 9B****PS9**

Key Words: *Emotion Regulation, Anxiety, Neuroscience*

(PS9-B27) EEG Frontal Asymmetry Predicts Children's Later Anxiety Through Maternal Emotion Dysregulation

Natalee Price, B.S., Randi A. Phelps, M.A., Elizabeth Kiel, Ph.D., Miami University

(PS9-B28) Behavioral Inhibition and Child Anxiety: The Moderating Effects of Anxiety Sensitivity

Emily Roemhild, B.A., Emily A. Meadows, M.A., Sarah Francis, Ph.D., University of Toledo

(PS9-B29) The Development of the What I Do at Home Questionnaire – Adolescent Version

Shannon Manley, M.A., Sarah Francis, Ph.D., University of Toledo

(PS9-B30) Enhancing the Treatment of Selective Mutism (SM) in Young Children: The Impact of Parent Training

Reena Chabria, B.A., Rachel Merson, Psy.D., David Langer, Ph.D., Donna Pincus, Ph.D., Boston University Center for Anxiety and Related Disorders

(PS9-B31) Examining How Grit Mediates the Relationship Between Future Aspirations and Sports Anxiety Using a Community Sample of Female School-aged Volleyball Players

Clayton H. Allred, B.S., Mojisola Tihamiyu, Ph.D., Peter Mezo, Ph.D., Sarah Francis, Ph.D., University of Toledo

(PS9-B32) The Impact of Concurrent Child and Parent Anxiety Groups on Children's Primary Anxiety Disorder Diagnoses

Samantha A. Glickman, M.A., M.S.¹, Kristene Hossepian, M.S.¹, Elizabeth Reichert, Ph.D.², 1. PGSP-Stanford Psy.D. Consortium, 2. Stanford University

(PS9-B33) Mindfulness-based Cognitive Behavioral Therapy for Latinx Youth

Susan M. Panichell-Mindel, Ph.D., Nicole Fleischer, M.S., Kelsey Dailey, M.A., Brooke Singer, M.A., Tiffany Araujo, M.A., Adam L. Zahn, M.S., Eguono Akpoduado, M.A., Philadelphia College of Osteopathic Medicine

- (PS9-B34) Maternal Stress on Child Anxiety and Depression: The Impact of Maternal Intellectual/cultural Orientation**
Jerrica R. Guidry, M.A., Peter Castagna, M.A., Thompson Davis III, Ph.D., Louisiana State University
- (PS9-B36) Error Monitoring and Its Relationship to Anxiety from Childhood to Adolescence**
Lauren E. Arnold, B.S.¹, Christopher Sege, Ph.D.¹, Casey Calhoun, Ph.D.¹, Lisa McTeague, Ph.D.¹, Greg Hajcak, Ph.D.², Carla K. Danielson, Ph.D.³, 1. Medical University of South Carolina, 2. Florida State University, 3. MUSC
- (PS9-B37) Shame, Guilt, and Embarrassment: Is Negative Affect a Mediator Between Peer Victimization and Children's Internalizing Symptoms?**
Ayla R. Mapes, M.A., Meredith J. Sourk, M.A., Timothy A. Cavell, Ph.D., The University of Arkansas
- (PS9-B38) Parental Beliefs About Anxiety as a Mediator of Parental Overcontrol and Child Anxiety**
Sarah Francis, Ph.D., Shannon Manley, M.A., University of Toledo
- (PS9-B39) Correspondence of the Childhood Anxiety Sensitivity Index with Anxiety and Depression in Children and Adolescents**
Sarah Francis, Ph.D., Shannon Manley, M.A., Susan J. Doyle, M.S., University of Toledo
- (PS9-B40) Emotion Dysregulation Mediates Differential Treatment Response for Suicidal Adolescents Diagnosed with Anxiety**
Joanna L. Herres, Ph.D.¹, Shirley Wang, B.A.², Kiera M. James, M.S.³, Nadia Bounoua, B.S.⁴, 1. The College of New Jersey, 2. Harvard University, 3. Binghamton University, 4. University of Delaware
- (PS9-B41) The Effect of PCIT-CALM on Child and Parent Anxiety and Parenting Behaviors**
Alana Gross, M.A., Jennifer Lent, M.A., Ilana Eisenberg, M.A., Caroline Mazzer, M.A., Katie Fogarty, M.A., Erin McLean, M.A., Hannah Walcoe, M.A., Lauren Webb, M.A., Phyllis S. Ohr, Ph.D., Hofstra University
- (PS9-B42) Affect and Affect Regulation in Ambiguous Social Situations – Evidence for Altering the Cognitive-based Social Information Processing Model**
Jasmine R. Berry, M.A., Debora J. Bell, Ph.D., University of Missouri, Columbia
- (PS9-B43) Where to Intervene?: Parent and Child Factors as Predictors of Future Child Social Anxiety**
Lauren Jones, B.A., Sydney M. Risley, M.A., Anne Kalomiris, M.A., Elizabeth Kiel, Ph.D., Miami University
- (PS9-B44) Psychometric Properties of the Dot Probe Task Administered to Anxious Youth Outside of the Laboratory**
Ian Shryock, B.S.¹, Nader Amir, Ph.D.¹, Robin Weersing, Ph.D.², Greg Clarke, Ph.D.³, Sara Gille, M.P.H.³, 1. San Diego State University, 2. SDSU/UCSD, 3. Kaiser Permanente

- (PS9-B45) The Moderating Effects of Parent and Child Anxiety on the Association Between Physiological Regulation and Parental Accommodation**
Lindsay R. Druskin, B.A.¹, Kelly A. Smith, B.A.¹, Danielle R. Novick, B.A.¹, Matthew G. Barstead, Ph.D.¹, Christina M. Danko, Ph.D.¹, Rebekah Badders, M.A.¹, Nicholas J. Wagner, Ph.D.², Lea Dougherty, Ph.D.¹, Andrea M. Chronis-Tuscano, Ph.D.¹, Kenneth H. Rubin, Ph.D.¹, 1. University of Maryland, College Park, 2. Boston University
- (PS9-B46) The Effect of Age on the Relationship Between Anxiety Sensitivity and Social Anxiety**
Paige N. Picou, B.A., Kimberly Ellison, M.S., Paige Adenuga, B.S., Thompson Davis III, Ph.D., Louisiana State University
- (PS9-B47) Peer Relations as a Protective Factor for Internalizing Symptoms**
Theresa R. Gladstone, B.A., Christopher A. Flessner, Ph.D., Kent State University
- (PS9-B48) Examining the Relationship Between Behavioral and Emotional Functioning and Tic Severity in Children With Persistent Tic Disorders**
Jordan Stiede, B.A.¹, Brianna Wellen, B.S.², Christopher Bauer, B.S.¹, Michael Himle, Ph.D.², Suzanne Mouton-Odum, Ph.D.³, Douglas Woods, Ph.D.¹, 1. Marquette University, 2. University of Utah, 3. Psychology Houston, PC
- (PS9-B49) Common Factors as Predictors of Treatment Response in Tourette Syndrome and Chronic Tic Disorders**
Anna Schwartzberg, B.A.¹, Hilary Weingarden, Ph.D.², Alan L. Peterson, ABPP, Ph.D.³, Lawrence Scahill, Ph.D.⁴, John Walkup, M.D.⁵, Douglas Woods, Ph.D.⁶, John Piacentini, ABPP, Ph.D.⁷, Sabine Wilhelm, Ph.D.⁸, 1. Massachusetts General Hospital, 2. Massachusetts General Hospital/Harvard Medical School, 3. University of Texas Health Science Center at San Antonio, 4. Emory University School of Medicine, 5. Northwestern University Feinberg School of Medicine, 6. Marquette University, 7. UCLA School of Medicine, 8. Harvard Medical School; Massachusetts General Hospital
- (PS9-B50) Supporting CBIT Implementation Through the Development of the Parent Accommodation of Tics Scale**
Emily P. Wilton, B.A.¹, Christopher A. Flessner, Ph.D.¹, Katrina D. Hermetet-Lindsay, Ph.D.², Lindsey Vater, Psy.D.³, 1. Kent State University, 2. Akron Children's Hospital; Northeast Ohio Medical University (NEOMED), 3. Nationwide Children's Hospital
- (PS9-B51) The Transdiagnostic Treatment of Complex Comorbidity in Children with Tic Disorders**
Claire Flatley, B.S.¹, Brianna Wellen, B.S.¹, Adam Lewin, Ph.D.², Michael Himle, Ph.D.¹, 1. University of Utah, 2. University of South Florida

Poster Session 9C

PS9

Key Words: LGBTQ+, Sexuality, Intimate Partner Aggression

- (PS9-C52) **Sexual Assertiveness as a Predictor of Sexual Consent Attitudes and Beliefs Among Lgbtq+/non-binary Young Adults**
John L. McKenna, M.S.¹, Lizabeth Roemer, Ph.D.², Michael Suvak, Ph.D.³, Susan Orsillo, Ph.D.³, 1. Suffolk University, Cambridge Health Alliance, 2. University of Massachusetts Boston, 3. Suffolk University
- (PS9-C53) **Expectations for Marriage Differ by Sexual and Gender Identity Among Young Sexual and Gender Minorities Assigned Female at Birth**
Lisa M. Godfrey, M.A.¹, Neslihan James-Kangal, M.A.¹, Michael Newcomb, Ph.D.², Sarah W. Whitton, Ph.D.¹, 1. University of Cincinnati, 2. Feinberg School of Medicine
- (PS9-C54) **The Associations Between Discrimination and Trauma to Rejection Sensitivity, and PTSD and Depression Symptoms in Lesbian, Gay, and Bisexual Emerging Adults**
Timothy Stahl, M.A., Elissa J. Brown, Ph.D., Andrea Bergman, Ph.D., St. John's University
- (PS9-C55) **Examining the Relationship Between Minority Stress Experiences and Feelings of Self-worth in Transgender Youth**
Connor Gallik, M.S., Ryan Watson, Ph.D., University of Connecticut
- (PS9-C56) **The Impact of Social Reactions on Internalized Homonegativity in LGBTQ+ Survivors of Interpersonal Trauma**
David T. Solomon, Ph.D., Aleah M. Fieret, Elizabeth Combs, M.A., Sara Roles, Western Carolina University
- (PS9-C57) **Unique Predictors of Social Anxiety in Transgender and Gender Diverse College Students**
Natalie R. Holt, M.A., Rin Nguyen, B.A., Allura Ralston, M.A., Debra A. Hope, Ph.D., University of Nebraska-Lincoln
- (PS9-C58) **Housing Options Meet the Needs of LGB/TGD College Students: Is Gender-inclusive Housing Needed for Everyone?**
Rin Nguyen, B.A., Natalie R. Holt, M.A., Debra A. Hope, Ph.D., University of Nebraska-Lincoln
- (PS9-C59) **Gay-related and General Stressors Predict Gay Men's Psychological Functioning over Time**
Tony Petruzzella, M.A., M.S.¹, Brian A. Feinstein, Ph.D.², Joanne Davila, Ph.D.³, Justin Lavner, Ph.D.¹, 1. University of Georgia, 2. Northwestern University, 3. Stony Brook University
- (PS9-C60) **Perceived Maternal/paternal Support and Psychological Control in Relation to Positive Adjustment in Heterosexual, Bisexual, Lesbian, and Gay Emerging Adults in a University Sample**
Shayna R. Greenberg, B.A., James Hodgins, B.A., Scott Plunkett, Ph.D., California State University, Northridge

- (PS9-C61) **Differences in Identity-related and Social Risk Factors Among Bisexual versus Gay/lesbian Individuals**
Cindy Chang, B.A., Kara Fehling, M.A., Edward Selby, Ph.D., Rutgers University
- (PS9-C62) **Do Financial Distress and Racial Discrimination Explain Elevated Rates of Severe Psychological IPV in Latinx versus White Sexual and Gender Minorities?**
Margaret Lawlace, B.A.¹, Michael Newcomb, Ph.D.², Sarah W. Whitton, Ph.D.³, 1. Psychology Department, University of Cincinnati, 2. Feinberg School of Medicine, 3. University of Cincinnati
- (PS9-C63) **Minority Stress Is Associated with a Stress-is-debilitating Mindset**
Julia C. Harris, B.S., Diana Cox, B.S., David J. Hawthorne, M.S., Ethan Mereish, Ph.D., American University
- (PS9-C64) **Individual and Dyadic Associations of Childhood Sexual Abuse on Relationship Functioning Among Same-sex Couples**
Nicholas S. Perry, Ph.D.¹, Brian R. Baucom, Ph.D.², David M. Huebner, M.P.H., Ph.D.³, 1. Alpert Medical School of Brown University, 2. University of Utah, 3. George Washington University
- (PS9-C65) **Psychological Inflexibility Moderates Relationship Between Experienced Sexual Racism and HIV Risk Behavior**
Yash Bhambhani, M.A.¹, Maureen K. Flynn, Ph.D.², Karen Kellum, PhD¹, Kelly Wilson, Ph.D.¹, 1. University of Mississippi, 2. Metropolitan State University of Denver
- (PS9-C66) **Identity-related Predictors of Low-self-esteem in Sexual Minorities**
Sara Roles, Aleah M. Fieret, David T. Solomon, Ph.D., Elizabeth Combs, M.A., Western Carolina University
- (PS9-C67) **A Moderated Mediation Model Examining the Association Between Intersectional Minority Stress and Depression in Trans Women of Color**
Kevin Moino, B.A., Laura F. Salazar, Ph.D., Dominic J. Parrott, Ph.D., Georgia State University
- (PS9-C68) **Temporal Trends in Peer Victimization Among Sexual Minority and Heterosexual Adolescents**
Rachel Walsh, B.S.¹, Christina M. Sanzari, B.A.¹, Ana E. Sheehan, B.A.², Richard Liu, Ph.D.¹, 1. Alpert Medical School of Brown University, 2. Brown University
- (PS9-C69) **Outness and Victimization in an LGBTQ+ Population**
Kaylie T. Allen, Ph.D.¹, David T. Solomon, Ph.D.², Sara Roles,² Elizabeth Combs, M.A.², 1. Gender Affirming Program, St Louis Behavioral Medicine Institute, 2. Western Carolina University
- (PS9-C70) **Experiences of Minority Stress Amongst Gender Minority and Cisgender Sexual Minority Youth**
Ryan Segur, M.S.¹, Matthew A. Killam, B.A.¹, Jessica R. Peters, Ph.D.¹, Ethan H. Mereish, Ph.D.², Shirley Yen, Ph.D.³, 1. Brown University Department of Psychiatry and Human Behavior, 2. Brown University Department of Behavioral and Social Sciences; American University Department of Health Studies, 3. Brown University Department of Psychiatry and Human Behavior; Beth Israel Deaconess Medical Center, Harvard Medical School

- (PS9-C71) **A Comparison of Substance Use and Coping Strategies in Gender Non Binary And transgender Persons**
Elizabeth Combs, M.A., David T. Solomon, Ph.D., Western Carolina University
- (PS9-C72) **Self-compassion and Connectedness as Protective Factors Against Minority Stress for LGBT Individuals**
Morgan C. Bowlen, B.A., University of Montana
- (PS9-C73) **Incidence and Impact of LGBTQ+ Sexual Violence Victimization**
Kendal C. Binion, M.S., Stephanie Amaya, M.S., Matt Gray, Ph.D., University of Wyoming
- (PS9-C74) **The Influence of Attachment Style, Self-esteem, and Impulsivity in Same-sex IPV**
Natalie Blocher, B.A., Megan Schmidt, M.A., Todd Moore, Ph.D., University of Tennessee, Knoxville
- (PS9-C75) **Validation of an 8-item Measure of Daily Sexual Minority Stress Among Sexual Minority Women**
Abby L. Braitman, Ph.D.¹, Kristin Heron, Ph.D.¹, Sarah J. Ehlke, M.S.¹, Kelly Romano, M.S., Ed.S.², Alexander T. Shappie, M.S.², Robin J. Lewis, Ph.D.¹, 1. Old Dominion University, 2. Virginia Consortium Program in Clinical Psychology
- (PS9-C76) **Positive Body Image and Relationships to Eating Behaviors and Health Among Sexual Minorities**
Zachary A. Soulliard, M.A., Jillon S. Vander Wal, Ph.D., Saint Louis University

International Ballroom, International Level

Poster Session 9D

PS9

Key Words: *Severe Mental Illness, Psychosis / Psychotic Disorders, Risk / Vulnerability Factors*

- (PS9-D77) **Implicit Theory of Intelligence, Motivation, and Functioning in Individuals Diagnosed with Schizophrenia**
Elizabeth Ramjas, M.A., Daniel Sullivan, M.A., Anne R. Limowski, M.A., Jacqueline Krychiw, M.A., Mark Serper, Ph.D., Hofstra University
- (PS9-D78) **The Significance of Social Cognition and Neurocognition on Functional Outcome in Schizophrenia**
Cecily J. Portillo, M.A., Joseph Taliercio, M.A., Brittany Bonasera, B.A., Nandini Jhavar, B.A., Hofstra University
- (PS9-D79) **Gains in Social Functioning but Not Social Cognition in a Randomized-controlled Trial of Social Cognition and Interaction Training for People With Psychotic Disorders**
Hayley Drew Dixon, B.A.¹, Charlie A. Davidson, Ph.D.¹, Lori Parente, B.S.², Joanna Fiszdon, Ph.D.³, 1. Mercer University College of Health Professions, 2. US Department of Veterans Affairs, 3. VACHS/Yale University

- (PS9-D80) **Using Self-evaluation to Learn: Self-assessment Accuracy, Neuropsychological Performance, and Learning Potential in People with Schizophrenia**
Molly Penrod, M.A., Laura Faith, M.A., Melisa Rempfer, Ph.D., University of Missouri, Kansas City
- (PS9-D81) **Clinicians' Experiences Implementing CBT for Psychosis**
Jenae Richardson, M.S.¹, Desiree L. Curcio, B.A., M.S.¹, Gregory Inzinna, B.A., M.S.¹, Loey Bromberg, M.S.¹, Jill H. Rathus, Ph.D.², 1. Long Island University, 2. Long Island University - Post
- (PS9-D82) **Using Heart Rate Variability to Uncover How Language Relates to Symptom Severity in Individuals with Schizophrenia**
Merranda McLaughlin, B.S.¹, Renata Zatarain, B.S.¹, Carmen Ortega, B.A.¹, William J. Villano, B.A.¹, Ana Martinez de Andino, M.S.², Amy Weisman de Mamani, Ph.D.¹, 1. University of Miami, 2. Emory University School of Medicine
- (PS9-D83) **Prevalence and Impact of Obsessive-compulsive Disorder and Obsessive-compulsive Symptoms in Individuals at Clinical High Risk for Psychosis**
Brooke L. Lundgren,¹ Matthew Hagler, M.A.², Emma Parrish, B.S.², Emily He, M.A.², Michelle West, Ph.D.², Michelle Friedman-Yakoobian, Ph.D.², 1. Beth Israel Deaconess Medical Center / Northeastern University, 2. Beth Israel Deaconess Medical Center
- (PS9-D84) **The Impact of Stigma on Psychological Screening Responses and Support-seeking**
Brittney C. Brown, M.S.¹, Elaine Walker, Ph.D.², Charlie A. Davidson, Ph.D.³, 1. Mercer University, 2. Emory University, 3. Mercer University College of Health Professions
- (PS9-D85) **Patient-centered Iterative Development of a Prescription Digital Therapeutic for Patients with Schizophrenia**
Tim Campellone, Ph.D., Kirsten E. Smayda, Ph.D., Yuri A. Maricich, M.D., Pear Therapeutics
- (PS9-D86) **Social Support and Professional Help-seeking: More Is Less for People Endorsing Schizotypy Symptoms**
Olivia Altamirano, B.A., Amy Weisman de Mamani, Ph.D., University of Miami
- (PS9-D87) **How Language Used May Influence Anxiety Symptoms in Bilingual Individuals with Schizophrenia**
Renata Zatarain, B.S., Merranda McLaughlin, B.S., Carmen Ortega, B.A., William J. Villano, B.A., Amy Weisman de Mamani, Ph.D., University of Miami
- (PS9-D88) **The Future of Psychopathology: A Dimensional Model of Psychosis-related Disorders**
Elizabeth L. Lombardo, B.S.¹, Kylie Jupp, B.A.², 1. University of South Carolina, 2. University of South Carolina at Aiken
- (PS9-D89) **Higher-functioning Populations and a Revised Hinting Task**
Joel M. Martin, Ph.D., Alaina Hanke, Jaclyn Boyer, Senami Morris, Madison Millard, Butler University
- (PS9-D90) **I am vs. I Have: The Relation of Self-identified Mental Health Labels and Internalized Stigma**
Rachel C. Bock, B.S., Joel Stroman, Kendyll L. Albrecht, B.A., Emily A. Kalantar, B.A., Lucas D. Baker, B.A., Christopher R. Berghoff, Ph.D., University of South Dakota

- (PS9-D91) **Online Cognitive Bias Modification to Shift Negative Prospection: A Randomized Controlled Trial Using Technology to Extend Reach**
Jeremy W. Eberle, B.S., B.A., Mehdi O. Boukhechba, Ph.D., Jianhui Sun, M.S., Diheng Zhang, M.A., Daniel H. Funk, B.S., Laura Barnes, Ph.D., Bethany A. Teachman, Ph.D., University of Virginia
- (PS9-D92) **Discrepancies Between Youth and Maternal Perceived Parenting Practices: Implications for Youth Cognitive Development**
Sarah Danzo, M.A., Samuel Seidman, B.A., Arin Connell, Ph.D., Case Western Reserve University
- (PS9-D93) **Cockroaches Are Scarier Than Snakes: Validation of an Affective Standardized Animals Images Set**
Jorge Grimaldos, M.S.¹, Almudena Duque, Ph.D.², María Palau-Batet, M.S.¹, Mamen Pastor, Ph.D.¹, Juana Bretón-López, Ph.D.¹, Soledad Quero, Ph.D.¹, 1. U. JaumeI, 2. Universidad Pontificia de Salamanca
- (PS9-D94) **Cognitive Inflexibility and Irritability in Clinically Referred Preschoolers**
Claudia Paszek, B.A.¹, Sarah Martin, Ph.D.², Mia DeMarco, B.S.³, Lauren Memick, M.A.³, Jeffrey Hunt, M.D.¹, Anthony Spirito, Ph.D.⁴, John Boekamp, Ph.D.¹, 1. Alpert Medical School of Brown University, 2. Simmons College, 3. Bradley Hospital, 4. Brown University
- (PS9-D95) **An Idiographic Approach to Future Affect Predictions in Dysphoric and Healthy Individuals**
Allison D. Altman, M.A., Aaron Fisher, Ph.D., University of California, Berkeley
- (PS9-D96) **Examining the Role of Distress Tolerance in Pain-related Avoidance Above and Beyond Negative Affect and Anxiety Sensitivity**
Milvia D. Alvarez, Patricia J. Mejia, B.S., Celeste G. Manuel, B.S., Madison K. Knox, B.S., Morgan E. Maples, Cristian Caraballo, Michael J. McDermott, Ph.D., University of Louisiana at Lafayette
- (PS9-D97) **Predicting Emotion Regulation Difficulties Using a 3-factor Model of the Pittsburgh Sleep Quality Index**
Samantha M. Nagy, M.S., Scott Pickett, Ph.D., Florida State University

1:00 p.m. – 2:00 p.m.

International Ballroom, International Level

Poster Session 10A

PS10

Key Words: *Suicide, Alcohol, Borderline Personality Disorder*

- (PS10-A1) **Acquired Capability for Suicide: The Role of Painful and Provocative Experiences**

Lauren Harris, B.A., Jessica Ribeiro, Ph.D., Florida State University

- (PS10-A2) Perceived Burdensomeness and Thwarted Belongingness as Moderators of Virtual Suicidal Behaviors**
Trystan H. Loustau, Katherine G. Cunningham, Kathryn P. Linthicum, B.A., Lauren Harris, B.A., Jessica Ribeiro, Ph.D., Florida State University
- (PS10-A3) Suicidality and Interpersonal Violence in Underrepresented Populations: A Study of Co-occurrence Within a Population of Young Nigerian Women**
Julia C. Nahman, B.A.¹, Mitchell Prinstein, Ph.D.¹, Anwulika N. Okonjo, B.A.², Onyinye I. Iweala, M.D., Ph.D.¹, Okechukwu W. Iweala, B.A.³, 1. University of North Carolina at Chapel Hill, 2. Duke University, 3. Harvard University
- (PS10-A4) Do People Know Why They Self-injure? Using Ecological Momentary Assessment to Examine the Accuracy of Retrospective Self-reports of Nonsuicidal Self-injury**
Kara Fehling, M.A.¹, Amy Kranzler, Ph.D.², Edward Selby, Ph.D.¹, 1. Rutgers University, 2. Montefiore Medical Center
- (PS10-A5) Web-based Cognitive Behavioral Therapy for the Prevention of Suicidal Ideation in Medical University Students: A Randomized Clinical Trial**
Ashley N. Howell, Ph.D., Emily S. Payton, B.S., Alyssa A. Rheingold, Ph.D., Thomas W. Uhde, M.D., Constance Guille, M.D., Medical University of South Carolina
- (PS10-A6) Exploring How People Feel in the Immediate Suicidal Context**
Esther C. Park, B.A., Xieyining Huang, M.S., Joseph Franklin, Ph.D., Florida State University
- (PS10-A7) Victimization and Body Satisfaction as Moderators of the Suicidal Ideation to Suicide Attempt Relationship Among Transgender and Gender Non-binary Individuals**
Ana Rabasco, B.A., Margaret Andover, Ph.D., Fordham University
- (PS10-A8) Examining Social Acceptance and Suicidal Ideation in the School Context**
Grace Y. Cho, B.A., Katherine L. Dixon-Gordon, Ph.D., University of Massachusetts, Amherst
- (PS10-A9) Testing the Ideation to Action Framework with Cognitive Capability**
Grace Y. Cho, B.A., Katherine L. Dixon-Gordon, Ph.D., University of Massachusetts, Amherst
- (PS10-A10) Borderline Features and Suicide: Investigating Pathways Through Drug and Alcohol Use**
Karen Kelley, B.A., Hilary DeShong, Ph.D., Mississippi State University
- (PS10-A11) Support Seeking Moderates the Link Between Negative Relationships and Nonsuicidal Self-injury in Youth**
Sofia R. Do Rosario¹, Rita Abdel-Baki, B.A., M.S.¹, Katherine L. Bailey¹, Anne Shaffer, Ph.D.², Kristel Thomassin, Ph.D.¹, 1. University of Guelph, 2. University of Georgia
- (PS10-A12) Relational Victimization as a Predictor of Nonsuicidal Self-injury (NSSI) Among Early Adolescents: Indirect Pathways Through Depressive Symptoms and Social Anxiety**
Beth A. Kotchick, Ph.D.¹, Nicole M. Salen, M.S.², Alison Papadakis, Ph.D.³, 1. Loyola University Maryland, 2. Johns Hopkins University School of Nursing, 3. Johns Hopkins University

- (PS10-A13) An Exploratory Examination of the Most Dangerous Forms of Nonsuicidal Self-injury**
Yeonsoo Park, M.A.¹, Maxwell R. Hong, Ph.D.¹, Kristen M. Sorgi, B.S.², Ross Jacobucci, Ph.D.¹, Michael McCloskey, Ph.D.², Brooke Ammerman, Ph.D.¹, 1. University of Notre Dame, 2. Temple University
- (PS10-A14) Suicide Ideators in Cbt-informed DBT: Efficacy and Moderating Effects of BPD and Level 1 Behavior**
Max Stivers, B.A.¹, Marget Thomas, Psy.D.², Hollie G. Granato, Ph.D.², Robert M. Montgomery,³ Kate A. Cohen, B.A.¹, Sandra M. Chen, B.A.¹, Lindsey Thornburg, B.A.², Lynn M. McFarr, Ph.D.², 1. Pepperdine University Graduate School of Education and Psychology, 2. CBT California, 3. CSU Northridge
- (PS10-A15) Profiles of Suicide Communication and Risk Indices: A Cluster Analysis**
Kaitlyn R. Schuler, M.A., Nicholas A. Fadoir, M.A., Natasha Basu, M.A., Laura Marie, Phillip M. Smith, Ph.D., University of South Alabama
- (PS10-A16) Clarifying the Role of Social Support in the Short-term Prediction of Suicidal Thoughts**
Hye In S. Lee, B.S.¹, Erin Kilbury, M.A.¹, Daniel Coppersmith, B.A.¹, Shirley Wang, B.A.¹, Evan Kleiman, Ph.D.², Kate Bentley, Ph.D.³, Alexander Millner, Ph.D.¹, Rebecca Fortgang, Ph.D.¹, Jeffrey Huffman, M.D.⁴, Matthew Nock, Ph.D.¹, 1. Harvard University, 2. Rutgers University, 3. Harvard Medical School, 4. Massachusetts General Hospital
- (PS10-A17) An Examination on How Facets of Aggression Provide Indirect Pathways Between Traumatic Avoidance and Suicidality**
Rachel Martin, B.A., Nicole Caulfield, B.A., Daniel Capron, Ph.D., University of Southern Mississippi
- (PS10-A18) How Aggressive Facets Moderate the Interaction Between Disinhibition and Suicidality**
Rachel Martin, B.A., Daniel Capron, Ph.D., University of Southern Mississippi
- (PS10-A19) Testing the Interpersonal Theory of Suicide Among College Students in India**
Pankhuri Aggarwal, M.A.¹, Shelby Ortiz, M.A.¹, Anjali Jain, M.A.¹, Elizabeth A. Velkoff, M.A.¹, Tony Sam George, Ph.D.², April R. Smith, Ph.D.¹, Vaishali Raval, Ph.D.¹, 1. Miami University, 2. Christ University
- (PS10-A20) Do Rates and Experiences of Hospitalization for Suicide-related Concerns Differ Between Transgender and Gender Diverse Veterans and Non-veterans?**
Alix Aboussouan, B.S.¹, Emma Moscardini, B.S.¹, Annie Snow, Ph.D.², Julie Cerel, Ph.D.², Raymond Tucker, Ph.D.¹, 1. Louisiana State University, 2. University of Kentucky
- (PS10-A21) Examining the Relationship Between Insomnia Severity and Non-suicidal Self-injury Frequency Among Adult Psychiatric Inpatients**
Alyson B. Randall, B.A.¹, Kenneth J.D. Allen, Ph.D.², Jessica F. Sandler, B.A.¹, David J. Schillinger, B.S.¹, William C. Kelner, B.A.¹, Heather Schatten, Ph.D.², Ivan Miller, Ph.D.¹, Michael Arney, Ph.D.², 1. Butler Hospital & Brown University, 2. Alpert Medical School of Brown University

- (PS10-A22) **Nonsuicidal Self-injury During and After Inpatient Hospitalization: Examining Rumination and Depressive Symptoms as Potential Risk Factors**
Olivia H. Pollak, B.S.¹, Eugene D'Angelo, Ph.D.², Matthew Nock, Ph.D.³, Christine B. Cha, Ph.D.¹, 1. Teachers College, Columbia University, 2. Boston Children's Hospital/Harvard Medical School, 3. Harvard University
- (PS10-A23) **Non-suicidal Self-injury and Positive Affect: Relationships With Gratitude, Mindfulness, and Savoring**
Jenny Guo, B.S.¹, Jessica R. Peters, Ph.D.², Shirley Yen, Ph.D.³, 1. Brown University Medical School, 2. Brown University Department of Psychiatry and Human Behavior, 3. Brown University Department of Psychiatry and Human Behavior; Beth Israel Deaconess Medical Center, Harvard Medical School
- (PS10-A24) **The Relationship of Subjective Social Status, (undisclosed) Sexual Orientation, and Gender to Suicide Attempts**
Jamie Giglio, M.S.¹, Bethany Young, M.S.¹, Nancy H. Liu, Ph.D.², Monica Garza, Ph.D.³, Suzanne Barakat, M.D.⁴, Ricardo F. Muñoz, Ph.D.¹, Yan Leykin, Ph.D.¹, 1. Palo Alto University, 2. University of California, Berkeley, 3. Legacy Community Health, 4. University of California San Francisco
- (PS10-A25) **Examining Prospective Associations Among Alexithymia and Adolescents' Self-injurious Thoughts and Behaviors**
Trevor J. Long, B.A., Matthew G. Clayton, B.A., Eva H. Telzer, Ph.D., Kristen A. Lindquist, Ph.D., Mitchell Prinstein, Ph.D., University of North Carolina at Chapel Hill

International Ballroom, International Level

Poster Session 10B

PS10

Key Words: *Child, Resilience, Abuse / Maltreatment*

- (PS10-B26) **Flourishing and Adverse Childhood Experiences: Does the Presence of Special Health Care Needs Influence Outcomes?**
Angelia Davis, M.A., Kaitlyn R. Schuler, M.A., Kimberly Zlomke, Ph.D., University of South Alabama
- (PS10-B27) **Predictors of Attrition Among Young Children Receiving Trauma-focused Therapy**
Rachel Wamser-Nanney, Ph.D., University of Missouri St. Louis
- (PS10-B28) **Caregiver-child Symptom Concordance: Links to Premature Termination from Trauma-focused Therapy**
Rachel Wamser-Nanney, Ph.D., Claudia Campbell, B.A., University of Missouri St. Louis
- (PS10-B29) **Effect of Maternal History of Childhood and Romantic Partner Abuse on Support Following CSA**
Heather N. Styles-Turbyfill, B.A.¹, David T. Solomon, Ph.D.¹, Daniel W. Smith, Ph.D.², 1. Western Carolina University, 2. Medical University of South Carolina

- (PS10-B30) **Demographic Characteristics of Participants in a Community-based Child Abuse and Bullying Prevention Program**
Emily Hockenberry, B.A.¹, Rebekha Simons, B.A.², Margaret F. Canter, M.A.¹, Elissa J. Brown, Ph.D.¹, 1. St. John's University, 2. Child HELP Partnership
- (PS10-B31) **Targeting Trauma in Community Care Therapeutic Foster Homes: Practice and Outcomes**
Jonathan K. Ahuna, B.A.¹, Austen Taylor K. Matro, B.A.¹, David S. Jackson, Ph.D.², Charles Mueller, Ph.D.¹, 1. University of Hawai'i at Manoa, 2. State of Hawai'i Child and Adolescent Mental Health Division
- (PS10-B32) **The Power of Peers? Peer Relationship Quality in the Association Between Child Maltreatment, Behavior Problems, and Substance Use**
Anneke E. Olson, B.S., Chad E. Shenk, Ph.D., The Pennsylvania State University
- (PS10-B33) **Associations Among Caregiver Childhood Maltreatment and Children's Post-traumatic Stress Disorder Symptomology: Potential Influences on Teacher Identification of Symptomology in the Classroom**
Paige Patterson, B.S., Christine Walther, Ph.D., Sara R. Elkins, Ph.D., University of Houston - Clear Lake
- (PS10-B34) **Predictors of Risky Behaviors in a Multiply-traumatized Sample of Adolescents**
Danielle S. Citera, B.A.¹, Komal Sharma-Patel, Ph.D.¹, Augustine Lombera, III, B.A.², Elissa J. Brown, Ph.D.¹, 1. St. John's University, 2. Child HELP Partnership
- (PS10-B35) **Response Styles to Positive Affect Moderate the Association Between Dependent Life Events and Mood Symptoms**
Laura E. McLaughlin, B.S., Erin E. Curley, B.A., Corinne P. Bart, M.A., Lauren Alloy, Ph.D., Temple University

International Ballroom, International Level

Poster Session 10C

PS10

Key Words: *Eating, Body Image, Attention*

- (PS10-C37) **Attentional Biases Towards Food and Body Stimuli Among Individuals With Disordered Eating Versus Food Allergies**
Melissa J. Dreier, Shirley Wang, B.A., Matthew Nock, Ph.D., Jill Hooley, D.Phil., Harvard University
- (PS10-C38) **Trauma History Associated With More Severe Bulimic Symptoms, Greater Emotion Dysregulation, and Lower Distress Tolerance in Outpatient Bulimia Nervosa Patients**
Emily K. Presseller, B.A., Rowan A. Hunt, B.A., Adrienne S. Juarascio, Ph.D., Drexel University
- (PS10-C39) **Anxiety Sensitivity and Distress Tolerance in Bulimia Nervosa**
Megan Michael, B.S., Adrienne S. Juarascio, Ph.D., Drexel University

- (PS10-C40) **Temporal Trends in Adolescent Treatment Utilization for Disordered Eating from 2004 Through 2017: A Nationally Representative Study**
Christina M. Sanzari, B.A.¹, Rachel Walsh, B.S.¹, Ana E. Sheehan, B.A.², Richard Liu, Ph.D.¹, 1. Alpert Medical School of Brown University, 2. Brown University
- (PS10-C41) **Hitting Home: The Effect of Ethnic Identity Centrality on Disordered Eating**
Katrina Obleada, M.A., Rachel D. Marshall, M.A., Kaitlin A. Hill, M.A., Kelly Vitousek, Ph.D., University of Hawaii at Manoa
- (PS10-C42) **Initial Findings from the Binge Eating Genetics Initiative Study**
Rachael Flatt, B.S.¹, Tosha Smith, Ph.D.¹, Jenna Tregarthen, B.S., M.A.², Laura Thornton, Ph.D.¹, Cynthia Bulik, Ph.D.¹, 1. University of North Carolina at Chapel Hill, 2. Recovery Record
- (PS10-C43) **Comparison of Dual-pathway Models of Eating Pathology Shown in the US and Japan: For Japanese Female University Students**
Satsuki Ueda, M.A.¹, Chisato Kuribayashi, M.A.², Masaya Takebe, Ph.D.³, Hiroshi Sato, Ph.D.², 1. Graduate School Humanities, Kwansei Gakuin University, 2. Kwansei Gakuin University, 3. Faculty of Psychology, Rissho University
- (PS10-C44) **Features of Eating Disorder Psychopathology in a Clinical, Treatment-seeking Sample of Adolescents With and Without Binge Eating Across the Weight Spectrum**
Stephanie Manasse, Ph.D.¹, Cristin Runfola, Ph.D.², Alana Shain, M.D.³, C. Alix Timko, Ph.D.⁴, Tom Robinson, M.D.², Lawrence Hammer, M.D.², Rebecka Peebles, M.D.⁴, 1. Drexel University, 2. Stanford University, 3. Washington Hospital, 4. University of Pennsylvania
- (PS10-C45) **A Longitudinal Study on the Dual Pathway Model of Eating Pathology For Japanese Female College Students**
Asuka Nakayama, B.A.¹, Yuiha Inaoka, B.A.², Keiko Takemori, M.A.², Satsuki Ueda, M.A.³, Chisato Kuribayashi, M.A.², Hiroshi Sato, Ph.D.², 1. School of Humanities, Kwansei Gakuin University, 2. Kansei Gakuin University, 3. Graduate School Humanities, Kwansei Gakuin University
- (PS10-C46) **Trauma History and PTSD as Potential Moderators of Transdiagnostic Eating Disorder Treatment**
Adela Scharff, B.S.¹, Shelby Ortiz, M.A.², Lauren N. Forrest, M.A.², April R. Smith, Ph.D.², James Boswell, Ph.D.¹, 1. University at Albany, State University of New York, 2. Miami University
- (PS10-C47) **Mindfulness as a Predictor of Treatment Outcome in Residential Eating Disorder Patients with Borderline Personality Disorder**
Christina R. Felonis, B.A.¹, Samantha Dashineau, M.S.², 1. Drexel University, 2. Purdue University
- (PS10-C48) **Evaluating Body Image Disturbances in Diverse Groups: Evidence for the Use of the Contour Drawing Rating Scale in African American Men and Women**
Courtney E. Breiner, B.A., Joseph M. Donahue, M.A., Christina Scharmer, M.A., Drew Anderson, Ph.D., University at Albany, State University of New York

(PS10-C49) The Role of Self-compassion in the Relationship Between Body Shame and Body Dissatisfaction

Allison F. Wagner, M.A.¹, Jennifer Battles, M.S.², Rachel D. Marshall, M.A.¹, Kelly Vitousek, Ph.D.¹, 1. University of Hawaii at Manoa, 2. Eastern Michigan University

(PS10-C50) Interoceptive Body Awareness as an Underlying Mechanism Explaining the Susceptibility to Rubber Hand Illusion in Eating Disorder Patients

M^a Dolores Vara, Ph.D.¹, Marta Miragall, Ph.D.², Rocío Herrero, Ph.D.³, Priscila Palomo, Ph.D.⁴, Adrián Borrego, M.S.⁵, Roberto LLorens, Ph.D.⁶, Ausiàs Cebolla, Ph.D.¹, Rosa M. Baños, Ph.D.⁷, 1. University of Valencia and Ciberobn, 2. University of Valencia, Ciberobn and Polibienestar, 3. Jaume I University; Ciber Fisiopatología Obesidad y Nutrición (Ciberobn), Instituto Carlos III, Spain.; Polibienestar Institute, Valencia, Spain, 4. University of Valencia, 5. Universitat Politècnica de València., 6. Universitat Politècnica de València and Neurohrb, 7. Department of Personality, Evaluation and Psychological Treatment, University of Valencia; Ciber Physiopathology of Obesity and Nutrition (Ciberobn), Instituto Carlos III, Madrid, Spain; Polibienestar Institute, University of Valencia, Valencia, España.

(PS10-C51) The Impact of Abbreviated Dialectical Behavior Therapy (DBT-A) on the Evaluation of Weight and Shape Among Adolescents With Obesity in a Residential Weight-loss Camp

Alicia Kauffman, M.S., Saint Louis University

(PS10-C52) Feminist Behaviors as a Moderator of the Relationship Between Thin-ideal Internalization and Body Dissatisfaction

Brooke L. Bennett, M.S.¹, Allison F. Wagner, M.A.¹, Kaitlin A. Hill, M.A.¹, Jennifer Battles, M.S.², Janet D. Latner, Ph.D.¹, 1. University of Hawaii at Manoa, 2. Eastern Michigan University

(PS10-C53) Evaluation of the Relationship Between Dietary Restraint and Intuitive Eating Moderated by Gender

Jamie M. Smith, M.S.¹, Kelsey N. Serier, M.S.¹, Katherine Belon, Ph.D.², Riley Sebastian, B.S.¹, Jane Smith, Ph.D.¹, 1. University of New Mexico, 2. New Mexico Veterans Affairs Health Care System

(PS10-C54) Thin-fat Categorical Boundaries: An Underlying Mechanism in Body Image Disturbance?

Diana Burychka, M.S.¹, Marta Miragall, Ph.D.², Sara Fonseca, M.S.³, Adrián Borrego, M.S.⁴, Roberto LLorens, Ph.D.⁵, Rosa M. Baños, Ph.D.⁶, 1. University of Valencia, 2. University of Valencia, Ciberobn and Polibienestar, 3. University of Valencia and Polibienestar, 4. Universitat Politècnica de València., 5. Universitat Politècnica de València and Neurohrb, 6. Department of Personality, Evaluation and Psychological Treatment, University of Valencia; Ciber Physiopathology of Obesity and Nutrition (Ciberobn), Instituto Carlos III, Madrid, Spain; Polibienestar Institute, University of Valencia, Valencia, España.

(PS10-C55) Relationships Between Parenting Styles on Self-efficacy and Eating Behavior

Sarah Palmer, B.A., Anthony Goreczny, Ph.D., Joseph Wister, Ph.D., April Condem, M.S., Chatham University

- (PS10-C56) **A Dominance Analysis of the Impact of Motivations for Vegetarian Diet Adherence on Eating Disorder Symptomology: The Importance of Weight Loss as a Motivator**
Sydney Heiss, M.A., Christina Scharmer, M.A., Joseph M. Donahue, M.A., Drew Anderson, Ph.D., Julia M. Holmes, Ph.D., University at Albany, State University of New York
- (PS10-C57) **Beliefs and Attitudes Towards Food as Predictors of Eating Pathology in Adolescents**
Arielle Wolinsky, M.A.¹, Julia M. Holmes, Ph.D.¹, Charlotte Markey, Ph.D.², 1. University at Albany, State University of New York, 2. Rutgers University
- (PS10-C58) **Efficacy of an Ict-based Cognitive-behavioral Intervention for Children With Obesity**
Emmanuel Castillo-Gómez, B.A.¹, Georgina Cardenas-Lopez, Psy.D.², Jaime M. González, Ph.D.¹, Rosa M. Baños, Ph.D.³, Cristina Botella, Ph.D.⁴, Everardo Mendoza-Barragán, B.A.⁵, 1. Universidad Nacional Autónoma de México, 2. Universidad Nacional Autónoma de México, 3. Department of Personality, Evaluation and Psychological Treatment, University of Valencia; CIBER Physiopathology of Obesity and Nutrition (Ciberobn), Instituto Carlos III, Madrid, Spain; Polibienestar Institute, University of Valencia, Valencia, España., 4. Jaume I University, 5. Universidad Nacional Autónoma de México
- (PS10-C59) **Social Media Posting and Disordered Eating Behaviors in a Predominantly Hispanic/Latinx College Male Sample**
Robert Sagaribay, B.A., Diana Villegas, B.A., Jennifer De Alba, Luis Corona, Nallely Ramirez, Theodore V. Cooper, Ph.D., University of Texas at El Paso
- (PS10-C60) **Internalized Weight Bias and Eating Disturbances: The Mediating Role of Body Image Avoidance and Drive for Thinness**
Rachel D. Marshall, M.A., Brooke L. Bennett, M.S., Katrina Obleada, M.A., Janet D. Latner, Ph.D., University of Hawaii at Manoa
- (PS10-C61) **Association Between Eating Disorders and Social Anxiety Disorder in Young Men and Women**
Blanca Elizabeth Jiménez-Cruz, Ph.D., National Autonomous University of Mexico
- (PS10-C62) **Dysfunctional Beliefs Moderate the Association Between Personality Dysfunction and Eating Disorder Behaviors**
Wilson McDermut, Ph.D., Alexandra Allam, B.A., Casey Armata, M.A., Syeda Zahura, B.A., St. John's University
- (PS10-C64) **No Negative Nancys: The Relationship Between Subscales of Self-compassion and Body Satisfaction**
Margaux E. Blanchard, Rebecca Helfant, Do Yee Song, Sara Lin, None, Lauren A. Stutts, Ph.D., Davidson College
- (PS10-C65) **Weight Bias Reduction Among First-year Medical Students: A Randomized, Controlled Trial**
Hannah F. Fitterman-Harris, B.A., Jillon S. Vander Wal, Ph.D., Saint Louis University

Poster Session 10D

PS10

Key Words: OCD (Obsessive Compulsive Disorder), Stigma

- (PS10-D66) **An Examination of Continuum Beliefs Versus Biogenetic Beliefs in Reducing Stigma Toward Violent Intrusive Thoughts in OCD**
Jennifer Cole, M.S., Debbie M. Warman, Ph.D., University of Indianapolis
- (PS10-D67) **Empirically Derived Subtypes of Obsessive-compulsive Disorder and Their Differential Associations With Diagnostic Comorbidity**
Grace N. Anderson, B.A., Evdokiya E. Knyazhanskaya, Esther S. Tung, M.A., Anthony J. Rosellini, Ph.D., Timothy A. Brown, Psy.D., Boston University Center for Anxiety and Related Disorders
- (PS10-D68) **Feelings of Incompleteness Explain Symptoms of OCD and OCPD Beyond Harm Avoidance**
Sarah R. Lee, M.A., Johanna A. Younce, B.A., Kevin D. Wu, Ph.D., Northern Illinois University
- (PS10-D69) **“Not Just Right Experiences” and Treatment Refractory Obsessive-compulsive Disorder in Treatment-seeking Youth**
Rachel A. Schwartz, M.A.¹, Martin E. Franklin, Ph.D.², 1. Department of Psychology, University of Pennsylvania, 2. Department of Psychiatry, Perelman School of Medicine at the University of Pennsylvania
- (PS10-D70) **Mindfulness Meditation Utilizing a Consumer-grade EEG Device: The Relationship of OCD Symptoms and Beliefs**
Lance Hawley, Ph.D.¹, Peggy Richter, M.D.¹, Andreina DaSilva, M.A.¹, Judith Laposa, Ph.D.², Neil A. Rector, Ph.D.¹, 1. Sunnybrook Health Sciences Centre, 2. Centre for Addiction and Mental Health
- (PS10-D71) **Not Just Right Experiences and Skin Picking**
Sarah A. Redden, B.A., Jesse R. Cougle, Ph.D., Florida State University
- (PS10-D72) **Virtual Reality: A New Approach to Studying Hoarding Disorder**
Danielle A. Uy, B.S., Hanna McCabe Bennett, Ph.D., Todd Girard, Ph.D., Richard Lachman, Martin M. Antony, Ph.D., Ryerson University
- (PS10-D73) **Engagement in Appearance-related Safety Behaviors as a Vulnerability Factor Across Disorders**
Anna Schwartzberg, B.A.¹, Berta Summers, Ph.D.², Jesse R. Cougle, Ph.D.³, 1. Massachusetts General Hospital, 2. Massachusetts General Hospital/Harvard Medical School, 3. Florida State University
- (PS10-D74) **The Effects of Simulated Police Presence on Initial Perceptions and Emotional Responses of College Aged Males**
Leah Saulter, Psy.D., Kathleen J. Hart, Ph.D., Ross Robertson, B.S., Xavier University

- (PS10-D75) **Surviving After Hurricane Matthew: The Effect of Personal and Community Resources on the Impact of Natural Disasters on Psychological Trauma and Resiliency**
Brianna A. Baker, B.A., Duke University
- (PS10-D77) **Assessing Pre-diabetes Risk Among Individuals With Food Insecurity: Is There Risk and Is Self-reported Weight Accurate?**
Maribel Plasencia, M.S.¹, Francesca Gomez, B.A.², Carolyn B. Becker, Ph.D.², Keesha Middlemass, Ph.D.³, 1. Rutgers University, 2. Trinity University, 3. Howard University
- (PS10-D78) **Disgust and the Experience of Emetophobic Symptoms in Pregnancy**
Alexandra Gilbert, B.S.¹, Molly Wickenhauser, B.A.¹, Danielle Maack, Ph.D.², 1. University of Mississippi, 2. Ole Miss/Delta Autumn Consulting
- (PS10-D79) **Disgust and the Experience of Emetophobic Symptoms in Pregnancy**
Alexandra Gilbert, B.S.¹, Molly Wickenhauser, B.A.¹, Danielle Maack, Ph.D.², 1. University of Mississippi, 2. Ole Miss/Delta Autumn Consulting
- (PS10-D80) **Neighborhood, Peer, and Parental Influences on Minor and Major Substance Use of Latino and Black Adolescents**
Marika Tsaturyan, B.A.¹, Bryan Ross, B.A.¹, Scott Plunkett, Ph.D.¹, Andrew Behnke, Ph.D.², 1. California State University, Northridge, 2. Texas State University
- (PS10-D81) **Assessing Stigma Towards Mental Illness Among College Students: Implications of Trait Mindfulness and Race on Self-reported Stigma**
Rebecca Laconi, B.A.¹, Daniel Loomis, B.A.¹, Zachary Getz, B.A.¹, Norma Jules, B.A.², Michael J. Gawrysiak, Ph.D.¹, 1. West Chester University of Pennsylvania, 2. Delaware State University
- (PS10-D82) **Trauma and HIV Among South African Women: The Role of Anxiety and Physical Symptomatology**
Abigail Robbertz, B.S., Martha Ishiekwene, B.A., Sae-Jin Kim, B.A., Lisa Armistead, Ph.D., Georgia State University
- (PS10-D83) **The Social Context of HIV: Structural Barriers and HIV Health Outcomes Among Underserved PLWH in South Florida**
Noelle A. Mendez, B.A.¹, Audrey Harkness, Ph.D.¹, Tiffany R. Glynn, M.S.¹, Daniel J. Feaster, Ph.D.², Deborah Jones, Ph.D.¹, Sannisha Dale, Ph.D.¹, Adam Carrico, Ph.D.², Steven Safren, Ph.D.¹, 1. University of Miami, 2. University of Miami Miller School of Medicine
- (PS10-D84) **Arrested and Out of Work: Examining Predictors of Employment Maintenance Among High-risk Young Men Within a Community Setting**
Yesenia Aguilar Silvan, B.A.¹, Anna D Bartuska, B.S., B.A.¹, David E Zepeda, Ph.D.², Derri L Shtasel, M.P.H., M.D.³, Luana Marques, Ph.D.⁴, Soo J Youn, Ph.D.³, 1. Massachusetts General Hospital, 2. Boston University School of Public Health, 3. Massachusetts General Hospital / Harvard Medical School, 4. Harvard Medical School

International Ballroom, International Level

Poster Session 11A

PS11

Key Words: *Depression, Emotion Regulation, Cognitive Processes*

(PS11-A1) Effects of a Brief Interpersonal Conflict Cognitive Reappraisal Intervention on Improvements in Emotion Regulation and Depression

Lindsey M. Rodriguez, Ph.D.¹, Katherine Lee, M.S.², James Onufrak, M.A.³, 1. University of South Florida, 2. University of New Hampshire, 3. University of South Florida St. Petersburg

(PS11-A2) Change in Obsessive-compulsive Symptoms Mediates Subsequent Change in Depressive Symptoms During Exposure and Response Prevention

Jesse McCann, B.S.¹, Laurie Zandberg, Psy.D.¹, Yinyin Zang, Ph.D.¹, Carmen McLean, Ph.D.², Rebecca Yeh, M.A.¹, Helen Blair Simpson, M.D., Ph.D.³, Edna Foa, Ph.D.¹, 1. University of Pennsylvania, 2. National Center for PTSD, 3. Columbia University

(PS11-A3) The Factor Structure of an Irrational and Rational Beliefs Scale: Implications for Rational Emotive Behavior Therapy

Joanne Raptis, B.A.¹, Raymond DiGiuseppe, Ph.D.¹, Bernard Gorman, ABPP, Ph.D.², Natasha Kostek, M.A.¹, Ashley Abbatangelo, M.A.¹, 1. St. John's University, 2. Adelphi University

(PS11-A4) The Styles of Emotion Regulation Questionnaire: Measure Development

Samuel T. Murphy, B.S., Jennifer Cheavens, Ph.D., Daniel R. Strunk, Ph.D., The Ohio State University

(PS11-A5) Methods for Improving the Acceptability of Therapist-assisted Internet-based Cognitive Behavioral Therapy Among Black Americans

Donovan Ellis, B.S., Page L. Anderson, Ph.D., Georgia State University

(PS11-A6) Effect of Cognitive Restructuring Before Exposure: Implications for Inhibitory Learning

Kirstyn L. Krause, M.A., Martin M. Antony, Ph.D., Naomi Koerner, Ph.D., Ryerson University

(PS11-A7) Stage of Change Predicts Client, but Not Therapist, Alliance in Psychotherapy for IED

Martha K. Fahlgren, M.A., Alexander A. Puhalla, M.A., Joey C. Cheung, B.S., Kristen M. Sorgi, B.S., Kristen Buckley, Sarah Taylor, Michael McCloskey, Ph.D., Temple University

(PS11-A8) Rates of Successful Termination of CBT for Anxiety, Sleep, and Co-occurring Anxiety and Sleep Disorders in an Outpatient Sample

Ashley N. Howell, Ph.D., Nicole A. Short, M.S., Allison K. Wilkerson, Ph.D., Melissa E. Milanak, Ph.D., Alyssa A. Rheingold, Ph.D., Thomas W. Uhde, M.D., Medical University of South Carolina

- (PS11-A10) Comparing the Adherence to Two Psychological Treatments and Formats in Public Mental Health Settings in Spain**
Óscar Peris-Baquero,¹ Jorge Osmá, Ph.D.², Carlos Suso-Ribera, Ph.D.³, Alba Quilez-Orden, Master student⁴, Cristina Acuses, Master student⁴, 1. Instituto de Investigación Sanitaria de Aragón, 2. Universidad de Zaragoza and Instituto de Investigación Sanitaria de Aragón, 3. Universitat Jaume I, 4. Universidad de Zaragoza
- (PS11-A11) Cognitive Behavioral Therapy Engagement of Fathers With IPV and Substance Use**
Danielle M. Farrell, B.A.¹, Maria Carlotta F. Gorio, M.S.¹, Carla S. Stover, Ph.D.², 1. Yale University School of Medicine, 2. Yale University
- (PS11-A12) The Differential Effects of Cognitive Reappraisal and Mindfulness on Improving Mood**
Christina Menager, Ph.D., Rachel Ledbetter, B.A., Bethany McKnight, B.A., Makenzie L. Dunn, B.A., Washburn University
- (PS11-A13) Hope Is a Transdiagnostic Mechanism of Change Across Anxiety Disorders and CBT Treatment Protocols**
Matthew W. Gallagher, Ph.D.¹, Laura J. Long, M.A.¹, Angela L. Richardson, M.A.¹, Johann D'Souza, M.A.¹, James Boswell, Ph.D.², Todd Farchione, Ph.D.³, David Barlow, Ph.D.⁴, 1. University of Houston, 2. University at Albany, State University of New York, 3. Boston University Center for Anxiety and Related Disorders, 4. Boston University
- (PS11-A14) Autism Symptoms Are Related to Hyperactivity and Social Skills but Do Not Predict PEERS® Treatment Outcome for Youth with ADHD**
Alana J. McVey, M.S., Hillary Schiltz, M.S., E. Michael Wefelmeyer, B.S., B.A., Alyson Gerdes, Ph.D., Marquette University
- (PS11-A15) The Effect of Exposure Therapy and Behavioral Activation on Positive and Negative Affect**
Julian Ruiz, B.A.¹, Amy Sewart, M.A.¹, Thomas Ritz, Ph.D.², Alicia Meuret, Ph.D.¹, Michelle Craske, Ph.D.¹, 1. University of California, Los Angeles, 2. Southern Methodist University
- (PS11-A16) Mindful Emotion Awareness Facilitates Engagement With Exposure Exercises**
Andrew Curren, M.A.¹, Todd Farchione, Ph.D.¹, Shannon Sauer-Zavala, Ph.D.¹, David Barlow, Ph.D.², 1. Boston University Center for Anxiety and Related Disorders, 2. Boston University
- (PS11-A17) Critical Decision Points During Cognitive-behavioral Therapy and Light Therapy for Predicting Winter Depression Recurrence**
Jessica Perez, B.A.¹, Kelly J. Rohan, Ph.D.¹, Julia Camuso, B.S.¹, Praise Iyiewuare, M.P.H.¹, Michael J. DeSarno, M.S.², Pamela M. Vacek, Ph.D.², 1. University of Vermont, 2. University of Vermont College of Medicine
- (PS11-A18) Family Peer Advocates: Strengthening Therapeutic Alliance Among High Need Families and Mental Health Providers**
Jesslyn M. Jamison, B.A.¹, Sarah Kate Bearman, B.A., Ph.D.¹, Erica Lee, Ph.D.², 1. The University of Texas at Austin, 2. Harvard University

- (PS11-A19) **Evaluating the Effectiveness of Cognitive Behavioral Therapy in Rural Appalachian Schools**
Arina M. Cotuna, B.S., Kurt D. Michael, Ph.D., Rebecca Schenk, B.S., John P. Jameson, Ph.D., Appalachian State University Department of Psychology
- (PS11-A20) **Examination of Homework Compliance and Homework Quality in a Large Randomized Trial of Cognitive Behavioral Therapies for Emotional Disorders**
Laren R. Conklin, Ph.D.¹, Andrew Curreri, M.A.², Todd Farchione, Ph.D.², David Barlow, Ph.D.³, 1. Ohio State University 2. Boston University Center for Anxiety and Related Disorders, 3. Boston University
- (PS11-A21) **Results of an Online Counseling Intervention for Female Mexican Immigrant Victims of Domestic Violence in the United States**
Paola Barrón-Lara, B.A., Fabiola Reyes-Torres, M.A., Jorge Martínez-López, B.A., Georgina Cardenas-Lopez, Psy.D., Universidad Nacional Autónoma de México
- (PS11-A22) **Borderline Personality Traits and Alcohol Use as Risk Factors for Compulsive Sexual Behavior Among College Students**
Meredith R. Denney, B.A., Meagan J. Brem, M.A., Gregory Stuart, Ph.D., The University of Tennessee, Knoxville
- (PS11-A23) **Feeling Unsatisfied: The Effects of Sex, Emotion Dysregulation, and Other Personality Traits on Sexual Satisfaction**
Ryan Rahm-Knigge, M.S., Olivia Bolts, M.A., Bradley T. Conner, Ph.D., Colorado State University
- (PS11-A24) **Exploring the Role of Avoidance in Male Sexual Dysfunction**
Kyle R. Stephenson, Ph.D., Mackenzie Stueve, Whitney Widrig, Camryn Pickworth, Ross Enlow, Willamette University
- (PS11-A25) **What Is the Relationship Between Religiosity, Self-perceived Problematic Pornography Use, and Depression over Time?**
Meghan Maddock, B.S., Kaitlin Steele, B.S., Scott R. Braithwaite, Ph.D., Brigham Young University

International Ballroom, International Level

Poster Session 11B

PS11

Key Words: *Worry, Anxiety, Depression*

- (PS11-B26) **Disengagement Training for the Treatment of Pathological Worry**
Katherine McDermott, B.A., Jesse R. Cogle, Ph.D., Florida State University
- (PS11-B27) **Psychological Flexibility Moderates the Relation of Difficulties in Emotion Regulation and Worry Symptoms**
Lucas D. Baker, B.A.¹, Jennifer L. Kuo, M.A.¹, Emily A. Kalantar, B.A.¹, Rachel C. Bock, B.S.¹, Christopher R. Berghoff, Ph.D.¹, Kim Gratz, Ph.D.², Matthew T. Tull, Ph.D.², 1. University of South Dakota, 2. University of Toledo

- (PS11-B28) Gender-matching of Therapist and Patient Influence Emotion and Cognitive Word Use in Panic-focused Psychodynamic Psychotherapy and Cognitive Behavioral Therapy for Panic Disorder**
Serena Z. Chen,¹ Michael Moore, Ph.D.¹, Zeynep Sahin, M.A.¹, Dianne L. Chambless, Ph.D.², Barbara Milrod, M.D.³, Jacques P. Barber, Ph.D.⁴, 1. Adelphi University, 2. University of Pennsylvania, 3. Department of Psychiatry, Weill Cornell Medical College, 4. Derner School of Psychology, Adelphi University
- (PS11-B29) Comparing Symptom Aggregation in Patients Diagnosed With Generalized Anxiety Disorder and Social Anxiety Disorder**
Rebecca R. Suzuki, B.A.¹, Bryana Schantz, B.A.², Meredith Ward, B.A.³, Emma R. Toner, B.A.³, Samantha Philip, B.S.⁴, Caroline Gabriel, B.A.⁴, Samrachana Adhikari, Ph.D.², Adam Gitterman, M.S.⁵, Matteo Malgaroli, Ph.D.², T.H. Eric Bui, M.D., Ph.D.³, Elizabeth Hoge, M.D.⁴, Naomi M. Simon, M.D.¹, 1. Anxiety and Complicated Grief Program, NYU Langone, 2. NYU School of Medicine, 3. Massachusetts General Hospital, 4. Georgetown University Medical Center, 5. MedStar Health Research Institute
- (PS11-B30) A Comparison of Treatment Preferences for Panic Symptomology With and Without Relevant Treatment Information**
Sarah White, B.S., Joshua Broman-Fulks, Ph.D., Elijah Richardson, B.A., Appalachian State University
- (PS11-B31) Predictors of Cognitive Behavioral Therapy Dropout in Transdiagnostic Anxiety Populations**
Belinda Chen, B.A., Bitu Mesri, Ph.D., Michelle Craske, Ph.D., University of California, Los Angeles
- (PS11-B32) New Aversive Indecisiveness and Positive Beliefs About Decision Making Scales Are Differentially Predictive of Risks For and Symptoms of Anxiety and Depression**
Sean A. Lauderdale, Ph.D., Logen Ashford, Texas A&M-Commerce
- (PS11-B33) Psychometric Properties of the Contrast Avoidance Questionnaires**
Evan J. White, M.S., Kristen E. Frosio, M.S., Danielle E. Deros, B.S., Kaitlyn M. Nagel, B.A., Jake Kraft, M.S., Danielle Taylor, M.S., DeMond M. Grant, Ph.D., Oklahoma State University
- (PS11-B34) The Relationship Between Helicopter Parenting and the Psychological Well-being of Emerging Adults**
Caroline Cole, B.S., Caitlyn Loucas, B.A., Nicole Caporino, Ph.D., Kathleen Gunther, Ph.D., American University
- (PS11-B35) The Relationship Between Trait Mindfulness and Affective Symptoms: A Meta-analysis of the Five Facet Mindfulness Questionnaire (FFMQ)**
Angelina F. Gomez, M.A.¹, Joseph K. Carpenter, M.A.², Kristina Conroy, B.A.¹, Laura C. Curren, M.A.¹, Stefan G. Hofmann, Ph.D.¹, 1. Boston University Center for Anxiety and Related Disorders, 2. Boston University
- (PS11-B36) Associations Between Race-related Stress and Symptoms of Anxiety, Depression, and Stress in Non-african American Students**
Kathleen E. Murphy, B.S., Mary Fernandes, B.S., Erin Tone, Ph.D., Georgia State University

- (PS11-B37) **The Effect of Attentional Control and Fear-learning on Error-monitoring**
Danielle Taylor, M.S., Evan J. White, M.S., Kaitlyn M. Nagel, B.A., Jacob D. Kraft, B.A., Kristen E. Frosio, M.S., Danielle E. Deros, B.S., DeMond M. Grant, Ph.D., Oklahoma State University
- (PS11-B38) **Anxiety Sensitivity, Not Resilience, Mediates the Relationship Between Family History of Suicide and Anxiety Disorders**
Julia Spandorfer, B.A.¹, Samrachana Adhikari, Ph.D.², Kristin L. Szuhany, Ph.D.¹, Peter Na, M.D.², Matteo Malgaroli, Ph.D.², Susanne Hoepfner, Ph.D.³, Rebecca R. Suzuki, B.A.⁴, Rebecca Lubin, B.A.¹, Rachel Eakley, ², Naomi M. Simon, M.D.⁴, 1. NYU Langone Health, 2. NYU School of Medicine, 3. Massachusetts General Hospital/Harvard Medical School, 4. Anxiety and Complicated Grief Program, NYU Langone
- (PS11-B39) **Examining Latent Profiles of Anxiety During Exposure Sessions to Predict Symptom Reduction**
Shaan McGhie, B.A., Sadia Najmi, Ph.D., Nader Amir, Ph.D., San Diego State University
- (PS11-B40) **Rejected or Accepted: How Social Anxiety and Visual Field Position Relate With Anxiety and Perceived Rejection When Viewing Emotional Faces**
Nathan M. Hager, B.A., Matt Judah, Ph.D., Katherina Nako, B.S., Korena Klimczak, Old Dominion University
- (PS11-B41) **Difficulties in Emotion Regulation Mediate the Relationship Between Sleep Disturbance and a Measure of Depression, Anxiety, and Stress**
Samantha M. Nagy, M.S., Scott Pickett, Ph.D., Florida State University
- (PS11-B42) **A Preliminary Examination of the Role of Nocturnal Panic Attacks in Suicidality**
Nicole S. Smith, B.S.¹, Rachel Martin, B.A.¹, Brad Schmidt, Ph.D.², Daniel Capron, Ph.D.¹, 1. University of Southern Mississippi, 2. Florida State University
- (PS11-B43) **Integrating Blended Learning Modules to Improve Undergraduate Clinical Students' Quantitative Competence, Statistics Anxiety, and Implicit Theories of Quantitative Skills**
Lauren A. Stutts, Ph.D.¹, William D. Ellison, Ph.D.², Laura E. Knouse, Ph.D.³, Laura E. Sockol, Ph.D.¹, Sundi Richard, B.S.¹, 1. Davidson College, 2. Trinity University, 3. University of Richmond
- (PS11-B44) **Preliminary Outcomes for an Online Parent-training Course with Live Supervision for Practitioners**
Camilo Ortiz, Ph.D.¹, Hilary B. Vidair, Ph.D.², Mary Acri, Ph.D.³, Anil Chacko, Ph.D.⁴, Kenneth Kobak, Ph.D.⁵, Alyson Caldari, M.A.², Kayla D. Sanchez, B.A.⁶, 1. Ortiz, 2. LIU Post, 3. McSilver Institute, 4. New York University, 5. Center for Telepsychology, 6. Long Island University
- (PS11-B45) **Volunteer-delivery of Behavioral Activation in Senior Centers: A Case Series**
Patrick Raue, Ph.D.¹, Alexis A. Dawson, B.A.², 1. University of Washington School of Medicine, 2. University of Washington, Seattle
- (PS11-B46) **Paraprofessionals' Awareness and Utilization of Evidence-based Practices For Students With Autism Spectrum Disorder**
Jordan Albright, M.S., Laura Beaudet, Emily Gerhart, Sarah Munro, Angela Scarpa, Ph.D., Virginia Polytechnic Institute and State University

(PS11-B47) Results from a One-day Training on Evidence-based Behavior Management With Early Childhood Education Providers

Katherine Hess, B.A., Dominique Egger, B.A., Juliana Alba, B.S., M.A., Sarah Kate Bearman, B.A., Ph.D., The University of Texas at Austin

(PS11-B48) A Rough Day Makes for a Happy Hour: Job Strain, Alcohol Use, and Stress Reactivity Among Ethnic Minority Adults

Juan C. Hernandez, B.A., Jack Waddell, B.A., Kimberly Yu, B.A., Tara Ohrt, M.A., Marisol Perez, Ph.D., Arizona State University

International Ballroom, International Level

Poster Session 11C

PS11

Key Words: *Stress, Child, Adolescents*

(PS11-C49) Anxiety and Depressive Symptoms During the Transition to Adolescence: Differential Links to Acute HPA Stress Responses

Abigail Findley, B.A.¹, Jason Bendezu, Ph.D.¹, Ashley N. Howell, Ph.D.¹, Christopher Sege, Ph.D.¹, Kathleen Crum, Ph.D.¹, Zachary Adams, Ph.D.², Casey Calhoun, Ph.D.¹, Carla K. Danielson, Ph.D.³, 1. Medical University of South Carolina, 2. Indiana University School of Medicine, 3. MUSC

(PS11-C50) Adolescent Psychosocial Stress Sensitivity: A Latent Profile Analysis

Erin E. Curley, B.A.¹, Lyn Y. Abramson, Ph.D.², Lauren Alloy, Ph.D.¹, 1. Temple University, 2. University of Wisconsin, Madison

(PS11-C51) Cognitive Reappraisal and Expressive Suppression Within Families: Unique Effects on Adolescents' Depression

Tannaz Mirhosseini, B.A., Anna Olczyk, B.A., Ilya Yaroslavsky, Ph.D., Cleveland State University

(PS11-C52) The Conceptualization of the Positive Cognitive Triad and Associations With Depressive Symptoms in Adolescents

Caroline M. Pittard, Ph.D.¹, Patrick Pössel,² Jill L. Adelson, Ph.D.³, Jeanie Sheffield, Ph.D.⁴, Michael G. Sawyer, Ph.D.⁵, Susan G. Spence, Ph.D.⁶, 1. Children's Mercy Hospital, 2. University of Louisville, 3. Duke University, 4. The University of Queensland, 5. School of Medicine, University of Adelaide, Research and Evaluation Unit, Women's and Children's Health Network, 6. Griffith University

(PS11-C54) Profiles of Psychological Functioning in High-risk Adolescents: Using Latent Variable Mixture Modeling to Create Tailored Treatment in an Intensive Outpatient Setting

Sarah E. Barnes, Ph.D., Amber W. Childs, Ph.D., Yale University School of Medicine

- (PS11-C55) Increased Marijuana Use Among Adolescents With a Diagnosis of Depression**
Gabriela Aisenberg, B.S.¹, Lauren Micalizzi, Ph.D.², Jennifer Wolff, PhD³, Anthony Spirito, Ph.D.⁴, 1. Department of Psychiatry and Human Behavior, Brown University, 2. Center for Alcohol and Addiction Studies, Brown University, 3. Alpert Medical School of Brown University, 4. Brown University
- (PS11-C56) The Impact of Life Stress and Social Support on Depression in College Students: Differential Relationships in Males and Females**
Laura Nelson Darling, M.A.¹, Alicia R. Fenley, M.A.¹, Erika S. Trent, B.S., ², Lindsay E. Holly, Ph.D.¹, David Langer, Ph.D.¹, 1. Child Center for Anxiety and Related Disorders, Boston University, 2. University of Houston
- (PS11-C57) Sympathetic Nervous System Activity Predicts Decreased Negative Affect in Lab and in Daily Life**
Anna Olczyk, B.A., Tannaz Mirhosseini, B.A., Ilya Yaroslavsky, Ph.D., Cleveland State University
- (PS11-C58) Changes in Neural Response to Unpredictable Aversive Events: An Indicator of Risk for Depression in Children and Adolescents?**
Abigail Findley, B.A.¹, Christopher Sege, Ph.D.¹, Jason Bendezu, Ph.D.¹, Casey Calhoun, Ph.D.¹, Lisa McTeague, Ph.D.¹, Greg Hajcak, Ph.D.², Carla K. Danielson, Ph.D.³, 1. Medical University of South Carolina, 2. Florida State University, 3. MUSC
- (PS11-C59) Children's Empathic Sensitivity Is Associated with Low Internalizing Problems Except in Children with Excessive Interpersonal Guilt**
Erin Tully, Ph.D., Arden Cooper, B.S., Jackson Gray, M.A., Kyrsten Buote, B.A., Georgia State University
- (PS11-C60) High Self-blame for Mother's Happiness and Low Self-blame for Mother's Sadness Are Associated with Healthy Psychological Functioning in Children**
Erin Tully, Ph.D., Erin McDonald, B.A., Alyssa Ames-Sikora, M.A., Jackson Gray, M.A., Georgia State University
- (PS11-C61) The Interplay Between Gender, Cultural Group, and Control Beliefs as Predictors of Depression Among Early Adolescents**
Averill F. Obee, B.A., Nataliya Turchmanovych, Ysatis Nunez, B.S., Antonio Polo, Ph.D., DePaul University
- (PS11-C62) Association Between Interpersonal Problem Content and Duration of Problem Talk in Young Adult Friendships**
Helen J. Day, Ph.D.¹, Cynthia Erdley, Ph.D.², 1. Center for Cognitive and Dialectical Behavior Therapy, 2. University of Maine
- (PS11-C63) Incremental Contribution of the Family Environment to the Prospective Prediction of Children's Psychopathology Over and Above Parental Depression**
Bridget Nestor, M.S.¹, Susanna Sutherland, M.S.¹, Elizabeth McCauley, Ph.D.², Guy Dimond, Ph.D.³, Kelly Schloedt, Ph.D.², Judy Garber, Ph.D.¹, 1. Vanderbilt University, 2. University of Washington, 3. Drexel University
- (PS11-C64) Growth Trajectories of Anxiety and Depression Symptoms for Youth at Risk for Maltreatment**
Damian M. Elson, B.A., Miguel Villodas, Ph.D., San Diego State University

- (PS11-C65) **Examining the Reward Positivity, a Neural Marker of Reward Processing, as an Indicator of Depression Risk in Children and Adolescents**
Hannah Sebald, B.A.¹, Christopher Sege, Ph.D.¹, Jason Bendezu, Ph.D.¹, Kathleen Crum, Ph.D.¹, Casey Calhoun, Ph.D.¹, Lisa McTeague, Ph.D.¹, Greg Hajcak, Ph.D.², Carla K. Danielson, Ph.D.³, 1. Medical University of South Carolina, 2. Florida State University, 3. MUSC
- (PS11-C66) **Parenting Behaviors and Youth Internalizing Symptoms: Racial/Ethnic Differences Among Youth Offspring of Depressed Parents**
Merissa Kado, B.A.¹, Geri Zerr, Ph.D.¹, Judy Garber, Ph.D.², Bruce Compas, Ph.D.², V. Robin Weersing, Ph.D.³, 1. San Diego State University, 2. Vanderbilt University, 3. SDSU-UC San Diego Joint Doctoral Program in Clinical Psychology
- (PS11-C67) **Confirmatory Factor Analyses of the Body Appreciation Scale-2, Body Image-acceptance and Action Questionnaire, and Functionality Appreciation Scale Among Sexual Minorities**
Zachary A. Soulliard, M.A., Jillon S. Vander Wal, Ph.D., Saint Louis University
- (PS11-C68) **Psychological Functioning for LGBTQ Individuals During the Current Presidential Administration**
Lex Pulice-Farrow, M.A., Kirsten A. Gonzalez, Ph.D., The University of Tennessee, Knoxville
- (PS11-C69) **The Influence of Social Support and Bullying Subtypes on Depressive Symptomatology Among Sexual and Gender Minority Adolescents**
Ilayna K. Mehrtens, M.A., Kasia S. Plessy, M.A., Mary Lou Kelley, Ph.D., Louisiana State University
- (PS11-C70) **Ethical Considerations for Conducting Research with Sexual and Gender Minority Youth: Adolescent Perspectives on Waivers of Parental Consent for Research**
Ilayna K. Mehrtens, M.A., Kasia S. Plessy, M.A., Mary Lou Kelley, Ph.D., Louisiana State University
- (PS11-C71) **Examining the Social Reaction Questionnaire in LGBTQ Individuals With Interpersonal Trauma**
Ashley M. Hosey, B.S., M.A., David T. Solomon, Ph.D., Elizabeth Combs, M.A., Western Carolina University
- (PS11-C72) **Descriptive Statistics on LGBTQ Participants in Full-course Adherent DBT**
Dana Campagna, M.A.,¹ Robert M. Montgomery,² Marget Thomas, Psy.D.¹, Max Stivers, B.A.³, Kate A. Cohen, B.A.³, Sandra M. Chen, B.A.³, Lynn M. McFarr, Ph.D.¹, 1. CBT California, 2. CSU Northridge, 3. Pepperdine University Graduate School of Education and Psychology

Poster Session 11D

PS11

Key Words: *Trauma, Cognitive Processes*

- (PS11-D73) **Cognition-mood Symptoms in Trauma Exposed Undergraduates: The Role of Negative Disclosure Expectancy and Trait Expressivity**
Layla M. Elmi, B.S., Adam J. Ripley, M.S., Ryan M. Kozina, M.S., Shira M. Kern, M.A., Joshua D. Clapp, Ph.D., University of Wyoming
- (PS11-D74) **The Trauma Model of Dissociation: Does Perceived Social Support Moderate the Relationship Between Intimate Partner Violence and Dissociation?**
Ulysses C. Savage, B.A.¹, Thomas S. Dodson, M.S.¹, Rimsha Majeed, B.S.¹, Bre'Anna Free, B.A.¹, Alexandra J. Lipinski, M.S.², Rebecca Zakarian, B.A.¹, J. Gayle Beck, Ph.D.¹, 1. University of Memphis, 2. The University of Memphis
- (PS11-D75) **Trauma-related Negative Cognitions as Predictors of Treatment Response to Prolonged Exposure Therapy**
Shari Lieblich, B.S., Kevin Narine, BA, Wenting Mu, Ph.D., Edna Foa, Ph.D., Lily Brown, Ph.D., University of Pennsylvania
- (PS11-D76) **Through the Looking Glass: Posttraumatic Social Support from the Perspective of the Support Provider**
Katherine van Stolk-Cooke, B.A., Matthew Price, Ph.D., University of Vermont
- (PS11-D77) **Consolidating Care and Facilitating Recovery: Preliminary Clinical Effectiveness Data from a Concurrent PTSD and Mtbi Intensive Outpatient Program**
Kelsey R. Sprang, Psy.D., Katie A. Ragsdale, Ph.D., Anastacia Nichols, Psy.D., Suzanne Penna, ABPP, Ph.D., Sheila Rauch, Ph.D., Barbara Rothbaum, Ph.D., Emory University School of Medicine
- (PS11-D78) **Is the Relationship Between PTSD Symptoms and Health Related Quality of Life Mediated by Ruminative Thought Style?**
Sophie Haven, B.A., Steven E. Bruce, Ph.D., University of Missouri-St. Louis
- (PS11-D79) **Investigating the Role of Social Support as a Moderator in the Association of Intimate Partner Violence and Depression**
Bre'Anna Free, B.A.¹, Ulysses C. Savage, B.A.¹, Thomas S. Dodson, M.S.¹, Alexandra J. Lipinski, M.S.², Rebecca Zakarian, B.A.¹, Rimsha Majeed, B.S.¹, J. Gayle Beck, Ph.D.¹, 1. University of Memphis, 2. The University of Memphis
- (PS11-D80) **Role of Negative Cognitions in PTSD and Depression**
Rimsha Majeed, B.S., Kristin Turner, Alexandra J. Lipinski, M.S., Thomas S. Dodson, M.S., Ulysses C. Savage, B.A., Bre'Anna Free, B.A., Rebecca Zakarian, B.A., J. Gayle Beck, Ph.D., University of Memphis
- (PS11-D81) **Understanding Heart Rate Reactivity to Trauma Cues in PTSD**
Allison A. Campbell, M.A., Blair Wisco, Ph.D., University of North Carolina at Greensboro

- (PS11-D82) **Coping Is Not Enough: The Indirect Effect of Financial Stress on Mental Health Though Coping**
Ellen H. Steele, M.A., Erica Szkody, M.S., Cliff McKinney, Ph.D., Mississippi State University
- (PS11-D83) **The Relationship Between Perfectionism and Posttraumatic Stress in Veterans**
Sidonia E. Compton, M.S., Stacy L. Parkin, Ph.D., Michele N. Carroll, Psy.D., C. Laurel Franklin, Ph.D., Amanda Raines, Ph.D., Southeast Louisiana Veterans Health Care System
- (PS11-D84) **Sexual Victimization in Childhood and Current PTSD Symptoms Impact on Dissociative Experiences**
Nicole M. Christ, M.A.¹, Emily A. Meadows, M.A.¹, Ruby Charak, Ph.D.², Jon Elhai, Ph.D.¹, 1. University of Toledo, 2. The University of Texas Rio Grande Valley
- (PS11-D85) **Profiles of Impairment: Trauma Specific Patterns in the Interpersonal Circumplex**
Joshua D. Clapp, Ph.D., Layla M. Elmi, B.S., Ryan M. Kozina, M.S., Shira M. Kern, M.A., Adam J. Ripley, M.S., Kenneth McClure, B.S., University of Wyoming
- (PS11-D86) **Distress and Specificity in DSM-5 Posttraumatic Stress Disorder: Quadripartite Analysis in Trauma-exposed Undergraduates**
Joshua D. Clapp, Ph.D., Ryan M. Kozina, M.S., Layla M. Elmi, B.S., Adam J. Ripley, M.S., Shira M. Kern, M.A., University of Wyoming
- (PS11-D87) **The Intersection of Race, Biological Sex, Sexual Identity, and PTSD Symptom Severity**
Caitlyn N. Carey, B.S., Holly A. Proenza, Andalusia A. Hinojos, Manal Fasih, Nathan T. Kearns, M.S., Heidemarie Blumenthal, University of North Texas
- (PS11-D89) **An Accelerated, Weekend-based, Treatment Program for Veterans and Service Members with Posttraumatic Stress Disorder**
Elizabeth Goetter, Ph.D.¹, Kaloyan Tanev, M.D.¹, Edward Wright, Ph.D., ABPP¹, Simon Lejeune, M.D.², Allyson M. Blackburn, B.A.², Thomas Spencer, M.D.¹, 1. Massachusetts General Hospital/Harvard Medical School, 2. Massachusetts General Hospital
- (PS11-D90) **Compassionately Responding to Anger: Associations Between Self-compassion, Posttraumatic Stress Symptomology, and Trauma-related Anger**
John Donahue, Psy.D., Katie Callahan, B.A., Shane Stori, B.A., Dina Ismailova, B.A., Joshua Humphreys, B.A., University of Baltimore
- (PS11-D91) **Public Employee Perceptions of Trauma-informed Care Implementation**
Alyssa Zampogna, Shyler Abbey, Danielle Mann, B.A., Wilson J. Brown, Ph.D., Penn State Erie, The Behrend College
- (PS11-D92) **Betrayal Trauma, Social Problem Solving, and Suicidal Ideation**
Holly Gerber, B.A., Drexel University

(PS11-D93) Putting the Patient Back in Clinical Significance: Using Item Response Theory in Estimating Clinically Significant Change in Treatment for PTSD and Suds
Lisette M. Saavedra, Ph.D.¹, Antonio A. Morgan-Lopez, Ph.D.¹, Denise Hien, Ph.D.², Therese Killeen, Ph.D.³, Skye Fitzpatrick, Ph.D.², Lesia M. Ruglass, Ph.D.², Sudie Back, Ph.D.³, Teresa Lopez-Castro, Ph.D.⁴, Sara Cass, B.A.², 1. RTI International, 2. Rutgers University, 3. Medical University of South Carolina, 4. City College of New York (CUNY)

(PS11-D94) The Role of Worry and Intolerance of Uncertainty in PTSD Symptom Improvement in Veterans
Laura Zambrano-Vazquez, Ph.D.¹, Adam P. McGuire, Ph.D.¹, Emily Belleau, Ph.D.², Heidi La Bash, Ph.D.³, Sonya Wanklyn, Ph.D.⁴, Kathryn Hahn, Ph.D.⁵, Kevin Connolly, Ph.D.⁶, 1. VISN 17 Center of Excellence for Research on Returning War Veterans, 2. McLean Hospital/Harvard Medical School, 3. National Center for PTSD, 4. Centre for Addiction and Mental Health, 5. Middle Tennessee Psychology, 6. Tennessee Valley Healthcare System

(PS11-D95) Validation of a Sexual Assault Script for Use in Laboratory-based, Trauma-related Research and Clinical Practice
Teah-Marie R. Bynion, M.A., Danielle E. Baker, M.A., Riley Gournay, Madeleine S. Smith, B.A., Matthew Feldner, Ph.D., University of Arkansas

(PS11-D96) What's in a Name? an Examination of PTSD Symptoms in Acknowledged and Unacknowledged Survivors of Rape
Alexandra J. Lipinski, M.S., Rebecca Zakarian, B.A., Thomas S. Dodson, M.S., Bre'Anna Free, B.A., Rimsha Majeed, B.S., Ulysses C. Savage, B.A., J. Gayle Beck, Ph.D., University of Memphis

(PS11-D97) Investigating Posttraumatic Stress Disorder Symptom Clusters Over the Course of Treatment
Stephanie Jeffers, B.A., Amber Jarnecke, Ph.D., Sudie Back, Ph.D., Therese Killeen, Ph.D., Medical University of South Carolina

(PS11-D98) Impact of Exposure to Counterstereotypic Causality of Obesity on Beliefs About Weight Controllability and Obesity Bias
Sara Lin, None, Lauren A. Stutts, Ph.D., Davidson College

4:00 p.m. – 5:00 p.m.

International Ballroom, International Level

Poster Session 12A

PS12

Key Words: *Depression, Stigma, Student Issues*

(PS12-A1) Depression and Depression-related Stigma Among Medical Students
Alesia Jones, Ph.D.¹, Kristen Sterns, M.D.², Jennifer Kang, M.D.², 1. University of Illinois College of Medicine at Rockford, 2. University of Illinois

(PS12-A2) Determining Optimal Clusters of Pupillometry Data

Rochelle Stewart, B.A., Mary E. McNamara, B.A., Kean J. Hsu, Ph.D., Christopher Beevers, Ph.D., University of Texas at Austin

(PS12-A3) Familial Interactions, Emotion Dysregulation, and Mental Health of Latino University Students

Carlos Corvera, B.A., Clare Wilkes, Michael Kay, Scott Plunkett, Ph.D., California State University, Northridge

(PS12-A4) Perceived Helpfulness of Rumination Predicts Tendency to Ruminate

Allison N. Lass, B.S., Amanda Collins, B.S., Ashlynn McCain, E. Samuel Winer, Ph.D., Mississippi State University

(PS12-A5) How Awe, Love, and Gratitude Relate to Depressive Symptoms Through Social Connection

Meghan S. Goyer, M.A.¹, Laura G. McKee, Ph.D.¹, Jena Michel, B.A.¹, Sara Algoe, Ph.D.², 1. Georgia State University, 2. University of North Carolina at Chapel Hill

(PS12-A6) Self-compassion Explains the Association Between Shame and Depression in Young Adults

Jena Michel, B.A., Laura G. McKee, Ph.D., Meghan S. Goyer, M.A., Georgia State University

(PS12-A7) Increased Engagement in an Automated Text Messaging System Predicts Attendance of Cognitive Behavioral Therapy for Depression

Caroline Figueroa, Ph.D., Adrian Aguilera, Ph.D., Rosa Hernandez-Ramos, B.A., Patricia Avila, B.A., University of California, Berkeley

(PS12-A8) Prediction of Depression Using Data Across Units of Analysis: A Machine-learning Approach to Diagnostic Classification

Mary E. McNamara, B.A., Jason Shumake, Ph.D., Rochelle Stewart, B.A., Jocelyn Labrada, B.A., Christopher Beevers, Ph.D., University of Texas at Austin

(PS12-A9) Rel-eye-ability: The Psychometrics of Pupillometry Across Diagnostic Groupings

Jocelyn Labrada, B.A., Mary E. McNamara, B.A., Rochelle Stewart, B.A., Kean J. Hsu, Ph.D., Ph.D.¹, Christopher Beevers, Ph.D., University of Texas at Austin

(PS12-A10) The Association Between Stressful Life Events and Coping in Parents With a History of Depression

Pauline Goger, M.A.¹, Karen Schwartz, M.S.¹, V. Robin Weersing, Ph.D.¹, Judy Garber, Ph.D.², Bruce Compas, Ph.D.², 1. SDSU-UC San Diego Joint Doctoral Program in Clinical Psychology, 2. Vanderbilt University

(PS12-A11) Relations Among Depression, Suppressive Emotion-regulation Strategies and Recognition of Emotional Facial Expressions

Alora A. Rando, M.S., Sarah T. Wieman, B.A., Shelley L. Kind, M.S., Gabrielle I. Liverant, Ph.D., Suffolk University

(PS12-A12) With Friends Like These: An Exploration of Interpersonal Emotion Regulation Strategies

Joseph A. Fulton, B.A., Jessica Balderas, M.A., University of Kansas

- (PS12-A13) **Examining Race/Ethnicity as a Moderator to the Relationship Between Depressive Symptoms and Counseling Service Use**
Daniel H. Saravia, Patricia Orozco, Isabel Lopez, B.A., Crystal L. Venegas, B.A., Jonathan Martinez, Ph.D., California State University, Northridge
- (PS12-A14) **Women's Sexual Satisfaction in the Context of Midlife Relationships: Examining an Ecological Model**
Kat Arenella, M.A., Ann Steffen, ABPP, Ph.D., University of Missouri, St. Louis
- (PS12-A15) **Antenatal Psychological Interventions for Depression and Anxiety in Latina and Black Women in the United States: A Systematic Review**
Carolyn Ponting, M.A., Nicole E. Mahrer, Ph.D., Hannah Zelcer, B.A., Chris Dunkel Schetter, Ph.D., Denise A. Chavira, Ph.D., University of California, Los Angeles
- (PS12-A16) **Twenty Years of Women's Representation at the Annual Meetings of the Association for Behavioral & Cognitive Therapies**
Emily S. Redler, Maria Rojas, Isabella K. Pallotto, B.S., Laura E. Sockol, Ph.D., Davidson College
- (PS12-A17) **Factors Predicting Premature Dropout from Psychotherapy in Postpartum Women**
Abby Bugbee, M.A., Randy Fingerhut, Ph.D., Gabrielle Massi, M.A., Molly Norman, M.A., La Salle University
- (PS12-A18) **Social Anxiety and Sexual Victimization: The Roles of Assertiveness, Gender, and Race**
Samantha Berg, Amie R. Newins, Ph.D., University of Central Florida
- (PS12-A19) **Perinatal Suicidality and Perceived Discrimination Among African American Women**
Samiram Saghafi, M.A., Randy Fingerhut, Ph.D., La Salle University
- (PS12-A20) **Anxiety and Depression in Women Using Opioids During Pregnancy**
Samantha K. Noose, B.A.¹, Stephanie B. Kors, M.A.¹, Andrea M. Gorronzona, B.A.¹, Gretchen Kurdziel-Adams, M.A.¹, Kimberly B. Fortner, M.D.², Craig V. Towers, M.D.², Jenny Macfie, Ph.D.¹, 1. University of Tennessee, Knoxville, 2. University of Tennessee Medical Center
- (PS12-A21) **Exploring the Current State of Perinatal Mood and Anxiety Disorder Management Implementation**
Ajeng J. Puspitasari, Ph.D., Tayler J. Lamoureux, LICSW, Hannah Betcher, M.D., Emily Johnson, Other, Katherine Moore, M.D., Elise Weber, Mayo Clinic

Poster Session 12B

PS12

Key Words: PTSD (Posttraumatic Stress Disorder), Trauma, Longitudinal

- (PS12-B22) **Factors Differentiating Maternal Posttraumatic Stress Trajectories Following a Natural Disaster: Coping, Social Support, and Family Functioning**
Jennifer Piscitello, M.A., Mary Lou Kelley, Ph.D., Louisiana State University
- (PS12-B23) **The STRONG STAR Training Initiative: Preliminary Client Outcomes by Population Type of a Community-based PTSD EBP Training Program**
Robert Kaya, B.A.¹, Wyatt R. Evans, Ph.D.², Casey Straud, Psy.D.², Jeremy Karp, B.A.², Brooke Fina, LCSW, BCD¹, Katherine Dondanville, PsyD, ABPP¹, Arthur Marsden, B.S.¹, Mariya Zaturenskaya, Ph.D.², 1. UT Health San Antonio, 2. University of Texas Health Science Center at San Antonio
- (PS12-B24) **Intraindividual Dynamics of Shame and Arousal in Survivors of Sexual Assault: A Preliminary Examination**
Esther S. Howe, B.A.¹, Jonathan W. Reeves, M.A.², Aaron Fisher, Ph.D.¹, 1. University of California, Berkeley, 2. University of California at Berkeley
- (PS12-B25) **Anxious Adult Attachment with PTSD and Depression: Do Negative Attitudes About Using Social Support Play a Role?**
Thomas S. Dodson, M.S., L. Taylor Cox, B.A., Rebecca Zakarian, B.A., Rimsha Majeed, B.S., Ulysses C. Savage, B.A., Bre'Anna Free, B.A., Alexandra J. Lipinski, M.S., J. Gayle Beck, Ph.D.¹, University of Memphis
- (PS12-B26) **Differences in Non-overlapping Groups of Psychiatric Outpatients With MDD, PTSD, and Comorbid MDD/PTSD**
Reina J. Kiefer, B.A.¹, Justine S. Thompson, B.S.¹, Mark Zimmerman, M.D.², 1. Rhode Island Hospital & Brown University, 2. Rhode Island Hospital/Alpert Medical School of Brown University
- (PS12-B27) **Role Flexibility as an Independent Predictor of Complicated Grief**
Tom Buqo, M.A., Kayla DeFazio, M.A., Anissa Johnson, Erin Ward-Ciesielski, Ph.D., Hofstra University
- (PS12-B28) **How the Interpersonal Theory of Suicide and State Shame Relate to Negative Reactions to Sexual Assault Disclosure and Psychological Distress**
Lindsey Chesus, M.A., Christina Hassija, Ph.D., California State University, San Bernardino
- (PS12-B29) **Are Reductions in PTSD Symptoms Associated With Functional Improvement? Evaluation of an Exposure-based Group Trauma Treatment for Incarcerated Women**
Lauren E. Hurd, M.A.¹, Danielle E. Baker, M.A.¹, Kaitlyn D. Chamberlain, B.A.¹, Morgan A. Hill, M.A.², Ana Bridges, Ph.D.³, 1. University of Arkansas, 2. University of Arkansas, Department of Psychological Science, 3. University of Arkansas, Fayetteville

- (PS12-B30) **The Relationship Between Post-traumatic Stress Disorder, Family Support, Combat Experience, and Post-battle Experience**
Kiana M. PerezJimenez, B.A.¹, Ashley Batts Allen, Ph.D.², Brian T. Smith, Ph.D.², 1. Western Carolina University, 2. University of North Carolina at Pembroke
- (PS12-B31) **The Relation Between Pain and Posttrauma Symptom Severity: Conditional Effects of Anxiety Sensitivity and Biological Sex**
Kenneth McClure, B.S., Shira M. Kern, M.A., Ryan M. Kozina, M.S., Adam J. Ripley, M.S., Layla M. Elmi, B.S., Joshua D. Clapp, Ph.D., University of Wyoming
- (PS12-B32) **Using Latent Semantic Analysis to Evaluate the Coherence of Trauma Narratives: Do Changes in Coherence Predict Expressive Writing Paradigm Outcomes?**
Gabriella C. Scalzo, B.S., M.S., Virginia Commonwealth University
- (PS12-B33) **The Role of Anxiety Sensitivity in the Relationship Between Gender and PTSD Symptoms**
Saankari A. Challa, M.A.¹, Steven E. Bruce, Ph.D.², 1. University of Missouri St. Louis, 2. University of Missouri-St. Louis
- (PS12-B34) **The Comparative Influence of Hope and Trait Resilience on Mental Health in the Aftermath of Hurricane Harvey**
Laura J. Long, M.A.¹, Steven L. Bistricky, Ph.D.², Colleen A. Phillips, B.A.¹, Johann D'Souza, M.A.¹, Angela L. Richardson, M.A.¹, Betty S. Lai, Ph.D.³, Heather Kanenberg, Ph.D.², Sara R. Elkins, Ph.D.², Kristina Harper, Ph.D.², Mary Short, Ph.D.², 1. University of Houston, 2. University of Houston, Clear Lake, 3. Boston College
- (PS12-B35) **The Role of Acculturation in the Relation Between Intimate Partner Violence and Substance Misuse**
Miranda E. Reyes, M.A.¹, Nicole H. Weiss, Ph.D.¹, Suzanne C. Swan, Ph.D.², Tami P. Sullivan, Ph.D.³, 1. University of Rhode Island, 2. University of South Carolina, 3. Yale University School of Medicine
- (PS12-B36) **Victim Services and Community Response to Mass Violence Incidents in the United States: A Systematic Literature Review**
Angela Moreland, Ph.D., Faraday Davies, M.S., Benjamin Saunders, Ph.D., Dean Kilpatrick, Ph.D., Medical University of South Carolina
- (PS12-B37) **Neo-five Factor Personality Traits as Predictors of Treatment Response to an Internet-based CBT Treatment For Adjustment Disorders**
Soledad Quero, Ph.D., Sonia Mor, M.S., Jorge Grimaldos, M.S., Cintia Tur, M.S., Iryna Rachyla, Ph.D., M. Carmen Ortiz, B.S., UJaumel
- (PS12-B38) **Developing a Preliminary Functional Model of Anger in Emotional Disorders Using Qualitative Data**
Clair Cassiello-Robbins, M.A.¹, Dana Bruck-Segal, M.A.², Leslie Brody, Ph.D.², Shannon Sauer-Zawala, Ph.D.¹, David Barlow, Ph.D.², 1. Boston University Center for Anxiety and Related Disorders, 2. Boston University
- (PS12-B39) **Identifying Intervention Targets for Oppositional Defiant Disorder Symptoms in College Students**
Oliver G. Johnston, M.S., Jessica A. Barber, B.S., Olivia J. Derella, M.S., Jeffrey D. Burke, Ph.D., University of Connecticut

- (PS12-B40) **An Aggressive Reaction to Sound: The Interactive Effects of Anxiety Sensitivity and Misophonia on Facets of Aggression**
 Mary J. Schadegg, M.A., Sara Witcraft, M.A., Megan M. Perry, B.A., Gina Q. Boullion, M.S., Laura J. Dixon, Ph.D., University of Mississippi
- (PS12-B41) **The Moderating Effect of Anger on the Long-term Effect of Depression on Social Support**
 Diana Cox, B.S., Laura H. Taouk, B.S., Kathleen Gunthert, Ph.D., American University
- (PS12-B42) **The Effect of Childhood Victimization and Anger on Suicidal Behavior Among a Predominantly Hispanic Sample of Emerging Adults**
 Claire F. Hsieh, B.S., Oscar Trujillo, B.S., Jorge I. Cantu, M.A., Ruby Charak, Ph.D., The University of Texas Rio Grande Valley

International Ballroom, International Level

Poster Session 12C

PS12

Key Words: *Professional Issues, School, Community-Based*

- (PS12-C43) **Factors Related to Professional Burnout in a Sample of School-based Mental Health Providers**
 Wendy Chu, B.A.¹, Karen Guan, Ph.D.¹, Kimberly D. Becker, Ph.D.², Bruce F. Chorpita, Ph.D.¹, 1. University of California, Los Angeles, 2. University of South Carolina
- (PS12-C44) **Local Aggregate Data: Identifying Patterns of Youth Treatment Progress as a Function of Practice Element Endorsement in Children's Public Mental Health**
 Puanani J. Hee, Ph.D.¹, Tristan J. Maesaka, B.A.², Trina Orimoto, Ph.D.³, David S. Jackson, Ph.D.⁴, Charles Mueller, Ph.D.², 1. State of Hawai'i, Department of Health, Child & Adolescent Mental Health Division, 2. University of Hawai'i at Manoa, 3. Child and Adolescent Mental Health Division, Department of Health Hawaii, 4. State of Hawai'i Child and Adolescent Mental Health Division
- (PS12-C45) **Neurocognitive Predictors of Treatment Response in Adult Obsessive-compulsive Disorder**
 Julianna Capobianco, B.A.¹, Eric A. Storch, Ph.D.², Adam Lewin, Ph.D.³, 1. USF Rothman Center for Pediatric Neuropsychiatry, 2. Baylor College of Medicine, 3. University of South Florida
- (PS12-C46) **The Relationship Between Patient Symptom Severity and Quality of Life, Depressive Symptomology, and Worry in a Naturalistic Sample**
 Hannah Smilansky, B.S.¹, Clare Beatty, B.A.², Susanne Hoepfner, Ph.D.², Aisha Usmani, Ph.D.², Sabine Wilhelm, Ph.D.², 1. Massachusetts General Hospital, 2. Massachusetts General Hospital/Harvard Medical School
- (PS12-C47) **The Impact of Cognitive Bias Modification on Primary Obsession Belief**
 Jorge Arciniegas, B.A., Lauren Hahn, B.A., Camren Bento, Stephan Siwiec, M.S., Han Joo Lee, Ph.D., University of Wisconsin, Milwaukee

- (PS12-C48) **Anxiogenic Parenting Behaviors in Obsessive-compulsive and Generalized Anxiety Symptoms**
Emily P. Wilton, B.A., Christopher A. Flessner, Ph.D., Theresa R. Gladstone, B.A., Anna K. Luke, M.A., Kent State University
- (PS12-C49) **Cognitive Bias Modification for Interpretation Bias in an Intensive/residential Treatment Program for Obsessive Compulsive Related Disorders (OCRDs)**
Martha J. Falkenstein, Ph.D.¹, Sriramya Potluri, B.A.¹, Kara Kelley, B.A.², Alexandra Hernandez-Vallant, B.S.³, Jason Krompinger, Ph.D.⁴, Christian A. Webb, Ph.D.⁵, Courtney Beard, Ph.D.¹, 1. McLean Hospital/Harvard Medical School, 2. McLean Hospital, 3. University of New Mexico, 4. McLean Hospital OCD Institute/Harvard Medical School, 5. Harvard Medical School/McLean Hospital
- (PS12-C50) **Evaluating the Role of the Approach Avoidance Training on Action Tendencies in Individuals With Skin Picking Disorder**
Abel S. Mathew, M.S., Han Joo Lee, Ph.D., University of Wisconsin, Milwaukee
- (PS12-C51) **Prediction of Urges to Skin Pick Using Gaze Approach Indices**
Abel S. Mathew, M.S., Han Joo Lee, Ph.D., University of Wisconsin, Milwaukee
- (PS12-C52) **Evaluating the Utility of the Social Concerns Scale for Body Focused Repetitive Behaviors**
Abel S. Mathew, M.S., Ashleigh Harvey, M.S., Taylor Davine, M.S., Han Joo Lee, Ph.D., University of Wisconsin, Milwaukee
- (PS12-C53) **The Relationship Between Self-disclosure and Interpersonal Functioning in Individuals with Trichotillomania**
Meghan k. Flannery, B.A.¹, Martha J. Falkenstein, Ph.D.², David Haaga, Ph.D.¹, 1. American University, 2. McLean Hospital/Harvard Medical School
- (PS12-C54) **Distress Tolerance as a Transdiagnostic Factor Among Body-focused Repetitive Behaviors**
Alex D. Martin, B.S., Jesse R. Cougle, Ph.D., Florida State University
- (PS12-C55) **Excessive Guilt and Guilt Sensitivity Differentially Augment the Cognitive-behavioral Model of Obsessive-compulsive Symptoms Across Symptom Dimensions**
Neil Patel, Samantha N. Hellberg, B.A., Megan Lanier, Callie Hucks, Caleigh Koppelman, Chris Lung, Jennifer Buchholz, M.A., Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill
- (PS12-C56) **Examining the Mediating Roles of Guilt and Cognitive Fusion in the Link Between Obsessive-compulsive Symptom Dimensions and Depressive Symptoms**
Sydney Ehinger, Samantha N. Hellberg, B.A., Emma DeMartino, Olivia Griffith, Jennifer Buchholz, M.A., Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill
- (PS12-C57) **Differences in Thought-action Fusion Between the Political Left and Right**
Kelsey J. Evey, B.S.¹, Joshua C. Magee, Ph.D.², Shari Steinman, Ph.D.¹, Robert E. Fite, M.A.², James Gonzales, M.S.², 1. West Virginia University, 2. Miami University

- (PS12-C58) **Does Habituation Make a Difference? Examining Exposure Performance Indices in Individuals with OCD**
Abigail Szkutak, Noah C. Berman, Ph.D.¹, Sabine Wilhelm, Ph.D.², 1. College of the Holy Cross, 2. Harvard Medical School/Massachusetts General Hospital
- (PS12-C59) **Cognitive Functioning in Trichotillomania Across the Lifespan**
Theresa R. Gladstone, B.A.¹, Emily P. Wilton, B.A.¹, Anna K. Luke, M.A.¹, Christopher A. Flessner, Ph.D.¹, Jon E. Grant, M.D.², 1. Kent State University, 2. University of Chicago
- (PS12-C60) **The Role of Disgust Sensitivity and Propensity in Political Obsessions**
Laurny Garner, B.A.¹, Dean McKay, Ph.D.¹, Lindsay Hoyt, Ph.D.¹, Carolyn Pepper, Ph.D.², Jacob Shane, Ph.D.³, Katharine Hunsdon Zeiders, Ph.D.⁴, Eric A. Storch, Ph.D.⁵, 1. Fordham University, 2. University of Wyoming, 3. Brooklyn College, 4. University of Arizona, 5. Baylor College of Medicine
- (PS12-C61) **Exploring Potential Mediators Between Racial/Ethnic Identity and Obsessive-compulsive Contamination Concerns**
Johanna A. Younce, B.A., Sarah R. Lee, M.A., Kevin D. Wu, Ph.D., Northern Illinois University
- (PS12-C62) **Exploring Change in Functioning and Quality of Life After Exposure and Response Prevention for Obsessive Compulsive Disorder: Comparison of Randomized Control Trial and Naturalistic Treatment Outcomes**
Gina Belli, B.A., Shari Lieblch, B.S., Jeremy Tyler, Psy.D., Yinyin Zang, Ph.D., Edna Foa, Ph.D., University of Pennsylvania
- (PS12-C63) **Psychometric Examination of Multiple Obsessive-Compulsive Measures Across Racial Groups**
Samuel R. Cares, MSW, Katie H. Mangen, B.S., Kevin D. Wu, Ph.D., Northern Illinois University
- (PS12-C64) **Conscientiousness and Behavioral Approach Task Performance: Differences Across High and Low Levels of Contamination Concerns**
Katie H. Mangen, B.S., Samuel R. Cares, MSW, Sara Conley, M.A., Kevin D. Wu, Ph.D., Northern Illinois University
- (PS12-C65) **Clinical Divergence in Body Dysmorphic Disorder and Muscle Dysmorphia: Illuminating Key Differences in Severity and Symptomology**
William R. Grunewald, B.S.¹, Aaron J. Blashill, Ph.D.¹, Angela Fang, Ph.D.², Eliza J. Davidson, B.S.³, Sabine Wilhelm, Ph.D.⁴, 1. San Diego State University, 2. Massachusetts General Hospital/Harvard Medical School, 3. San Diego State University/ UC San Diego Joint Doctoral Program in Clinical Psychology, 4. Harvard Medical School/Massachusetts General Hospital
- (PS12-C66) **Development and Validation of a Repetitive Negative Thinking Response Scale for the Treatment of Obsessive-compulsive Disorder**
Kara Kelley, B.A.¹, Jacob Nota, Ph.D.², Nathaniel Van Kirk, Ph.D.², Martha J. Falkenstein, Ph.D.², Sriramya Potluri, B.A.², Jason Krompinger, Ph.D.³, 1. McLean Hospital, 2. McLean Hospital/Harvard Medical School, 3. McLean Hospital OCD Institute/Harvard Medical School

(PS12-C67) The Role of Social Support in Maintaining Treatment Gains for Obsessive-compulsive Disorder

Kara Kelley, B.A.¹, Sriramya Potluri, B.A.², Martha J. Falkenstein, Ph.D.², Jason Krompinger, Ph.D.³, 1. McLean Hospital, 2. McLean Hospital/Harvard Medical School, 3. McLean Hospital OCD Institute/Harvard Medical School

(PS12-C68) Short- and Long-term Treatment Gains Following IRT for Severe Ocrds: Role of Symptom Subtypes

Sriramya Potluri, B.A.¹, Nathaniel Van Kirk, Ph.D.¹, Kara Kelley, B.A.², Martha J. Falkenstein, Ph.D.¹, Jacob Nota, Ph.D.¹, Elias Jason, Ph.D.¹, Jason Krompinger, Ph.D.³, 1. McLean Hospital/Harvard Medical School, 2. McLean Hospital, 3. McLean Hospital OCD Institute/Harvard Medical School

(PS12-C69) Social Perceptions of Black Versus White Women With Trichotillomania

Jennifer R. Alexander, M.S., Simon Howard, Ph.D., Kalen Kennedy, B.S., Douglas Woods, Ph.D., Marquette University

International Ballroom, International Level**Poster Session 12D****PS12**

Key Words: Community-Based, Comorbidity, Implementation

(PS12-D70) Diagnoses Across Multiple Problem Areas Predicts Increased Treatment Focus Diffusion in Child Mental Health Care

Kalyn L. Holmes, B.S.¹, Daniel Wilkie, M.A.¹, David S. Jackson, Ph.D.², Leeyannah Armaine Santos,¹ Charles Mueller, Ph.D.¹, 1. University of Hawai'i at Manoa, 2. State of Hawai'i Child and Adolescent Mental Health Division

(PS12-D71) The Role of Impulsivity in Binge Eating and High-fat Food Intake in Young Adults

Tamara Escrivá-Martínez, Ph.D.¹, Marta Rodríguez-Arias, M.S.², Rosa M. Baños, Ph.D.³, 1. Faculty of Psychology, University of Valencia, 2. Faculty of Psychology, Universitat de València, 3. Department of Personality, Evaluation and Psychological Treatment, University of Valencia; Ciber Physiopathology of Obesity and Nutrition (Ciberobn), Instituto Carlos III, Madrid, Spain; Polibienestar Institute, University of Valencia, Valencia, España.

(PS12-D72) Validation of a Cognitive-behavioral Case Formulation: Implications for Treatment

Casey Thornton, M.A., Sarah J. David, M.A., Kaley A. Roberts, B.A., Gregory H. Mumma, Ph.D., Texas Tech University

(PS12-D73) Prevalence and Correlates of Concussion in the Adolescent Brain Cognitive Development Study

Steven Dufour, B.A.¹, Rachel S. Adams, M.P.H., Ph.D.², Antonio N. Puente, Ph.D.³, Mikela Murphy, B.A.¹, Joshua C. Gray, Ph.D.¹, 1. Uniformed Services University of the Health Sciences, 2. Brandeis University, 3. George Washington University School of Medicine and Health Sciences

(PS12-D74) Examining Non-PTSD Anxiety Symptom Outcomes for DBT Outpatients in a Private Practice

Sandra M. Chen, B.A.¹, Robert M. Montgomery,² Marget Thomas, Psy.D.³, Kate A. Cohen, B.A.¹, Max Stivers, B.A.¹, Aly DiRocco, M.A.⁴, Hollie G. Granato, Ph.D.³, Lindsey Thornburg, B.A.³, Lynn M. McFarr, Ph.D.³, 1. Pepperdine University Graduate School of Education and Psychology, 2. CSU Northridge, 3. CBT California, 4. California School of Professional Psychology, Los Angeles

(PS12-D75) Mindfulness Practice and Stress Following Mindfulness-based Stress Reduction: Examining Within-person and Between-person Associations With Latent Curve Modeling

Andrew S. McClintock, Ph.D., University of Wisconsin, Madison

(PS12-D76) Nonjudging and Nonreactivity Facets of Mindfulness Mediate Treatment Outcomes in DBT

Robert M. Montgomery,¹ Hollie G. Granato, Ph.D.², Aly DiRocco, M.A.³, Marget Thomas, Psy.D.², Max Stivers, B.A.⁴, Kate A. Cohen, B.A.⁴, Sandra M. Chen, B.A.⁴, Lindsey Thornburg, B.A.², Lucy Wall,² Lynn M. McFarr, Ph.D.², 1. CSU Northridge, 2. CBT California, 3. California School of Professional Psychology, Los Angeles, 4. Pepperdine University Graduate School of Education and Psychology

(PS12-D77) Mechanisms of Change in ACT: Clarifying Specific Dimensions of Psychological Flexibility Linked to ACT Treatment Effects With the Mindflex Assessment System

Jenna A. Macri, Ronald D. Rogge, Ph.D., Brooke A. Dubler, Ph.D., Jaci Rolffs, M.A., University of Rochester

(PS12-D78) A Randomized Controlled Trial of Mindfulness-based Stress Reduction Versus Acceptance and Commitment Therapy Bibliotherapy For College Student Mental Health

Carter H. Davis, B.A., Woolee An, M.S., Michael Twohig, Ph.D., Michael E. Levin, Ph.D., Utah State University

(PS12-D79) Acceptance and Commitment Therapy as a Trans-diagnostic Approach to Treatment for Psychological Distress: A Concurrent Multiple Baseline Design Across Participants

Samuel D. Spencer, M.A., Akihiko Masuda, Ph.D., University of Hawai'i at Manoa

(PS12-D80) Effects of Mindfulness-based Stress Reduction on Affect Dynamics in Daily Life

Shian-Ling Keng, Ph.D.¹, Elysia Li Yan Tan, M.A.², Eddie Mun Wai Tong, Ph.D.³, Richard Ebstein, Ph.D.³, 1. Yale-NUS College, 2. Ministry of Social and Family Development, 3. National University of Singapore

(PS12-D81) The Unified Model of Mindful Flexibility: A Multistage Process Model For Understanding Change in Treatment That Bridges the Mindfulness and ACT Literatures

Ronald D. Rogge, Ph.D., Jennifer S. Daks, M.A., University of Rochester

(PS12-D82) Does Between-session Mindfulness Practice Predict Smoking Cessation and Psychosocial Outcomes?

Cherell Cottrell-Daniels, M.P.H., Claire Adams Spears, Ph.D., Georgia State University

- (PS12-D84) **Mindfulness and Regulatory Choice Flexibility**
Anthony Reffi, M.A., Benjamin Laman-Maharg, B.A., Holly Orcutt, Ph.D., Northern Illinois University
- (PS12-D85) **Mindfulness and Its Role in Understanding the Relation of Child Maltreatment and Intimate Partner Violence to Depressive and Posttraumatic Stress Symptoms**
Chelsea Pearsall, M.S., Michele Cascardi, Ph.D., Megan Chesin, Ph.D., Victoria Navarro, B.A., William Paterson University
- (PS12-D86) **Demographic Predictors of Receptivity to a Brief Mindfulness-based Workshop for Fostering Purpose and Perspective-taking, Immediately Post-workshop and at One-month Follow-up**
Keryn Kleiman, B.A., Jennifer Block-Lerner, Ph.D., Donald Marks, Psy.D., Chana Kaufman, B.A., Cristin Pontillo, M.A., Kean University
- (PS12-D87) **The Association of Dose, and Prior Meditation Experience, With Depressive Symptom Change Among Participants in an 8-week Mindfulness-based Intervention**
Victoria Wee, B.A., Elizabeth M. Waldron, M.S., Lynette Lartey, M.P.H., Inger Burnett-Zeigler, Ph.D., Northwestern University Feinberg School of Medicine
- (PS12-D88) **Resting Heart Rate Variability and Mindfulness**
Justin R. Leiter-McBeth, B.S., Kelsey Pritchard, M.A., Kelsey Fairchild, B.S., Hannah C. Herc, M.S., Peter Mezo, Ph.D., University of Toledo
- (PS12-D89) **Which to Choose? Comparing Two Self-report Measures of Mindful Eating**
Jennifer Battles, M.S., Stephanie Lin, B.A., Jennifer DeMent, Tamara Loverich, Ph.D., Eastern Michigan University
- (PS12-D90) **A Transdiagnostic Prevention Program For At-risk College Students: Preliminary Effects on Subsyndromal Psychotic Symptoms, Social Functioning and Resilience Factors**
Wisteria Deng, B.A.¹, Anne Burke, Ph.D.¹, Benjamin Shapiro, Ph.D.², Logan Leatham, B.S., B.A.³, Maren Nyer, Ph.D.¹, Andrea Pelletier-Baldelli, Ph.D.⁴, Leah Namey, M.P.H.¹, Carrie Landa, Ph.D.⁵, Corinne Cather, Ph.D.¹, Daphne Holt, M.D., Ph.D.¹, 1. Massachusetts General Hospital, 2. National Institute of Mental Health, 3. University of California, Los Angeles, 4. University of North Carolina at Chapel Hill, 5. Boston University
- (PS12-D91) **A Multidimensional Factor Structure Best Explains the Hexaflex Model**
Amanda B. Chamberlain, B.A., Bryant M. Stone, B.S., Bruce E. Clark, B.A., Chad E. Drake, Ph.D., Southern Illinois University

(PS12-D92) Putting Oneself in the Body of Others: A Pilot Study on the Efficacy of an Embodied Virtual Reality System to Generate Self-compassion

Ausiàs Cebolla, Ph.D.¹, Rocío Herrero, Ph.D.², Marta Miragall, Ph.D.³, Sara Ventura, M.A.⁴, Miguel Bellosta, Ph.D.⁵, Roberto Llorens, Ph.D.⁶, Rosa M. Baños, Ph.D.⁷, 1. University of Valencia and Ciberobn, 2. Jaume I University; Ciber Fisiopatología Obesidad y Nutrición (Ciberobn), Instituto Carlos III, Spain.; Polibienestar Institute, Valencia, Spain, 3. University of Valencia, Ciberobn and Polibienestar, 4. University of Valencia; Polibienestar Institute, Valencia, Spain, 5. University of Valencia, 6. Universitat Politècnica de València and Neurorhb, 7. Department of Personality, Evaluation and Psychological Treatment, University of Valencia; Ciber Physiopathology of Obesity and Nutrition (Ciberobn), Instituto Carlos III, Madrid, Spain; Polibienestar Institute, University of Valencia, Valencia, España.

(PS12-D93) Values-enhanced Exposure Therapy for the Treatment of Social Anxiety in Emerging Adulthood

Rebecca L. Schneider, M.A.¹, Joanna J. Arch, Ph.D.², 1. Stanford Children's Hospital / Children's Health Council, 2. University of Colorado, Boulder

Sunday Poster Sessions

9:30 a.m. – 10:30 a.m.

International Ballroom, International Level

Poster Session 13A

PS13

Key Words: *Families, Anxiety, Depression*

(PS13-A1) Family Belonging and Internalizing Symptoms Among Youth Involved With the Juvenile Justice System

Katie J. Stone, M.A.¹, Paula J. Fite, Ph.D.², Jonathan Poquiz, M.A.¹, Casey A Pederson, M.A.¹, 1. Clinical Child Psychology Program, University of Kansas, 2. University of Kansas

(PS13-A2) Comparing Police Officers' Endorsement of Rape Myth Attitudes and Beliefs About Police Response to Sexual Assault

Jessica Duncan, M.A., Emma Lathan, M.S., Kathryn McGill, M.A., Jennifer Langhinrichsen-Rohling, Ph.D., Tres Stefurak, Ph.D., University of South Alabama

(PS13-A3) Affiliate Stigma and Empowerment Among Family Members of Individuals with Chronic Psychiatric Conditions

Sharon M. Sowell, M.S., Tammy D. Barry, Ph.D., Aurora H. Brinkman, B.A., Gabriela A. Plascencia, Washington State University

(PS13-A4) The Mindful Family: A Qualitative Investigation of the Benefits and Challenges of Family Mindfulness Practices

Barry M. Wagner, Ph.D., Marcie Goeke-Morey, Ph.D., Bridget Lynn, B.A., Andrew Connors, M.A., The Catholic University of America

(PS13-A5) Maternal Warmth and Synchrony of Facial Displays of Affect During Mother-child Interactions

Claire Foster, M.S.¹, Kiera M. James, M.S.¹, Anastacia Kudinova, Ph.D.², Mary L. Woody, Ph.D.³, Cope Feurer, M.A.¹, Brandon Gibb, Ph.D.¹, 1. Binghamton University, 2. Alpert Medical School of Brown University, 3. University of Pittsburgh

(PS13-A6) Optimism in Middle Childhood: Links with Security in P-C Relationships and Parenting Strategies

Christina M. Kiernan, M.A., Laura E. Brumariu, Ph.D., Adelphi University

- (PS13-A7) Associations Among Maternal Perceptions of Children's Interpretation Bias and Anxious Parenting Behaviors**
Megan Baumgardner, M.A.¹, Kristy Benoit Allen, Ph.D.¹, Thomas Ollendick, Ph.D.², 1. The University of Tennessee, Knoxville, 2. Virginia Polytechnic Institute and State University
- (PS13-A8) Testing Measurement Invariance in the Alabama Parenting Questionnaire: Implications for Culturally Inclusive Parenting Research**
Anne Shaffer, Ph.D.¹, Violeta Rodriguez, M.S.¹, Oliver Lindhiem, Ph.D.², 1. University of Georgia, 2. University of Pittsburgh School of Medicine
- (PS13-A9) Parent-child Interaction Therapy Enhanced With Emotion Regulation Training for Dysregulated Parents**
Stephanie Rohrig, Ph.D.¹, Caroline Mazzer, M.A.², Erin McLean, M.A.², Lauren Webb, M.A.², Hannah Walcoe, M.A.², Jennifer Lent, M.A.², Katie Fogarty, M.A.², Phyllis S. Ohr, Ph.D.², 1. Weill Cornell Medical College, 2. Hofstra University
- (PS13-A10) Examining the Non-linear Relationship Between Parental Age and Child Psychopathology**
Paige N. Picou, B.A., Peter Castagna, M.A., Paige Adenuga, B.S., Kimberly Ellison, M.S., Thompson Davis III, Ph.D., Louisiana State University
- (PS13-A11) Primary Prevention in the College Classroom: Changes in College Students' Opinions on Parenting**
Carey B. Dowling, Ph.D., University of Mississippi
- (PS13-A12) The Impact of Custodial Grandparenting on Emerging Adult Children in Behavioral Problems and Well-being**
Ellen H. Steele, M.A.¹, Eunbea Kim, Erica Szkody, M.S., Cliff McKinney, Ph.D., Mississippi State University
- (PS13-A13) Moral Vitalism as a Mediator of the Relationship Between Religiosity and Moral Thought-action Fusion**
Robert E. Fite, M.A.¹, Lauren N. Forrest, M.A.¹, Gregory Berlin, M.S.², James Gonzales, M.S.¹, Joshua C. Magee, Ph.D.¹, 1. Miami University, 2. University of Wisconsin, Milwaukee
- (PS13-A14) Extrinsic Religiosity Moderates the Relationship Between Diagnosis and Mental Illness Stigma**
Annalee Johnson-kwochka, M.S.¹, Laura Stull, Ph.D.², Kyle Minor, Ph.D.¹, Leslie Ashburn-Nardo, Ph.D.¹, Michelle Salyers, Ph.D.¹, 1. Indiana University-Purdue University Indianapolis, 2. Anderson University

Poster Session 13B

PS13

Key Words: *Fear, Experiential Avoidance*

- (PS13-B15) **Psychological Flexibility as a Moderator of the Negative Impact of Fears on Quality of Life**
Danae Papageorgiou, B.S., M.S., Maria Karekla, Ph.D., Maria Orphanidou, B.S., M.S., University of Cyprus
- (PS13-B16) **Measuring the Effectiveness of a CBM-I Online Intervention for Social Anxiety in Daily Life**
Katharine E. Daniel, B.A., Alexander Daros, Ph.D., Miranda L. Beltzer, M.A., Mehdi O. Boukhechba, Ph.D., Laura Barnes, PhD, Bethany A. Teachman, PhD, University of Virginia
- (PS13-B17) **Neural Indices of Attention: The Effect of Viewing Style and Image Type**
Kaitlyn M. Nagel, B.A., Danielle Taylor, M.S., Jacob D. Kraft, B.A., Evan J. White, M.S., Danielle E. Deros, B.S., Kristen E. Frosio, M.S., DeMond M. Grant, Ph.D., Oklahoma State University
- (PS13-B18) **Domain-specific Self-compassion in the Realm of Social Anxiety**
Leah Brassard, B.A., Nancy Kocovski, Ph.D., Wilfrid Laurier University
- (PS13-B19) **An Examination of the Trajectory of Health-related Worries from Pregnancy to Postpartum: Is There a Connection?**
Kristi D. Wright, Ph.D., Andreea Tamaian, M.A., Sarah J. Reiser, M.A., Hilary A. Power, B.S., Bridget Klest, Ph.D., University of Regina
- (PS13-B20) **Trial-level Bias Scores Improve Reliability of the Facial Dot Probe Task Among People With Social Anxiety Disorder**
Anthony Molloy, M.A., Page L. Anderson, Ph.D., Georgia State University
- (PS13-B21) **Daily Emotion-regulation Profiles of Trait Distress Tolerance**
Christopher Conway, Ph.D.¹, Maria Larrazabal, M.S.¹, Kristin Naragon-Gainey, Ph.D.², 1. College of William & Mary, 2. University at Buffalo, The State University of New York
- (PS13-B22) **Effect of Intranasal Oxytocin on Modulating Attentional Bias in Body Dysmorphic Disorder**
Clare Beatty, B.A.¹, Susanne Hoeppepner, Ph.D.¹, Hannah Smilansky, B.S.², Elizabeth Austen Lawson, M.D.², Sabine Wilhelm, Ph.D.³, Angela Fang, Ph.D.¹, 1. Massachusetts General Hospital/Harvard Medical School, 2. Massachusetts General Hospital, 3. Harvard Medical School/ Massachusetts General Hospital
- (PS13-B23) **Behavioral Correlates of Maladaptive Self-focused Processing in Individuals with Body Dysmorphic Disorder and Social Anxiety Disorder**
Clare Beatty, B.A., Sabine Wilhelm, Ph.D., Dara S. Manoach, Ph.D., Angela Fang, Ph.D., Massachusetts General Hospital/Harvard Medical School

- (PS13-B24) **Self-compassion and Its Impact on Positive Thinking in Individuals With Elevated Social Anxiety**
Lindsey E. Feltis, B.A., Leah Parent, B.A., Rebecca Blackie, Ph.D., Nancy Kocovski, Ph.D., Wilfrid Laurier University
- (PS13-B25) **The Association Between Suicide Ideation and Interpersonal Trauma Exposure Among Anxious Patients**
Kevin Narine, B.A., Lily Brown, Ph.D., University of Pennsylvania
- (PS13-B26) **Social Anxiety and Loneliness: The Indirect Effect of Emotion Regulation Difficulties**
Gina Q. Boullion, M.S., Megan M. Perry, B.A., Sara Witcraft, MA, Mary J. Schadegg, M.A., Laura J. Dixon, Ph.D., University of Mississippi
- (PS13-B27) **Associations Between Pupillary Response Patterns to Emotional Faces of Varied Intensity and Self-reported Social Anxiety**
Mary Fernandes, B.S.¹, Erin Tone, Ph.D.¹, Greg J. Siegle, Ph.D.², 1. Georgia State University, 2. University of Pittsburgh, School of Medicine
- (PS13-B28) **Social Interaction Anxiety Mediates the Relationship Between Individuals With Generalized Anxiety Disorder and Ratings of Comfort During a Discussion of Emotional Events**
Amy L. Capparelli, M.A., Alex H. Buhk, M.A., Pallavi Babu, B.A., Jason C. Levine, Ph.D., University of Toledo
- (PS13-B29) **Mental Threat Rehearsal Increases Fear Generalization**
Eva Van Dis, M.S., Muriel A. Hageaars, Ph.D., Iris M. Engelhard, Ph.D., Utrecht University
- (PS13-B30) **A Network Approach to Negative Metacognitions and Beliefs of Uncontrollability in Relation to Quality of Life, Insomnia, and Depressive Symptoms in a Mixed GAD Sample**
Megan A. Pinaire, B.S.¹, Abigail L. Barthel, M.A.², Joshua Curtiss, M.A.², T.H. Eric Bui, M.D., Ph.D.³, Naomi M. Simon, M.D.⁴, Stefan G. Hofmann, Ph.D.², 1. Boston University, 2. Boston University Center for Anxiety and Related Disorders, 3. Massachusetts General Hospital, 4. Anxiety and Complicated Grief Program, NYU Langone
- (PS13-B31) **Examining the Mediating and Moderating Roles of Distress Tolerance in the Relationship Between Anxiety, Depression, and Cognitive-behavioral Coping Styles**
Megan Butcher, Samantha N. Hellberg, B.A., Lia Follet, Heidi Ojalehto, B.S., Jennifer Buchholz, M.A., Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill
- (PS13-B32) **Attentional Distractors as Contributors to Blunted Error-related Negativity Response in Social Anxiety Disorder**
Danielle E. Deros, B.S., Kaitlyn M. Nagel, B.A., Kristen E. Frosio, M.S., Danielle Taylor, M.S., Jacob D. Kraft, B.A., Evan J. White, M.S., DeMond M. Grant, Ph.D., Oklahoma State University
- (PS13-B33) **Applying Mindset Theory to Phobic Fears of Four Different Stimuli**
Anna E. Snyder, B.A., David P. Valentiner, Ph.D., Northern Illinois University

(PS13-B34) Baseline State Worry Levels Predict Decreased Hpa-axis Sensitivity During Acute Stress

Kristen E. Frosio, M.S., Jacob D. Kraft, B.A., Danielle Taylor, M.S., Danielle E. Deros, B.S., Kaitlyn M. Nagel, B.A., Evan J. White, M.S., DeMond M. Grant, Ph.D., Oklahoma State University

(PS13-B35) Does a Manipulation of Shyness Mindset Lead to Lower Levels of Post-event Processing?

Sebastian Szollos, B.A., David P. Valentiner, Ph.D., Northern Illinois University

(PS13-B36) A Survival Analysis of Reliable Change and Remission in CBT for Anxiety Disorders

Liya T. Mammo, B.A.¹, Carolyn Davies, Ph.D.¹, Hannah Levy, Ph.D.², Kimberly Stevens, Ph.D.¹, Blaise Worden, Ph.D.¹, Gretchen Diefenbach, Ph.D.³, Benjamin W. Katz, B.A.⁴, David Tolin, Ph.D.³, 1. Anxiety Disorders Center, The Institute of Living, 2. Hartford Hospital, 3. Institute of Living, 4. University of New England

(PS13-B37) Shock Level Tolerance in Relation to Panic Disorder Diagnosis and Gender

Caroline Gabriel, B.A.¹, Samantha Philip, B.S.¹, Elizabeth Hoge, M.D.¹, Isabelle Oliva, B.A.¹, Christian Grillon, Ph.D.², Tiffany Lago, M.D.³, 1. Georgetown University Medical Center, 2. National Institute of Mental Health, Section on Neurobiology of Fear and Anxiety, 3. National Institute of Mental Health

(PS13-B38) Anhedonia Is Independently Associated With Somatic Symptoms in Individuals With a Primary Anxiety Disorder

Meredith Ward, B.A.¹, T.H. Eric Bui, M.D., Ph.D.¹, Samantha Philip, B.S.², Caroline Gabriel, B.A.², Emma R. Toner, B.A.¹, Adam Gitterman, M.S.³, Rebecca R. Suzuki, B.A.⁴, Rebecca Lubin, B.A.⁵, Naomi M. Simon, M.D.⁴, Elizabeth Hoge, M.D.², 1. Massachusetts General Hospital, 2. Georgetown University Medical Center, 3. MedStar Health Research Institute, 4. Anxiety and Complicated Grief Program, NYU Langone, 5. NYU Langone Health

(PS13-B39) Reward Impairment in Social Anxiety Disorder and Its Relationship to Depressive Symptoms

Sarah C. Dolan, B.A.¹, Dan Dillon, Ph.D.², Mei-Chen Hu, Ph.D.³, Amit Lazarov, Ph.D.¹, Franklin Schneier, M.D.¹, 1. New York State Psychiatric Institute/Columbia University Medical Center, 2. McLean Hospital/Harvard Medical School, 3. Columbia University Medical Center

Poster Session 13C

PS13

Key Words: *Couples / Close Relationships, LGBTQ+, Depression*

(PS13-C40) Cross-sectional and Longitudinal Associations Between Relationship Discord and Depressive Symptoms in Sexual Minority Individuals

Anna L. Gilmour, B.A.¹, Mark A. Whisman, Ph.D.¹, Ashley K. Randall, Ph.D.², 1. University of Colorado Boulder, 2. Arizona State University

(PS13-C41) Honey, You Have My Attention: Intra-individual and Cross-partner Associations Between the Four Subscales of Interpersonal Mindfulness and Positive and Negative Relationship Quality

Katherine A. Lenger, M.A.¹, Cameron L. Gordon, Ph.D.², Robyn Sessler, B.A.², 1. University of Tennessee, Knoxville, 2. Middle Tennessee State University

(PS13-C42) Trajectories of Sexual Satisfaction During and After Couple Therapy for Relationship Distress

Karen Rothman, M.S.¹, Larisa Cicila, Ph.D.², Meghan McGinn, Ph.D.³, S. Gabe Hatch, B.S.¹, Andrew Christensen, Ph.D.⁴, Brian Doss, Ph.D.¹, 1. University of Miami, 2. San Diego State University, 3. VA Puget Sound Health Care System, 4. University of California, Los Angeles

(PS13-C43) Predictors of Daily Capitalization Attempts in Expectant Couples

Yunying (Annie) Le, M.S., Steffany Fredman, Ph.D., Mark Feinberg, Ph.D., The Pennsylvania State University

(PS13-C44) Developing an Instrumental Support Inventory for Spouses

Ryan P. Egan, M.A., David A. Smith, Ph.D., University of Notre Dame

(PS13-C45) Self-reported Emotion Regulation Difficulties and Vocally Encoded Emotion Regulation Among Trauma-exposed Couples

Melanie S. Fischer, Ph.D.¹, Steffany Fredman, Ph.D.², Donald H. Baucom, Ph.D.³, Emily Taverna, B.S.⁴, Yunying Le, M.S.⁴, Sy-Miin Chow, Ph.D.⁴, Amy Marshall, Ph.D.⁴, 1. Institute of Medical Psychology, University Hospital Heidelberg, Germany, 2. Pennsylvania State University, 3. University of North Carolina at Chapel Hill, 4. The Pennsylvania State University

(PS13-C46) Vocally-expressed Emotional Arousal in Treatment-seeking Couples: A Comparison of Patterns in Same-sex and Different-sex Couples

Danielle Weber, M.A.¹, Kimberly Z. Pentel, M.A.¹, Donald H. Baucom, Ph.D.¹, Alexandra K. Wojda, B.A.¹, Brian R. Baucom, Ph.D.², Andrew Christensen, Ph.D.³, 1. University of North Carolina at Chapel Hill, 2. University of Utah, 3. University of California, Los Angeles

(PS13-C47) Have You Thanked Your Partner Today? Failure to Express Gratitude in Relationships as a Longitudinal Mediator of the Links Between Relationship Awareness and Relationship Satisfaction

Jennifer S. Daks, M.A., Madeline B. Gartenberg, B.A., Ronald D. Rogge, Ph.D., University of Rochester

- (PS13-C48) Communication Patterns and Problem-Solving Tactics of Couples With Discrepant Relationship Satisfaction**
Alexandra K. Wojda, B.A.¹, Richard Heyman, Ph.D.², Donald H. Baucom, Ph.D.¹, Amy Smith Slep, Ph.D.², 1. University of North Carolina at Chapel Hill, 2. New York University
- (PS13-C49) Predictors of Perceived Partner Accommodation of Mental Health Symptoms**
CJ Fleming, Ph.D., Emma Muscari, B.A., Elon University
- (PS13-C50) Is Gratitude Helping Your Relationship? Examining Relationship Gratitude as a Longitudinal Mediator of the Links Between Relationship Awareness and Positive Relationship Functioning**
Madeline B. Gartenberg, B.A., Jennifer S. Daks, M.A., Ronald D. Rogge, Ph.D., University of Rochester
- (PS13-C51) Is One's Mindfulness Relevant to His or Her Spouse?: Cross-partner Associations Between Mindfulness and Relationship Quality**
Robyn Sessler, B.A.¹, Cameron L. Gordon, Ph.D.¹, Katherine A. Lenger, M.A.², 1. Middle Tennessee State University, 2. University of Tennessee, Knoxville
- (PS13-C52) Relationship Status, Positive and Negative Elements of Relationship Quality, and Social Anxiety**
Grace E. Merritt, Mark A. Whisman, Ph.D., University of Colorado, Boulder
- (PS13-C53) Predicting Premature Dropout in Veterans' Couple Therapy Using Steps Toward Relationship Dissolution**
Grace McKee, M.A.¹, Julian Libet, Ph.D.², Karen H. Petty, Ph.D.³, Jenna B. Teves, Ph.D.², Alice B. Huang, B.A.², Kimberley Stanton, Ph.D.², 1. Southern Methodist University, 2. Ralph H. Johnson VA Medical Center, 3. Couples and Family Clinic, Ralph H. Johnson VA Medical Center; Medical University of South Carolina
- (PS13-C54) The Moderating Effect of Trait Forgiveness on the Relationships Between Dating Abuse and Attitudes Towards Intimate Violence**
Madeline S. Herman, M.A., Kayla Scamaldo, M.A., Elizabeth Goncy, Ph.D., Cleveland State University
- (PS13-C55) A 5-year Study of DBT in a Partial Hospital Program Examining: Depression, Anxiety, Hopelessness, and Suffering**
John Lothes, II, ¹, Kirk Mochrie, M.A.², Kristina Cassidy Murphy, M.A.³, Eric Guendner, M.A.¹, Jane St. John, M.A.³, Rebecca Harrell,², Carlie Carter, B.A.⁴, 1. University of North Carolina Wilmington, 2. East Carolina University, 3. Delta Behavioral Health, 4. UNCW
- (PS13-C56) Applying the Biosocial Theory of DBT to a Partial Hospital Program: When Is the Best Time to Orient Clients to the Model?**
John Lothes, II, ¹, Jane StJohn, M.A.², Kristina Cassidy Murphy, M.A.², Eric Guendner, M.A.¹, Kirk Mochrie, M.A.³, 1. University of North Carolina, Wilmington, 2. Delta Behavioral Health, 3. East Carolina University

(PS13-C57) Routine Outcome Monitoring and Treatment Delivery in an

Interprofessional Mental Health Care Setting

Meghan Vinograd, M.A., Kate Wolitzky-Taylor, Ph.D., Eliza Congdon, Ph.D., Inna Arnaudova, Ph.D., Nelson B. Freimer, M.D., Michelle Craske, Ph.D., University of California, Los Angeles

(PS13-C58) Development of and Initial Outcomes From an Intensive Outpatient

Program For Anxiety-related School Avoidance

Ilana Seager van Dyk, M.A.¹, Elizabeth Vickery, Ph.D.², 1. The Ohio State University, 2. Nationwide Children's Hospital

(PS13-C59) Development and Preliminary Feasibility of a Residential Treatment

Program For Adults with Serious Mental Illness

Ajeng J. Puspitasari, Ph.D.¹, Saraphia Magill,¹ Kendra Anderson,¹ Tayler J. Lamoureux, LICSW¹, Maria Santos, Ph.D.², Elise Weber, 1. Mayo Clinic, 2. California State University, San Bernadino

International Ballroom, International Level

Poster Session 13D

PS13

Key Words: Suicide, Emotion, Technology / Mobile Health

(PS13-D60) Real-time Negative Emotion Dynamics During Inpatient Treatment for Suicidal Thoughts and Behaviors

Azure Reid-Russell, B.S.¹, Daniel Coppersmith, B.A.¹, Evan Kleiman, Ph.D.², Kate Bentley, Ph.D.³, Alexander Millner, Ph.D.¹, Rebecca Fortgang, Ph.D.¹, Jeffery Huffman, M.D.⁴, Matthew Nock, Ph.D.¹, 1. Harvard University, 2. Rutgers University, 3. Harvard Medical School, 4. Massachusetts General Hospital

(PS13-D61) NSSI Functions and the Three Factor Model of Borderline Personality Disorder: Is Emotional Reactivity a Mediator?

Isabella H. Shattenkirk, N/A, B.A.¹, Gracie Jenkins, B.A.², Caroline S. Holman, M.A.³, Hae Joon Kim, B.A.¹, Margaret Andover, Ph.D.¹, 1. Fordham University, 2. Bradley Hospital, Warren Alpert Medical School at Brown University, 3. Warren Alpert Medical School at Brown University

(PS13-D62) The Mediating Role of Guilt on the Relationship Between Complicated Grief and Suicidality Among Peer Suicide-bereaved College Students

Gabriella M. Zeller, B.A., Carolyn Pepper, Ph.D., Lara E. Glenn, Kandice Perry, M.S., Alejandra Reyna, M.S., University of Wyoming

(PS13-D63) Sleep Problems and Short-term Risk of Suicidal Thoughts: A Real-time Monitoring Study

Erin Kilbury, M.A.¹, Hye In S. Lee, B.S.¹, Shirley Wang, B.A.¹, Daniel Coppersmith, B.A.¹, Evan Kleiman, Ph.D.², Kate Bentley, Ph.D.³, Alexander Millner, Ph.D.¹, Rebecca Fortgang, Ph.D.¹, Jeffery Huffman, M.D.⁴, Matthew Nock, Ph.D.¹, 1. Harvard University, 2. Rutgers University, 3. Harvard Medical School, 4. Massachusetts General Hospital

- (PS13-D64) **Mexican Identity and Its Association With Suicidal Behavior Among Mexican-descent Emerging Adults**
Oscar Trujillo, B.S.¹, Claire F. Hsieh, B.S.¹, Lillianne Villarreal, B.S.¹, Nichole Christ, M.A.², Ruby Charak, Ph.D.¹, University of Texas Rio Grande Valley, 2. University of Toledo
- (PS13-D65) **American Cultural Connection Associated With Higher Risk of Suicide in Justice Involved Youth**
Margaret Webb, B.S., B.A.¹, Kathleen Kemp, Ph.D.², 1. Alpert Medical School of Brown University, 2. Brown University
- (PS13-D66) **Sleep Difficulty Moderates the Association Between Psychosis Risk Symptoms and Suicidal Ideation Among Psychiatrically Hospitalized Adolescents**
Kana A. Fox, B.A.¹, Elizabeth Thompson, Ph.D.¹, Jennifer Wolff, Ph.D.², 1. Rhode Island Hospital/Alpert Medical School of Brown University, 2. Alpert Medical School of Brown University
- (PS13-D67) **Confirmatory Factor Analysis of the Interpersonal Needs Questionnaire Among Undergraduate Students in India**
Elizabeth A. Velkoff, M.A.¹, Pankhuri Aggarwal, M.A.¹, Anjali Jain, M.A.¹, Shelby Ortiz, M.A.¹, April R. Smith, Ph.D.¹, Tony Sam George, Ph.D.², Vaishali Raval, Ph.D.¹, 1. Miami University, 2. Christ University
- (PS13-D68) **Differentiating Acute Suicidal Affective Disturbance (ASAD) from Anxiety and Depression Symptoms: A Network Analysis**
Megan L. Rogers, M.S., Melanie A. Hom, M.S., Thomas Joiner, Ph.D., Florida State University
- (PS13-D69) **Clarifying the Association Between Emotion Dysregulation and Pain Tolerance Among Those With and Without NSSI**
Lauren Haliczzer, M.A., Katherine L. Dixon-Gordon, Ph.D., University of Massachusetts Amherst
- (PS13-D70) **Discordance Between Subjective and Physiological Emotional Reactivity Among Individuals With Nonsuicidal Self-injury**
Caroline S. Holman, M.A.¹, Margaret Andover, Ph.D.², Ana Rabasco, B.A.², 1. Warren Alpert Medical School at Brown University, 2. Fordham University
- (PS13-D71) **Anxiety Sensitivity index-3 Suicidal Cognition Concerns: A New Measure Examining Vulnerability to Suicidal Ideation**
Nicole S. Smith, B.S.¹, Brian Bauer, M.S.², Rachel Martin, B.A.¹, Raymond Tucker, Ph.D.³, Daniel Capron, Ph.D.¹, 1. University of Southern Mississippi, 2. USM, 3. Louisiana State University
- (PS13-D72) **Does Function Predict Persistence? An Examination of the Automatic and Social Functions of Nonsuicidal Self-injury**
Olivia H. Pollak, B.S.¹, Eugene D'Angelo, Ph.D.², Matthew Nock, Ph.D.³, Christine B. Cha, Ph.D.¹, 1. Teachers College, Columbia University, 2. Boston Children's Hospital/Harvard Medical School, 3. Harvard University

(PS13-D73) ‘Lock to Protect’: Adaption of a Lethal Means Storage Decision Aid For Parents of Suicidal Youth

Stephanie Ernestus, Ph.D.¹, Bai Sunhye, M.P.H., Ph.D.², Olivia Fitzpatrick, B.A.¹, Adrienne Banny Incoe, Ph.D.³, Angela Tunno, Ph.D.³, Chaney Stokes, B.S.⁴, David Goldston, Ph.D.³, Marian E. Betz, M.P.H., M.D.⁵, Joan Asarnow, Ph.D.⁶. 1. University of California, Los Angeles, 2. The Pennsylvania State University, 3. Duke University Medical Center, 4. Duke University, 5. University of Colorado, School of Medicine, 6. University of California, Los Angeles

(PS13-D74) The Overlap of Non-suicidal Self-injury and Sexual Assault: Implications for Severity

Caitlin M. O’Loughlin, B.A., Brooke Ammerman, Ph.D., University of Notre Dame

(PS13-D75) Prevalence of Recent Suicidal Ideation and Its Relationship to Military Sexual Trauma in post-9/11 Veterans Without Mental Health Diagnosis or Mental Health Treatment

Suzanne E. Decker, Ph.D.¹, Christine M. Ramsey, Ph.D.², Silvia Ronzitti, M.D.³, Robert D. Kerns, Ph.D.⁴, Mary A. Driscoll, Ph.D.⁵, James Dziura, Ph.D.⁶, Melissa Skanderson, MSW⁷, Harini Bathulapalli, M.P.H.⁸, Cynthia A. Brandt, M.P.H., M.D.⁹, Sally G. Haskell, M.D.⁸, Joseph L. Goulet, Ph.D.¹⁰. 1. VA Connecticut Health Care System/Yale School of Medicine, 2. Michael J. Crescenz VA Medical Center/Yale School of Medicine 3. VA Connecticut Health Care System/Yale School of Medicine 4. VA Connecticut Health Care System/Yale School of Medicine 5. VA Connecticut Healthcare System, /Yale School of Medicine 6. VA Connecticut Health Care System/Yale School of Medicine, 7. VA Connecticut Health Care System, West 8. VA Connecticut Health Care System/Yale School of Medicine, 9. VA Connecticut Healthcare System, Department of Emergency Medicine, Yale School of Medicine, 10. VA Connecticut Healthcare System/Department of Emergency Medicine, Yale School of Medicine

(PS13-D76) Social Contagion of Non-suicidal Self-injury: The Role of Perceived Functions and Consequences in Behavior Onset

Alyssa L. Conigliaro, M.A., Olivia M. Peros, M.A., Samantha E. Jankowski, B.S., Erin Ward-Ciesielski, Ph.D., Hofstra University

(PS13-D77) Disentangling Emotion Regulation in Non-suicidal Self-injury (NSSI): Preliminary Examination of the Relationships Between Individual Aspects of Emotion Generation and NSSI

Joey C. Cheung, B.S., Kristen M. Sorgi, B.S., Martha K. Fahlgren, M.A., Alexander A. Puhalla, M.A., Kristen Buckley, Carla Capone, B.A., Michael McCloskey, Ph.D., Temple University

Subject Index

A

Abuse / Maltreatment 194, 396, 416, 472
Acceptance 338
ACT (Acceptance & Commitment Therapy) . . .98,
148, 231, 249, 319
Addictive Behaviors . .59, 93, 108, 183, 214, 220,
260, 313, 347, 388, 431
ADHD . . 116, 209, 237, 288, 311, 361, 377, 418
Adherence 67, 251, 335
Adolescent 6
Adolescents 30, 59, 82, 124, 157, 159, 227, 229,
265, 312, 335, 337, 377, 424, 442, 484
Adult 85, 421
African Americans / Black Americans . . .307, 354,
444
Aggression / Disruptive Behavior / Conduct Prob-
lems 220, 250, 393
Alcohol 51, 96, 403, 426, 431, 459, 469
Anger / Irritability 52, 86, 177, 442
Anxiety .6, 10, 22, 33, 34, 50, 74, 77, 83, 85, 99,
110, 111, 116, 145, 146, 161, 177, 201, 219,
225, 247, 258, 266, 309, 329, 331, 385, 447,
452, 462, 481, 501
Assessment 68, 272, 368, 406
Attention 473
Autism Spectrum Disorders50, 83, 100, 175,
240, 371, 421, 447

B

Behavior Analysis 35
Behavior Experiments 89
Behavioral Activation 159, 265
Behavioral Economics 214, 260
Behavioral Medicine . . .174, 201, 236, 267, 272,
382
Bipolar Disorders 117
Body Dysmorphic Disorder 244
Body Image 87, 337, 473
Borderline Personality Disorder . . .156, 251, 278,
342, 398, 469

C

Career Development .28, 37, 106, 162, 256, 257,
304, 306, 333, 359
Case Conceptualization / Formulation61, 99,
147, 183, 400
CBT . .16, 18, 26, 33, 34, 54, 66, 111, 114, 119,
161, 180, 183, 192, 209, 219, 244, 262, 270,
297, 299, 316, 334, 369, 385
Change Process / Mechanisms 98, 154, 228, 342,
349, 372, 385

Change Processes/Mechanisms 2
Child . . .24, 31, 33, 44, 104, 120, 127, 146, 182,
194, 280, 303, 346, 393, 416, 434, 472, 484
Clinical Decision Making .90, 130, 139, 154, 187,
368
Clinical Trial 14, 83, 164, 224, 231, 414
Clinical Utility 250, 350
Cognitive Biases / Distortions 219, 336, 340
Cognitive Processes . .39, 43, 138, 340, 424, 479,
487
Cognitive Schemas / Beliefs 275
Cognitive Therapy 119, 138, 211, 301
Cognitive-behavioral Career 103
College Students 94, 107, 380, 403, 408
Common Elements 130
Community-Based . .46, 57, 163, 167, 173, 239,
494, 497
Community-Identified Problems . . 192, 206, 330
Comorbidity 71, 126, 186, 205, 497
Compassion / Empathy 110
Competence 307
Coping 382
Couples / Close Relationships . . .42, 76, 92, 141,
153, 154, 195, 230, 255, 298, 341, 365, 506
Couples/Close Relationships 4
Criminal Justice 319, 322
Culture .153, 161, 202, 242, 243, 277, 285, 332,
357, 364

D

DBT (Dialectical Behavior Therapy) . .30, 124, 217,
251, 261
Depression 2, 44, 74, 86, 90, 110, 159, 172, 201,
229, 234, 265, 334, 337, 340, 343, 375, 380,
408, 444, 479, 481, 489, 501, 506
Diagnosis 177
Digital Technology 102
Disgust 145
Dissemination . . .36, 50, 79, 114, 155, 162, 188,
197, 233, 239, 274, 291, 302, 305, 309, 316,
317, 323, 330, 356, 366

E

Early Intervention 364
Eating . 53, 87, 95, 126, 204, 220, 238, 411, 473
Eating Disorders 151
Education 28, 158
Education and Training . .26, 104, 133, 212, 249,
270, 290, 304, 320, 330, 354, 358
Education and Training - Graduate 94
Education and Training- Graduate 107

Emotion 140, 278, 318, 459, 508
 Emotion Regulation 39, 52, 54, 63, 72, 96, 100,
 117, 140, 180, 341, 362, 411, 421, 426, 442,
 462, 479
 Ethics 357
 Ethnicity 283
 Evidence-Based Practice 93, 95, 100, 104, 126,
 128, 132, 139, 167, 169, 187, 233, 239, 277,
 280, 291, 327, 350, 360, 371, 434
 Evidence-Based Treatment. 325
 Exercise. 143, 245, 440
 Experiential Avoidance 503
 Exposure. 2, 10, 16, 22, 34, 53, 95, 120, 234,
 247, 266, 309, 329, 331, 356, 390, 452
 Externalizing 429, 457

F

Families. 22, 76, 78, 79, 111, 151, 185, 298, 429,
 501
 FAP (Functional Analytic Psychotherapy) 149
 Fear 174, 331, 503

G

Gender 87, 208, 283
 Global Mental Health 102, 134, 135, 142, 206,
 227, 296
 Graduate School. 158
 Grief / Bereavement 348, 400

H

Health Care System. 170, 350, 382
 Health Psychology. 12, 267, 313, 348
 Hoarding 315, 318

I

Implementation 46, 53, 62, 79, 135, 173, 175,
 195, 197, 211, 217, 261, 286, 288, 302, 316,
 317, 325, 328, 335, 355, 360, 361, 366, 447,
 497
 Industry 142, 223, 302
 Integrated Care. 132, 188, 267, 290, 296, 437
 Integrity 46
 Intimate Partner Aggression 319, 465

L

LGBTQ+ 58, 61, 81, 82, 92, 185, 208, 243, 300,
 351, 465, 506
 Longitudinal 43, 440, 492

M

Measurement 58, 261, 372, 418
 Mediation / Mediators. 77

Medication 71, 437
 Mental Health Literacy 128, 233
 Methods. 49, 172, 225, 311
 Military 221, 396
 Mindfulness 35, 42, 119, 212, 284, 338
 Mood 117, 376, 440, 459
 Motivation 20, 245, 262, 431
 Motivational Interviewing 12, 262

N

Neuroscience 43, 172, 223, 315, 353, 462

O

Obsessive Compulsive Disorder 182
 OCD (Obsessive Compulsive Disorder). 18, 67, 77,
 99, 120, 186, 224, 315, 372, 477
 Oppression 75, 208, 338

P

Pain 174, 313
 Parent Training 24, 273, 393, 429
 Parenting 44, 57, 67, 127, 140, 151, 185, 230,
 253, 274, 303, 362
 PCIT (Parent Child Interaction Therapy) 24, 329
 Perinatal 137
 Personality Disorders. 66, 398
 Phobias. 10
 Prevention 76, 108, 137, 141, 169, 229, 253
 Primary Care 320, 437
 Private Practice 103
 Professional Development 8, 36, 68, 102, 103,
 106, 133, 158, 169, 189, 256, 257, 271, 281,
 305, 306, 333, 357
 Professional development: Student issues 165
 Professional Issues. 37, 68, 162, 215, 271, 359,
 494
 Prolonged Exposure 96, 294, 373
 Psychometrics 434, 449, 455
 Psychophysiology 39
 Psychosis / Psychotic Disorders 138, 186, 273,
 364, 467
 Psychotherapy Outcome 139, 349
 Psychotherapy Process 156, 418
 PTSD (Posttraumatic Stress Disorder) 59, 156, 205,
 255, 290, 294, 307, 365, 373, 396, 406, 426,
 492
 Public Health. 62, 163, 197, 274, 327, 356
 Public Policy 62, 218
 Publishing. 256

R

Race 191, 243, 358, 380
 Randomized Controlled Trial 339

Recovery 148, 301, 328
 Research Funding 257
 Research Methods 8, 14, 145, 164, 199, 242,
 332, 376, 414
 Resilience 75, 78, 112, 400, 472
 Risk / Vulnerability Factors 47, 51, 89, 112, 113,
 171, 191, 195, 260, 289, 362, 377, 467
 Risky Behaviors 124
 Rumination 63, 424

S

Schizophrenia 170, 245, 301, 328
 School 192, 209, 280, 288, 312, 390, 457, 494
 Self-Injury 47, 204, 237, 449
 Service Delivery 57, 240, 299
 Severe Mental Illness 467
 Sexuality 92, 465
 Sleep 74, 268, 416, 444
 Social Anxiety 51, 336, 390
 Social Relationships 71, 190, 202, 278, 336, 411
 Social Skills Training 72
 Spirituality and Religion 35, 58, 141, 147, 285,
 297
 Stakeholder Relevant 41, 128, 134, 351
 Statistics 8, 14, 171, 224
 Stigma 206, 236, 291, 339, 351, 477, 489
 Stress 341, 359, 408, 484
 Student Issues 106, 489
 Substance Abuse 85, 132, 237, 322, 388
 Suicide 30, 47, 81, 86, 121, 131, 148, 198, 204,
 250, 317, 345, 365, 368, 469, 508
 Supervision 26, 173, 211, 270, 281

T

Technology / Mobile Health 36, 49, 82,
 114, 121, 142, 155, 188, 199, 221, 223, 228,
 234, 268, 272, 284, 286, 294, 305, 323, 327,
 333, 346, 347, 355, 369, 403, 414, 508
 Technology/Mobile Health 4

Therapeutic Relationship 66
 Therapy Process 116, 297, 375
 Tic Disorders 182, 286
 Training 28
 Training / Training Directors 37, 187, 249, 277,
 281, 304, 354, 358
 Training/Training Directors 334
 Transdiagnostic 31, 54, 61, 63, 72, 75, 89, 149,
 180, 225, 228, 231, 238, 258, 349, 375, 452
 Translational Research 113, 137, 194, 343, 345,
 376, 449
 Trauma 16, 112, 157, 190, 191, 196, 212, 240,
 289, 320, 388, 406, 487, 492
 Treatment 4, 6, 18, 41, 49, 90, 121,
 135, 149, 155, 157, 214, 244, 247, 255, 258,
 266, 285, 298, 303, 311, 318, 322, 323, 342,
 345, 346, 348
 Treatment Development 31, 93, 284, 339, 347,
 355, 360, 361
 Treatment/ Program Design 146, 153, 199, 227,
 312, 343, 371, 373

U

Underserved Populations 78, 81, 131, 133, 167,
 175, 242, 273, 283, 296, 332, 366
 Unified Treatment 127

V

Veterans 190, 205, 217, 221, 268
 Violence / Sexual Assault 108, 113, 275, 289
 Vulnerable Populations 41, 134, 163, 170, 202,
 236, 299

W

Women's Health 143
 Women's Issues 271, 275, 306, 398
 Worry 481

Author Index

A

- Aajmain, Syed 282
Abbatangelo, Ashley 323, 479
Abbey, Shyler 488
Abbott, Deah 304, 392, 405
Abdel-Baki, Amal 246
Abdel-Baki, Rita 470
Abebe, Kaleab 351
Abel, Madelaine R. 414
Abikoff, Howard 116, 362
Abitante, George 409
Aboussouan, Alix 82, 208, 471
Abraham, Traci 370
Abramovitch, Amitai 43, 44, 177, 315, 315
Abramowitz, Jonathan S. 77, 112, 114, 114, 137,
138, 138, 162, 186, 231, 309, 331, 356, 456,
456, 495, 495, 504
Abramson, Lyn Y. 484
Abrantes, Ana M. 143, 144, 246, 257
Abrash, Ross W. 418
Abura, Gloria 361
Acierno, Ron. 108, 109, 109
Acosta, Nicolas 420
Acri, Mary. 483
Acuff, Samuel F. 260, 260
Acuses, Cristina 55, 401, 403, 480
Adamo, Colin 365, 366
Adams, Ann Taylor 384
Adams, Rachel S. 497
Adams, Zachary 79, 418, 484
Adbullah, Tahirah 358
Adelson, Jill L. 484
Adelson, Megan 140
Adenuga, Paige 425, 464, 502
Adhikari, Samrachana 482, 483
Adrian, Molly 90, 90
Adu, Sarah L. 460
Affricot, Emmeline 367
Aggarwal, Pankhuri 277, 439, 471, 509
Aguilera, Adrian 272, 490
Ahdifara, Mona 381
Ahlich, Erica 88, 88, 413
Ahmed, Bilal 450
Ahmedani, Brian 318
Ahn, Jae Hyung 379
Ahn, Woo-kyoung 292
Aho, Kristin. 416
Ahuna, Jonathan K. 395, 395, 473
Aisenberg, Gabriela 485
Akoury, Liya M. 406
Akpoduado, Eguono. 462
Alacha, Helena F. 419
Alam, Nameyeh 200
Alba, Jennifer De 476
Alba, Juliana 484
Alba, Maria C. 431
Albanese, Brian J. 390, 427
Albano, Anne Marie . 50, 73, 116, 234, 234, 266,
306
Albrecht, Kendyll L. 468
Albright, Jordan 422, 483
Albury, Evan A. 451
Alcañiz, Mariano. 407
Aldao, Amelia. 305
Alden, Lynn E. 336, 391
Alderman, Brandon. 143, 144
Alderson, R. Matt 379, 379
Aldret, Randy 384
Aldrich, Jaclyn T. 388
Alemzadeh, Ramin 400, 400
Alexander, Jennifer R. 497
Alexopoulos, George S. 458
Alford, Cleothia 390
Algoe, Sara 490
Allam, Alexandra 476
Allan, Nicholas 44, 85, 85, 85, 401, 428
Allen, Ashley Batts 493
Allen, Elizabeth 365
Allen, Jason Van 400
Allen, Kaylie T. 466
Allen, Kenneth J.D. 47, 47, 48, 368, 368, 451,
471
Allen, Kristy Benoit 502
Alloy, Lauren 48, 198, 473, 484
Allred, Clayton H. 462
Allred, Kelly 203
Al-Nahha, Rana. 440
Alpert, Elizabeth 428
Alroe, Anja Johnsen 56
Altamirano, Olivia 286, 458, 468
Altemus, Melanie K. 424, 436
Altman, Allison D. 337, 337, 469
Altman, Brianna R. 408
Altszuler, Amy R. 379
Alvarez, Milvia D. 469
Alvarez-Backus, Mahal 380
Alvord, Mary. 197
Amado, Selen 410
Amaya, Stephanie. 467
Ambrosino, Miriam 77
Ames-Sikora, Alyssa 485
Ametaj, Amantia. 361
Amir, Nader 372, 376, 407, 455, 463, 483
Ammerman, Brooke 47, 171, 171, 171, 172, 199,
368, 368, 471, 510

- Amspoker, Amy 370
 Amstadter, Ananda 276
 An, Soyeon 407
 An, Woolee 498
 Ana, Elizabeth J. Santa 165
 Ana, Martinez de Andino 170
 Anand, Deepika 434
 Anastasia, Elizabeth 437
 Anastopoulos, Arthur D. 418
 Andersen, Lena 167, 168
 Anderson, Allegra 40
 Anderson, Allegra S. 424
 Anderson, Amy 351
 Anderson, Drew 53, 87, 413, 474, 476
 Anderson, Grace N. 454, 459, 477
 Anderson, Kendra 508
 Anderson, Leslie Karwoski. 126
 Anderson, Lisa 53
 Anderson, Page 234
 Anderson, Page L. 392, 405, 415, 479, 503
 Anderson, Scott 432
 Andino, Ana Martinez de 191, 191, 381, 468
 Andover, Margaret 198, 470, 508, 509
 Andrews, Jack 447
 Andrews, Leigh 445
 Andrews, Trey 428
 Andrews-Hanna, Jessica 110
 Anestis, Joye C. 461
 Anker, Justin 461
 Ankney, Rachel 400
 Anthony, Laura G. 175, 176
 Antler, Caroline 343, 376
 Anton, Margaret 115, 324, 367, 367, 414, 426
 Anton-Erxleben, Katharina 361
 Antonikowski, Angela 383, 407
 Antony, Martin M. 391, 393, 406, 454, 477, 479
 Apar, Carly 430
 Apolzan, John W. 383
 Appel, Moses 431
 Apple, Danielle 424
 Appleby, Cheyenne 459
 Arai, Honami 390
 Aralis, Hilary 53
 Araujo, Fabiana S. 333
 Araujo, Tiffany 462
 Arbid, Natalie 381
 Arch, Joanna J. 177, 232, 292, 500
 Archer, Shearie 438
 Arciniegas, Jorge 494
 Are, Funlola 78
 Areal, Patricia A. 350, 458
 Arelus, Dominique 367
 Arend, Jessica 91
 Arendt, Mikkell 56
 Arenella, Kat. 491
 Aristegui, Ines 209
 Armata, Casey 476
 Army, Michael 451, 471
 Arney, Michael F. 47, 48, 48, 368
 Armistead, Lisa 78, 447, 478
 Armstrong, Candace 391
 Armstrong, Kevin J. 382, 382
 Armstrong, Thomas 145, 145
 Arnaudova, Inna 508
 Arnfred, Sidse M. 56
 Arnold, L. Eugene 311
 Arnold, Lauren E. 463
 Arnold, Macey L. 381, 402
 Arnon, Shay 190
 Arntz, Diana 246
 Arooj, Mahwesh 435
 Arrellano, Michael De 79
 Arreola, Jose 381
 Arrington, Elaine F. 379, 379
 Asarnow, Joan 510
 Ashburn-Nardo, Leslie 502
 Ashen, Ceth 302
 Asher, Yoni 110
 Ashford,, Logen 482
 Asmundson, Gordon. 174, 313, 314
 Asnaani, Anu 134, 310, 349
 Assaf, Michal 421
 Atkins, Marc S. 57, 57, 80, 163, 240, 288, 311
 Atlas, Sara 352, 352
 Attia, Evelyn 413
 Aubel, Evelyne Van 49
 Augur, Isabel 433, 459
 Austin, Ashley 185
 Austin, Jessica 328
 Austin, Julia 144
 Avallone, Kimberly 291
 Avila, Patricia 490
 Avion, Amina A. 419
 Awaad, Rania 450
 Axelrod, Seth 261, 262
 Ayers, Kenneth L. 414
 Ayora, Gaspar 384, 407
 Ayuku, David 167, 360
- B**
-
- Babcock, Julia 404, 444
 Babinski, Dara E. 395
 Babu, Pallavi 440, 504
 Baca, Selena 191
 Bachorowski, Jo-Anne 392
 Back, Sudie 72, 455, 489, 489
 Bacon, Amy K. 432
 Badawi, Ghislaine 51
 Badders, Rebekah 464
 Badin, Emily 303
 Badour, Christal 179
 Baer, Margaret 426
 Baer, Ruth 342
 Bagatell, Nancy 176

- Baggett, Kathleen 421
 Bagley, Jenna M. 397, 397
 Bagner, Daniel 361
 Bailey, Emily N. 430
 Bailey, Katharine 399
 Bailey, Katherine L. 470
 Bailin, Abby 324
 Bainter, Sierra 352
 Baker, Amanda 223
 Baker, Amanda W. 454, 455
 Baker, Brianna A. 478
 Baker, Danielle E. 489, 492
 Baker, Lucas D. 433, 468, 481
 Baker, Nichole M. 435
 Bakhshaie, Jafar 174, 201
 Bakua, Dana M. 321
 Bakula, Dana M. 417
 Balantekin, Katherine 200
 Balda, Kayla 362
 Baldassano, Claudia F. 414
 Balderas, Jessica 490
 Balderrama-Durbin, Christina 154, 203, 442
 Baldwin, Scott 414
 Ballard, Elizabeth D. 409
 Banerjee, Smita 443
 Banks, Gabrielle 400
 Baños, Rosa M. 415, 448, 475, 475, 476, 497, 500
 Bansal, Pevitr S. 395
 Barajas, Kimberly G. 394
 Barakat, Suzanne 409, 450, 451, 472
 Barber, Jacques P. 392, 482
 Barber, Jessica A. 493
 Barber, Sara 108
 Barbieri, Vincent 279, 399, 407
 Bardeen, Joseph R. 391, 391, 392, 401, 455
 Barden, Eileen 442
 Barg, Frances 41
 Barish, Greg 53
 Barker, David H. 224
 Barkley, Russell A. 418
 Barlow, David 52, 259, 349, 361, 401, 454, 480, 480, 481, 493
 Barnes, J. Ben 428
 Barnes, Katherine 79, 275
 Barnes, Laura 336, 469, 503
 Barnes, Sarah 261
 Barnes, Sarah E. 484
 Barnett, Ian 414
 Barnett, Miya 57, 57, 57, 332, 436
 Barnett, Nancy P. 433
 Barnow, Sven 111
 Barone, Oriana 312
 Barrett, Sarah 441
 Barrett, Tyson 232, 289
 Barrón-Lara, Paola 481
 Barry, Tammy D. 378, 395, 422, 422, 501
 Barstead, Matthew G. 464
 Bart, Corinne P. 473
 Bartels, Graham C. 380
 Barthel, Abigail L. 391, 402, 408, 504
 Barthel, Renee 405
 Bartholomay, Emily M. 392, 408
 Bartholow, Bruce 409
 Barton, Allen W. 76, 76
 Bartuska, Anna D. 478
 Bash, Heidi La 282, 489
 Baskin-Sommers, Arielle 388
 Bass, Zoey N. 405
 Bassett, Drew T. 260
 Bassett, Rachel 458
 Basu, Natasha 471
 Batchelder, Abigail W. 134, 236, 237
 Bath, Eraka 322
 Bathulapalli, Harini 510
 Battaglini, Claudio 246
 Battista, Susan 51
 Battle, Cynthia 143
 Battles, Jennifer 475, 475, 499
 Baucom, Brian R. 466, 506
 Baucom, Brian R. W. 341, 341, 341, 365, 366
 Baucom, Donald H. 154, 196, 298, 341, 341, 342, 342, 506, 506, 507
 Bauer, Brian 509
 Bauer, Brian W. 368
 Bauer, Christopher 287, 464
 Bauer, Daniel J. 341
 Baumann, Brigitte M. 384
 Baumgardner, Megan 502
 Bautista, Chandra L. 414
 Baxley, Catherine 389, 459
 Beach, Lauren 81
 Beach, Steven 76, 141, 444
 Beadel, Jessica R. 455
 Bean, Christian 460
 Beard, Courtney 74, 115, 351, 352, 352, 402, 402, 495
 Bearman, Sarah Kate 239, 324, 335, 400, 435, 480, 484
 Beatty, Clare 494, 503, 503
 Beaudet, Laura 483
 Beaumont, Renae 72, 73
 Beck, Connie 320, 404
 Beck, J. Gayle 487, 487, 487, 489, 492
 Beck, Nataly 262
 Becker, Bruce 384
 Becker, Carolyn B. 53, 356, 458, 478
 Becker, Kimberly D. 79, 130, 173, 436, 437, 437, 494
 Becker, Sara J. 128, 233, 233, 233, 335
 Becker, Stephen P. 377, 377, 377, 378, 379, 419
 Becker-Haimes, Emily 173, 233, 310, 455
 Beckham, Jean 205
 Beckmann, Emily A. 405

Bedard-Gilligan, Michele	367	Berkout, Olga V.	321
Bedford, Carter E.	451	Berla, Nishita.	113
Bedoya, C. Andres	384	Berlin, Gregory	502
Beedon, Madison N.	409	Berlin, Kristoffer	400
Beekman, Lois.	429	Berliner, Lucy.	135, 435, 437
Beekman, Michelle	88	Berman, Noah C.	496
Beevers, Christopher.	340, 340, 411, 490, 490, 490	Bernard, Kristin.	45
Behnke, Andrew.	478	Bernardy, Nancy	291
Behrens, Brigid M.	430	Bernecker, Samantha	121
Beidas, Rinad .41, 173, 197, 197, 233, 318, 350, 369, 436, 455		Bernstein, Adam	130, 447
Beidel, Deborah	346, 346, 407	Bernstein, Amit.	340
Belger, Aysenil.	137	Bernstein, Emily E.	89, 89, 383, 408, 410
Bell, Debora J.	409, 409, 463	Bernstein, Emily L.	275, 275
Bellar, David	384	Bernstein, Gail	90
Belleau, Emily	425, 489	Berry, Jasmine R.	463
Bellet, Benjamin W.	112	Bertsch, Suzanne	42
Belli, Gina	496	Bertschinger, Emilie	86, 394
Bellosta, Miguel	500	Beshaj, Shadi	297
Belon, Katherine.	475	Best, Cheryl K.	445
Beltzer, Miranda L.	336, 336, 503	Best, Michael	178
Belus, Jennifer.	167, 168	Betancourt, Jessie L.	379, 379
Bendezu, Jason	418, 484, 485, 486	Betcher, Hannah	491
Benfer, Natasha	391, 401	Bettcher, Joe	445
Benham, Grant	451	Bettin, Emily	92
Benitez, Dulce Diaz	382	Bettis, Alexandra.	39, 424, 424
Benito, Kristen M.	224	Betz, Marian E.	510
Benjamin, Elena	447	Beveridge, Ryan	445
Benjamin, Katherine S.	425	Bhambhani, Yash	58, 58, 466
Bennett, Brooke L.	475, 476	Bhatia, Vickie	354
Bennett, Diana C.	396, 397	Bhimji, Jabeene	401
Bennett, Hanna McCabe.	477	Bhuptani, Prachi	427, 428
Bennett, Morgan R.	396	Biernesser, Candice	351
Bennett, Shannon	73, 146, 287	Biesen, Judith	195
Bennett, Victoria.	404, 444	Biggers, Leelyn	406
Benson, Kari	289, 289	Bilek, Emily	310
Bentley, John	58	Biles, Brittany	416, 417, 417, 445
Bentley, Kate.	228, 317, 471, 508, 508	Bilevicius, Elena.	51, 314, 314
Bento, Camren	494	Bilsky, Sarah A.	389, 394
Bents, Hinrich	111	Bing-Canar, Hanaan	427, 434
Benware, Jeffrey	389, 459	Binion, Kendal C.	467
Benz, Madeline B.	434	Bird, Jessica C.	138
Ben-Zeev, Dror	142	Birg, Jessica A.	407, 442
Berenz, Erin	427, 434	Bistricky, Steven L.	493
Berg, Hannah	145, 145, 145	Bizzell, Joshua.	137
Berg, Joanna.	261	Björgvinsson, Thrösur	74, 115, 352, 352, 372, 373
Berg, Samantha	491	Björgvinsson, Thröstur.	402, 402
Berg, Summer L.	438	Bjornsson, Andri	402
Berger, Thomas.	448	Black, Kathryn.	374
Berghoff, Christopher R.	384, 433, 468, 481	Black, Sydney	385, 385
Bergman, Andrea	465	Blackburn, Allyson	374
Bergman, Lindsey	146	Blackburn, Allyson M.	488
Bergstrom, Kelly A.	458	Blackie, Rebecca	232, 453, 504
Berhane, Helom	200	Blais, Rebecca	396
Beristianos, Matthew	282	Blakeley-Smith, Audrey	175, 447
Berke, Danielle S.	426	Blakey, Shannon	165, 205, 205, 231, 309
		Blanchard, Margaux E.	476

- Blanck, Paul 111
 Blanton, Megan A. 421
 Blashill, Aaron J. 413, 496
 Blau, Lauren E. 407, 460
 Blevins, Claire 143
 Blocher, Natalie 467
 Block-Lerner, Jennifer 499
 Blossom, Jennifer B. 90, 90
 Bluett, Ellen 231
 Blumenthal, Heidemarie 388, 427, 488
 Blycker, Gretchen 461
 Bobek, Molly 47
 Bock, Beth C. 384
 Bock, Rachel C. 433, 468, 481
 Boekamp, John 469
 Boffa, Joseph 450, 451
 Bogart, Laura 237
 Bogdanov, Sergey 136
 Bogen, Katherine 276
 Bogucki, Olivia E. 438, 438, 438
 Bogunovic, Olivera 85
 Bolden, China R. 425
 Boles, Richard 175, 447
 Boley, Randy A. 397
 Bolton, Paul 136
 Bolts, Olivia 389, 481
 Bonasera, Brittany 467
 Bond, Dale 144, 202
 Bonner, Joseph 198
 Boppa, Shilpa 58
 Borduin, Charles M. 430
 Borg, Charmaine 146
 Borges, Allison M. 388
 Borowski, Sarah K. 424
 Borrego, Adrián 475, 475
 Borrero, Elizabeth 420
 Bosley, Hannah G. 392
 Bosma, Colin M. 178
 Bosson, Jennifer K. 88
 Boswell, James 53, 349, 349, 436, 474, 480
 Botdorf, Morgan 442
 Botella, Cristina 235, 415, 448, 476
 Botero-Ruge, Catalina 420
 Both, Stephanie 146, 146
 Böhre, Beáta 461
 Bottera, Angeline R. 412, 412
 Bouchard, Stéphane 234
 Boudreaux, Edwin D. 382, 384, 395
 Boukhechba, Mehdi O. 469, 503
 Boullion, Gina 350
 Boullion, Gina Q. 452, 453, 494, 504
 Bounoua, Nadia 402, 443, 463
 Bourdreaux, Edwin 383
 Boustani, Maya M. 80, 80, 80, 207, 207, 323
 Bowlen, Morgan C. 467
 Bowling, Amanda A. 400, 435
 Bowman, Chelsey 280, 280
 Boyd, Meredith 173, 435
 Boyer, Jaclyn 468
 Boyle, Holly K. 433
 Bradley, Bekh 192
 Bradley, W. Joshua 437
 Brady, Kathleen 71, 72
 Braithwaite, Scott R. 456, 481
 Braitman, Abby L. 432, 467
 Bramoweth, Adam 42, 42
 Brandt, Charles 201
 Brandt, Cynthia A. 510
 Brassard, Leah 503
 Brauer, Ashley 296
 Bravo, Adrian 190, 389
 Bravo, Elsa 346
 Breaux, Rosanna P. 288, 288, 363, 379, 402
 Breiner, Courtney E. 413, 474
 Brem, Meagan J. 403, 403, 432, 443, 443, 443, 444, 460, 481
 Brennan, Brian 372
 Brennan, James 352
 Brennan, Patricia 113
 Brenner, Lauren 374
 Brent, David 351
 Bresland, Nicole Lafko 115
 Bretón-López, Juana 469
 Brian, Rachel 142
 Brick, Leslie 48
 Bricker, Jonathan B. 460
 Bricker-Carter, Sarah P. 397
 Brickner, Megan 377
 Bridges, Ana 317, 358, 382, 382, 437, 438, 492
 Briant, Alexis 394
 Brill, Charlotte D. 444
 Brim, William 282
 Brinkman, Aurora H. 422, 501
 Broach, Reagan 457
 Brock, Rebecca 195, 414, 429
 Brockdorf, Alexandra 404, 404
 Broder-Fingert, Sarabeth 422
 Brody, Leslie 52, 493
 Brodzinsky, Lara 267
 Broman-Fulks, Joshua 461, 482
 Bromberg, Loey 468
 Bronston, H. Sophie 412
 Brookman-Fraze, Lauren 57, 240, 436
 Brooks, Cikylie 364
 Brooks, Jasmin R. 382, 450
 Broos, Hannah C. 390
 Brosco, Leigh 239
 Brothers, Brittany 46
 Brotman, Laurie Miller 393
 Brotman, Melissa A. 87
 Brown, Brittney C. 468
 Brown, Caitlin 170
 Brown, Chandra 421
 Brown, Charlotte 393

- Brown, Cynthia E. 430
 Brown, Delisa 354
 Brown, Elissa J. . . . 157, 416, 417, 418, 418, 429, 465, 473, 473
 Brown, Gregory 318
 Brown, Hallie 402
 Brown, Hannah. 246
 Brown, Lily 381, 436, 487, 504
 Brown, Lou Ann 189
 Brown, Mackenzie L. 453, 454, 455
 Brown, Mindy 137
 Brown, Poppy 139, 179
 Brown, Tiffany 238
 Brown, Timothy A. 459, 477
 Brown, Wilson 290
 Brown, Wilson J. 488
 Browne, Julia 245, 246, 246
 Bruce, Madeline J. 113
 Bruce, Steven E. . . . 194, 194, 427, 427, 428, 487, 493
 Bruck-Segal, Dana. 493
 Bruehlman-Senecal, Emma 82
 Brumariu, Laura E. 501
 Brumley, Lauren 446, 446
 Brunner, Devon. 315
 Brunwasser, Steven M. 229
 Brush, Christopher J. 144
 Bryan, Craig J. 282, 366
 BS 394
 Buchanan, Tony 260
 Buchholz, Jennifer. . . 77, 114, 114, 138, 186, 309, 456, 456, 495, 495, 504
 Buck, Benjamin E. 142
 Buckley, Kristen. 449, 479, 510
 Buckner, Julia 51, 85, 86, 347, 347, 347, 348, 389
 Buczek, Theresa 444, 444
 Buda, Kara L. 443
 Budney, Alan 199
 Buffie, Michelle L. 402, 410
 Bufka, Lynn. 292
 Bugbee, Abby. 491
 Buhk, Alex H. 454, 504
 Bui, Chuong 394
 Bui, T.H. Eric 453, 453, 482, 504, 505
 Bulik, Cynthia 474
 Bulla, Brian A. 398, 461
 Bullis, Jacqueline R. 259
 Bullock, Wesley. 43, 421, 457, 458
 Bunnell, Brian E. . . . 346, 346, 406, 414, 415, 426
 Buote, Kyrsten 485
 Buquo, Tom 400, 492
 Burke, Anne 499
 Burke, Jeffrey D. 86, 86, 394, 493
 Burke, Lindsey. 445
 Burke, Taylor 198
 Burke, Taylor A. 48
 Burlew, Ann Kathleen 278
 Burnette, Jeni 323
 Burnette, Jeni L. 420
 Burnett-Zeigler, Inger 499
 Burns, Austin B. 419
 Burns, G. Leonard 419
 Burrell, T. Lindsey 422
 Bursky, Mikell 312
 Burt, Keith 344, 410
 Burton, Mark S. 294
 Burton, Samantha 169
 Burychka, Diana 475
 Bush, Angela 442
 Businelle, Michael 347
 Busto, Christiana Del. 112, 346, 346
 Butcher, Megan 456, 504
 Butler, Leon H. 260
 Butler, Rachel M. 391, 453
 Bутtenheim, Alison 350
 Bynion, Teah-Marie R. 387, 428, 489
- C**
-
- Cabrera, Korine 132, 434
 Cadigan, Jennifer M. 434
 Cahill, Shawn P. 405
 Caldari, Alyson 483
 Caldwell, Kristen. 413
 Calhoun, Casey. 418, 463, 484, 485, 486
 Calhoun, Patrick 205
 Calicho-Mamani, Claudia P. 115
 Callahan, Katie 488
 Calleja, Roger Garriga 143
 Callen, Edward 388
 Cammack, Nicole 354
 Campagna, Dana 486
 Campanile, Nina 417
 Campbell, Allison A. 487
 Campbell, Andrew 142
 Campbell, Claudia 472
 Campbell, Rebecca 387
 Campellone, Tim 468
 Campez, Mileini 312
 Campo, John V. 321
 Campoli, Jessica 359
 Camuso, Julia 344, 410, 480
 Cancelliere, Mary Kathryn M. 386, 452
 Candelari, Abigail E. 386, 386, 386, 445
 Canter, Margaret F. 429, 473
 Cantu, Jorge I. 494
 Canu, Will 237, 238
 Canu, Will H. 419, 419, 419, 419, 419, 420, 460
 Capaldi, Sandy 367, 436
 Capin, Phil 280
 Capobianco, Julianna 494
 Capone, Carla. 443, 510
 Caporino, Nicole 482
 Capparelli, Amy L. 504

Capps, R. Elizabeth	377	Catlin, Brooke	58
Capriola-Hall, Nicole N.	386	Cattie, Jordan E.	186, 372
Capriotti, Matthew 208, 286, 287, 287, 304, 304		Caudle, Hailey E.	425
Capron, Daniel	368, 471, 471, 483, 509	Caulfield, M. Kathleen	225
Caraballo, Cristian	469	Caulfield, Nicole	471
Cardenas-Lopez, Georgina	384, 407, 476, 481	Cavanaugh, Alyson	406
Cardona, Michelle	440	Cavazos, Patricia	82, 200
Cardona, Nicole D.	398	Cave, Mia J.	419
Cares, Samuel R.	496, 496	Cavell, Timothy A.	423, 457, 463
Carey, Caitlyn N.	388, 427, 488	Cawood, Chelsea D.	396
Carey, Kate B.	432, 433	Cebolla, Ausiàs	415, 475, 500
Carl, Jenna R.	188	Ceccolini, Christopher	364, 364
Carlson, Catherine	361	Cecilione, Jennifer	46
Carlson, Jennifer	239	Cellucci, Tony	418, 418, 419
Carmody, Thomas J.	410	Cerel, Julie	82, 208, 471
Carmona, Nicole E.	74	Cernasov, Paul	402
Carnahan, Nicolette D.	391	Cernis, Emma	138
Carney, Colleen	456	Cero, Ian	444
Carney, Colleen E.	74	Cervantes, Paige E.	423
Carney, Jessica	396	Cervin, Matti	387
Caron, EB	385	Cha, Christine B.	244, 345, 368, 472, 509
Carpenter, Joseph K.	331, 392, 482	Chabria, Reena	462
Carpenter, Ryan	48	Chacko, Anil	230, 312, 378, 379, 429, 461, 483
Carrico, Adam	209, 478	Chad-Friedman, Emma	442
Carrigan, Maureen	388, 431	Chai, Wen Jia	260
Carrino, Emily A.	341	Challa, Saankari A.	493
Carroll, Kathryn K.	397	Chamberlain, Amanda B.	499
Carroll, Michele N.	488	Chamberlain, Kaitlyn D.	492
Carson, Chelsea N.	441	Chamberlain, Patricia	239
Carter, Carlie	507	Chambers, Anthony L.	153
Carter, Grace	415	Chambless, Dianne L.	392, 482
Carter, Michele	391	Chan, Elizabeth S.	378, 379
Carter, Sarah	202, 203	Chandler, Alexa	442
Carter, Sierra	191, 192	Chang, Cindy	81, 81, 131, 466
Carter, Stephanie	393	Chang, Jamie Pua	233
Carver, Charles	113	Chang, Yin-Juei	82
Cascardi, Michele	404, 404, 499	Chapman, Alexander L.	35, 278
Cash, Annah R.	377	Chapman, Alison	395
Caska-Wallace, Catherine	365	Chapman, Elizabeth	217
Caslellanos, Xavier	362	Chapman, Jason	79, 239
Casline, Elizabeth	275, 387, 437	Chapman, L. Kevin	36, 162, 327
Casmar, Pollyanna	191	Chapman, Lindsay	412
Casner, Hilary	433	Charak, Ruby	488, 494, 509
Cass, Sara	489	Chavira, Denise A.	491
Cassidy, Carol	162	Cheatham-Johnson, Randi	288
Cassidy, Jude	363	Cheavens, Jennifer	52, 278, 343, 479
Cassielo-Robbins, Clair 52, 52, 53, 343, 391, 493		Chen, Belinda	482
Cassin, Stephanie E.	453	Chen, Diane	185
Castagna, Peter	463, 502	Chen, Frances	194
Castilla, Diana	235	Chen, Jarvis	42
Castillo, Sophia D.	398	Chen, Sandra M.	399, 471, 486, 498, 498
Castillo-Gómez, Emmanuel	476	Chen, Serena Z.	482
Castonguay, Louis	436	Chen, Yen-Ling	406
Castro-Camacho, Leonidas	54, 361	Chen, Yun	434
Catarozoli, Corinne	73, 267	Cheng, Pui	275
Cathcart, Sadie	280	Cheref, Soumia	382, 450
Cather, Corinne	499	Cherestal, Stephanie	414

- Cheron, Daniel 174
 Cherry, Amanda 321
 Chesin, Megan 499
 Chester, David S. 342
 Chesus, Lindsey 397, 492
 Cheung, Amy 449
 Cheung, Joey 199
 Cheung, Joey C. 443, 449, 479, 510
 Chicci, Irene 407
 Chiel, Zoe 421, 445
 Childs, Amber W. 484
 Ching, Terence 75, 307, 307
 Chinman, Matt 42
 Chiu, Angela 130
 Chmielewski, Michael 401
 Cho, An Chuen. 83
 Cho, Evelyn. 335
 Cho, Grace Y. 470, 470
 Chong, Lyndsey J. 385
 Choquette, Adora 457
 Choquette, Emily 413
 Chorpita, Bruce F. 46, 79, 80, 80, 140,
 173, 173, 207, 207, 207, 227, 275, 435, 436,
 437, 458, 462, 494
 Chou, Tommy 163, 240, 289, 357
 Choukas-Bradley, Sophia 243
 Chow, Sy-Miin 342, 506
 Choy, Spencer 233, 429, 429
 Chrestman, Kelly. 282
 Christ, Nichole 509
 Christ, Nicole M. 488
 Christensen, Andrew 154, 506, 506
 Christensen, Anne Bryde. 56
 Christensen, Kirsten . . . 115, 169, 169, 402, 402,
 451
 Christian, Caroline 53, 228, 228, 412
 Christodulu, Kristin V. 422, 423
 Christou, Yiolanda 232
 Christensen, Clas Winding. 56
 Chronis-Tuscano, Andrea M. . 237, 303, 329, 362,
 363, 419, 464
 Chu, Brian C. 193, 303, 386
 Chu, Carol 74, 121, 122, 451
 Chu, Wendy 207, 436, 494
 Chue, Amanda 382
 Chung, Bowen 242
 Chunta, Alicia M. 378
 Chyjek, Anna 393
 Cicila, Larisa 506
 Ciesielski, Heather A. 378
 Ciesla, Jeffrey A. 460
 Cigrang, Jeffrey. 290, 290, 291, 291
 Citera, Danielle S. 473
 Ciya, Nonceba 167
 Clapp, Joshua D. 426, 487, 488, 488, 493
 Clark, Bruce E. 499
 Clark, Chris S. 377
 Clark, Erika L. 397
 Clark, Samatha 417, 417
 Clarke, Greg 463
 Clauss, Kate 391, 455
 Clayton, Matthew G. 450, 472
 Clemenshaw, Courtney 362
 Clemenshaw, Courtney L. 378
 Clerkin, Elise 401
 Clerkin, Elise M. 87
 Clerkin, Elise M. 179
 Cliggiet, Lauren 369
 Clingensmith, Rachel 431
 Cloitre, Marylene 369
 Clum, George. 373
 Coady, Alanna 396
 Cochran, Bryan. 352
 Cochran, Heather M. 396, 433, 458
 Cody, Meghan 431, 440
 Coey, Charles 201
 Coetzee, Gaby S. 448
 Coffey, Scott 109
 Cohen, Daniel E. 448
 Cohen, Kate A. 399, 471, 486, 498, 498
 Cohen, Maya 390
 Cohen, Samantha 168
 Cohn, Elizabeth 230, 423
 Cole, Caroline 482
 Cole, David 204, 405, 415, 425
 Cole, Jennifer 477
 Cole, Sam C. 420
 Coleman, Sarah 367
 Collaborations, Trans. 81
 Collado, Anahi 390
 Collins, Amanda 490
 Collins, Megan 260
 Colombo, Desirée 235
 Combs, Elizabeth 465, 466, 466, 467, 486
 Comeau, Alexandra 398, 399
 Comeau, Carrie 436
 Comer, Jonathan . . . 72, 112, 112, 188, 329, 346,
 361, 362, 363
 Compas, Bruce 40, 424, 424, 486, 490
 Compas, Bruce E. 45
 Compton, Scott N. 224
 Compton, Sidonia E. 488
 Conboy, Natalie E. 391
 Conboy,, Natalie E. 401
 Condemio, April 475
 Conelea, Christine 286, 287, 287, 407
 Congdon, Eliza 508
 Conigliaro, Alyssa L. 510
 Coniglio, Kathryn A. 143, 144
 Conklin, Laren R. 481
 Conley, Colleen. 284, 284, 284
 Conley, Sara 496
 Connell, Arin 469
 Conner, Bradley T. 420, 421, 460, 481

Connolly, Kevin 489
 Connolly, Meredith 404, 404
 Connors, Andrew 501
 Conradt, Elisabeth 137
 Conroy, Kristina 391, 482
 Conroy-Zugel, Ashleigh 397
 Contractor, Ateka A. 388, 426, 427
 Convertino, Alexandra D. 413
 Convoy, Sean 381
 Conway, Christopher 503
 Cook, Jessica 400, 400
 Cook, Matthew 452
 Cook, Sharon 433
 Cooks, Jennifer A. 460
 Cooney, Emily 35, 261, 261, 262, 262
 Cooper, Anna Grace 385, 385
 Cooper, Arden 485
 Cooper, Crystal C. 410
 Cooper, Jessica 89
 Cooper, Lee 393, 393, 430
 Cooper, Sam 145
 Cooper, Theodore V. 410, 476
 Coppersmith, Daniel 228, 471, 508, 508
 Copps, Emily 450
 Corbett, Blythe 371
 Cordova, Matthew 438
 Cornacchio, Danielle 72, 346
 Cornelius, Tara L. 403, 443, 443, 444
 Corner, Geoffrey 243
 Corona, Laura L. 423
 Corona, Luis 476
 Correia, Christopher J. 260, 388, 389
 Corson, Ansley Taylor 418
 Corvera, Carlos 490
 Cory, Elizabeth 410
 Cosgrove, Victoria E. 113, 113
 Costa, Michael L. 457
 Costello, Kayla C. 414
 Coto, Patricia 193
 Cottrell-Daniels, Cherell 498
 Cotuna, Arina M. 481
 Cogle, Jesse R. 178, 452, 477, 477, 481, 495
 Coutanche, Marc 225
 Couture, Marie-Eve 51
 Cox, Amanda D. 377
 Cox, Christopher 285
 Cox, Diana 382, 466, 494
 Cox, L. Taylor 492
 Cox, Rebecca C. 74, 228, 426
 Cox, Sean 389
 Coxe, Stefany J. 311
 Coyle, Trevor 122
 Crabbe, Samantha 241, 317
 Craig, James 457
 Craig, Shelley L. 185
 Craighead, W. Edward 375
 Crandal, Brent 420

Crane, Margaret E. 302, 310, 385
 Craner, Julia R. 438, 438, 438
 Craske, Michelle 89, 188, 331, 375, 375, 375, 376, 480, 482, 508
 Crasta, Dev. 230, 255
 Crawford, Erika 116
 Crawford, Jennifer N. 133
 Creamer, Samantha 382, 383, 395
 Creech, Suzannah 396
 Creed, Torrey A. 128, 367
 Crenshaw, Alexander 365, 366
 Crimarco, Nicholas 155
 Crits-Christoph, Paul 414
 Crocker, Candice 395
 Cromer, Kelly 240
 Croce, Jessica M. 434
 Crookes, Bruce 426
 Crosby, Jesse 372
 Crosby, Shariell 203
 Crowe, Katherine 265
 Crowell, Sheila 137, 137
 Crum, Kathleen 390, 418, 484, 486
 Cruz, Emily 346
 Cua, Grace 80
 Cucciare, Michael 370
 Culbertson, Emma 443
 Cullen, Kathryn 90
 Cullum, Katherine 44, 44
 Cummings, Jeremy 297
 Cummings, Jordan 359
 Cunningham, Katherine G. 451, 470
 Cunningham, Simone 194
 Curcio, Desiree L. 381, 430, 468
 Curland, Robert 420
 Curley, Erin E. 473, 484
 Curren, Laura C. 482
 Curreri, Andrew 343, 480, 481
 Curry, John 452
 Curry, Justin 438
 Curtis, Megan E. 458
 Curtiss, Joshua 383, 392, 392, 406, 504
 Cusick, Caroline N. 379
 Cvrkel, Tilda 444

D

D'Agostino, Emily M. 421
 D'Angelo, Eugene 472, 509
 D'Aoust, Nicole 396
 D'Souza, Johann 447, 480, 493
 D'Souza, Ryan 400
 Daffner, Molly 362
 Dahiya-Singh, Angela V. 423
 Dahne, Jennifer 85, 414
 Daigle, Caitlin 384
 Dailey, Kelsey 462
 Daks, Jennifer 42
 Daks, Jennifer S. 498, 506, 507

Dalack, Maya	413	Dede, Breanna	394, 395, 395
Dale, Karl Yngvar	449	Deem, Laura	394
Dale, Sannisha	478	DeFazio, Kayla	492
Daleiden, Eric	140, 173, 302, 458	Deigert, Lynne	328
Dalmajier, Edwin	145	DeJesus, Christopher R.	414
Dalton, Elizabeth	330	Delk, Lauren	393, 394, 395, 395
Daniel, Katharine E.	503	DeLonga, Kathryn	265
Daniel, Katharine E. E.	281, 336	DeVentura, Jennifer L.	396
Daniel, Ray	396	DeMarco, Mia	469
Danielson, Carla K.	79, 157, 418, 463, 484, 485, 486	DeMaris, Alfred	141
Danitz, Sara B.	435	DeMartino, Emma	456, 495
Danko, Christina M.	464	DeMent, Jennifer	499
Danzo, Sarah	469	Demetrovics, Zsolt	461
Daouk, Sariah	409, 450	DeMotta, Taylor	429, 429, 435
Darban, Behnaz	428	Deng, Wisteria	499
Darling, Laura Nelson	380, 439, 485	Denney, Meredith R.	403, 481
Daros, Alexander	336, 503	Dennison, Meg	91
Dash, Allison	45	Denstel, Kara D.	383
Dashineau, Samantha	474	dePue, Brendan	239
DaSilva, Andreina	477	Derefinko, Karen	52
Dauber, Sarah	47, 335	Derella, Olivia J.	493
Daugherty, Morgan	416	Deros, Danielle E.	392, 482, 483, 503, 504, 505
Daughters, Stacey B.	434	Desai, Payal	380
Dave, Pooja	270	DeSarno, Michael J.	344, 480
David, Sarah J.	407, 497	DeShong, Hilary	470
Davidson, Charlie A.	186, 403, 467, 468	DeVevo, Jeanette R.	217
Davidson, Eliza J.	496	DeVoe, Ellen	112, 205
Davidson, Tatiana	108, 324, 367, 406, 414, 414, 426	DeVries, Brittany	89
Davies, Carolyn	450, 505	Dials, Andrew E.	381
Davies, Faraday	493	Diaz, Kathleen I.	414
Davies, Rachel	190	Diaz, Wendy	438
Davila, Joanne	351, 465	DiBartolo, Christina	362
Davine, Taylor	495	DiBello, Angelo	432
Davis, Angelia	472	DiCarlo, Monique	320
Davis, Betsy	421	Dichter, Gabriel	137, 402
Davis, Brett	410	Dickerson,, Victoria	385
Davis, Carter H.	498	Dickey, Lindsay	40
Davis, Elizabeth	192, 193	Dickson, Kelsey	240, 275, 420
Davis, Gregory	384	Didion, Lea	156
Davis, Jordan	322	Diefenbach, Gretchen	192, 421, 450, 505
Davis, Lauren E.	413	Diehl, Joseph M.	455
Davis, Roger	201	DiFonte, Maria C.	452, 452
Davis, Samantha	273	DiGiuseppe, Ray	323
Davis, Thompson	425	DiGiuseppe, Raymond	52, 322, 399, 479
Davis, Ursula	328	Dike, Janey E.	439
Dawson, Alexis A.	483	DiLillo, David	404, 404, 428, 444
Day, Giselle	370	Dillon, Dan	505
Day, Helen J.	485	DiMarco, Ilyse Dobrow	36, 36, 305, 305
Day, Stephanie	370	Dimidjian, Sonja	110
Dean, Dwayne	168	Dimond, Guy	485
DeArcangelis, Jessica	409	Dinizulu, Sonya	163
Deblinger, Esther	415	DiRocco, Aly	498, 498
Decker, Suzanne E.	510	Dis, Eva Van	258, 504
Deckersbach, Thilo	410, 423	Ditre, Joseph	314
DeCoster, Lize	71	Divan, Shelby	392
		Dixon, Hayley Drew	467
		Dixon, Laura J.	350, 388, 452, 453, 494, 504

- Dixon, Lee J. 441
 Dixon-Gordon, Katherine 278, 362
 Dixon-Gordon, Katherine L. 399, 426, 470, 470, 509
 Doane, Leah 194
 Dobbin, Kendyl 393
 Dobson, Keith 340
 Docter, Annie M. 405, 405
 Dodd, Dorian R. 88
 Dodson, Thomas S. 487, 487, 487, 489, 492
 Does, Floor Van Der 89
 Dolan, Diana 282
 Dolan, Sarah C. 505
 Dolsen, Michael R. 456
 Domoff, Sarah E. 427
 Donahue, John 488
 Donahue, Joseph M. 413, 474, 476
 Dondanville, Katherine 282, 492
 Donnelly, Lauren 423
 Donohue, Brad 339, 339, 390
 Donovan, Abigail 246
 Dopp, Alex R. 355
 Doran, Kelly 168
 Dorling, James 383
 Dorsey, Shannon 46, 135, 135, 173, 435, 437
 Doss, Brian 76, 138, 195, 255, 506
 Dougherty, Lea 442, 464
 Dougherty, Lea R. 442
 Doughty, Susan E. 404
 Douglas, Susan 139
 Dowling, Carey B. 502
 Doyle, Rachel L. 414
 Doyle, Susan J. 43, 421, 457, 463
 Drabick, Deborah 394, 395, 457
 Draheim, Amanda A. 234, 392, 405
 Drahota, Amy 230, 241, 423
 Drake, Chad E. 499
 Drake, Kelly L. 385
 Dreier, Melissa J. 473
 Drescher, Christopher F. 384
 Driscoll, Mary A. 435, 510
 Druskin, Lindsay R. 464
 Dsouza, Greta 278
 Duan, Jennifer 458
 Duarte, Cristiane 380
 Dubler, Brooke A. 498
 Dubois, Eve. 246
 Dubuisson, Wilder 367
 Duchscher, Jennifer. 320, 320, 404
 Dudley, Katerina 176
 Dueweke, Aubrey 437
 Dueweke, Aubrey R. 317, 320
 Duffecy, Jenna 284
 Duffy, Mary. 244, 244
 Duffy, Mary E. 411
 Dufour, Steven 497
 Dumas, Tara 322
 Dumoulin, Stéphanie 234
 Dunbar, Jennifer P. 424, 424
 Duncan, Jessica. 501
 Dunlap, Amanda. 421
 Dunn, Makenzie L. 480
 Dunsiger, Shira 425, 425
 Dunsmore, Julie 140, 363
 Duong, Jacqueline 289, 445, 446
 DuPaul, George J. 289, 362, 377, 378, 379, 418
 Duprey, Erinn 283
 Duque, Almudena 469
 Dworkin, Emily 108, 108, 289, 322, 322
 Dyar, Christina 92, 351
 Dyk, Ilana Seager van 162, 508
 Dzirasa, Kafui 405
 Dziura, James 510
 Dzombak, Jesse W. 407
-
- E**
-
- Eadeh, Hana-May 377
 Eakley, Rachel 483
 Earleywine, Mitch 408
 Earnshaw, Valerie 244
 Eberle, Jeremy W. 469
 Ebert, David 448
 Ebert, Jon 40
 Ebesutani, Chad 407, 458
 Ebstein, Richard 498
 Ecker, Anthony 370, 370
 Eckhardt, Christopher I. 440, 444
 Eddinger, Jasmine 382
 Eddington, Angelica 400, 400
 Eddy, Laura D. 418
 Edmiston, Kathryn 382, 383, 395
 Edmonds, Keith 278, 279
 Edwards, Alexandra 416
 Edwards, Gareth 422
 Edwards-Stewart, Amanda 369, 369
 Egan, Ryan P. 506
 Egger, Dominique 324, 484
 Ehinger, Sydney 495
 Ehike, Sarah J. 467
 Ehman, Anandi C. 405
 Ehrenreich-May, Jill 73, 274, 394
 Ehrensaft, Miriam 319
 Eichen, Dawn M. 200
 Eisenberg, Ilana 463
 Eisenlohr-Moul, Tory 52
 Eken, Stephanie 54
 Elbogen, Eric 53, 205
 Elcock, Ashleigh 391, 406
 El-Gabalawy, Renee. 314
 Elhai, Jon 488
 Elias, Jason 372
 Elias, Maurice 457
 Elkins, Sara R. 428, 473, 493
 Elledge, L. Christian 405, 405, 406, 458

- Ellickson-Larew, Stephanie A. 396
 Ellis, Donovan 479
 Ellis, Janet 449
 Ellison, Kimberly 425, 464, 502
 Ellison, William D. 407, 483
 Elmi, Layla M. 426, 487, 488, 488, 493
 Elsharouny, Mary. 381, 430
 Elson, Damian M. 289, 446, 485
 Ely, Lexis 396
 Ely, Sarah E. 405
 Embry, Dennis D. 302
 Emmer, Zachary 405, 405
 Emslie, Graham. 425
 Engelhard, Iris M. 145, 145, 258, 504
 Engelhart, Rachel 316
 Engl, Joachim 341
 Engle, Erin K. 155
 English, Alexandra 312
 Enlow, Ross. 481
 Ennis, Chelsea. 85
 Epstein, Elizabeth 397, 433, 461
 Erbes, Chris. 255
 Erdley, Cynthia 450, 485
 Ergas, Dana 203
 Ernestus, Stephanie. 510
 Ernst, Sarah E. 412
 Erwin, Savannah. 413
 Escamilla, Eric 450, 451
 Escobar, Katherine 233
 Escrivá-Martínez, Tamara. 497
 Eskildsen, Anita. 56
 Espeleta, Hannah C. 417
 Espil, Flint 287
 Espinosa, Sofia 115
 Espinoza, Sara. 458
 Espleta, Hannah C. 321
 Esplin, Charlotte R. 456
 Esposito, Elisa 416
 Essayli, Jamal H. 53, 53
 Etkin, Amit 410
 Eure, Ashley L. 390
 Eustache, Eddy 367
 Eustis, Elizabeth 452
 Evans, Meghan 289, 445, 446
 Evans, Steven W. 288, 289, 361, 377, 377, 378, 378
 Evans, Suzette. 72
 Evans, Wyatt R. 492
 Everaert, Jonas 340
 Evey, Kelsey J. 495
 Evins, A. Eden. 390
 Ezie, Chiemeka 402
- F**
-
- Fabricant, Laura 231
 Fabrikant-Abzug, Gabrielle 387, 400, 430
 Fader, Jonathan 305
 Fadoir, Nicholas A. 471
 Fagan, Corey 139, 139, 407
 Fahlgren, Martha 199
 Fahlgren, Martha K. 443, 449, 479, 510
 Fairbrother, Malcolm 93
 Fairbrother, Nichole. 93
 Fairchild, Kelsey 499
 Faith, Laura. 468
 Fakhry, Samir M. 414
 Falco, Caitlin A. 432, 460
 Falkenstein, Martha J. 495, 495, 496, 497, 497
 Fang, Angela 71, 223, 496, 503, 503
 Fang, Caitlin M. 405
 Fanguy, Emily 320
 Farchione, Todd 180, 259, 349, 401, 409, 452, 454, 480, 480, 481
 Fargo, Jamison 396
 Farquhar-Leicester, Alexander 81
 Farrant, Laura 461
 Farrell, Danielle M. 480
 Farrell, Nicholas R. 54, 126, 356
 Farris, Samantha G. 143, 144, 202, 388
 Fasih, Manal 488
 Fast, Rebecca Shetler 367
 Fatima, Aroob. 435
 Fatt, Cherise R. Chin 410
 Faust, Jan 417, 417
 Fava, Maurizio 410
 Feaster, Daniel J. 478
 Featherston, Marilyn 117
 Fedele, Katherine 396, 428, 433
 Feeny, Kathleen. 363
 Fehling, Kara. 81, 466, 470
 Feil, Edward 421
 Fein, Joel. 318
 Feinberg, Leah 346
 Feinberg, Mark 230, 506
 Feinstein, Brian A. 81, 81, 81, 134, 351, 465
 Fekadu, Abebaw. 360
 Feketik, Jessica 444
 Feldner, Matthew 387, 394, 428, 489
 Felonis, Christina R. 474
 Feltis, Lindsey E. 504
 Felton, Julia. 168, 363, 390
 Fenley, Alicia R. 380, 485
 Fenstermacher, Erika 407
 Fernandes, Mary. 482, 504
 Fernández-Álvarez, Javier 235
 Fernandez-Marcote, Sara 436
 Fernando, Michelle 428
 Ferretti, Nicole 378, 394
 Ferszt, Ginette 236
 Fetterling, Theodore J. 389, 460
 Feurer, Cope 501
 Fields, Jessica S. 409
 Fieret, Aleah M. 465, 466
 Figueroa, Caroline. 490

- Fiks, Alexander 41
 Fils-Aime, Reginald 367
 Filton, Beryl. 423
 Fina, Brooke 282, 492
 Fincham, Frank D. 141
 Findley, Abigail 418, 484, 485
 Fingerhut, Randy. 491, 491
 Finn, Natalie 447
 Firebaugh, Marie-Laure 200
 Fireman, Gary D. 457, 457
 Fischer, Melanie S. 298, 341, 341, 342, 506
 Fish, Laura 76
 Fisher, Aaron. 228, 228, 337, 376, 390, 390, 392,
 469, 492
 Fisher, Amanda M. 399
 Fisseha, Feven 382
 Fiszdon, Joanna 467
 Fitch, Vincent M. 408
 Fite, Paula J. 414, 501
 Fite, Robert E. 460, 495, 502
 Fitterman-Harris, Hannah F. 476
 Fitzgerald, Hayley E. 331, 384
 Fitzke, Reagan E. 389
 Fitzpatrick, Olivia. 510
 Fitzpatrick, Skye 343, 399, 455, 489
 Fitzpatrick, Skyler 343
 Fitzpatrick-Fleming, Phylicia. 116
 Fitzsimmons-Craft, Ellen 200
 Flahive, Julie 382, 383, 395
 Flanagan, Julianne 71, 72, 108
 Flannery, Meghan k. 495
 Flannery-Schroeder, Ellen 386, 452, 452
 Flatley, Claire. 464
 Flatt, Rachael 200, 474
 Fleischer, Nicole. 462
 Fleming, CJ. 507
 Fleming, Jan 232, 453
 Flentje, Annesa 208
 Flessner, Christopher A. 464, 464, 495, 496
 Fletcher, Terri. 369, 369, 370
 Flitner, Anna 380
 Flood, Mary Fran. 416, 417, 417, 445
 Florimbo, Autumn Rae. 432, 443, 443, 444, 460
 Flückiger, Christoph 111
 Flye, Barbara. 73
 Flynn, Maureen K. 58, 466
 Foa, Edna 367, 427, 436, 479, 487, 496
 Fogarty, Katie 463, 502
 Fogelman, Nia. 389
 Fogleman, Nicholas. 378
 Fogler, Jason 117
 Folk, Johanna 322, 322
 Folkert, Maria D. 459
 Follet, Lia 504
 Fondren, Kaitlin 171, 171, 430
 Fong, Hiu-fai. 446, 446
 Fonseca, Sara 475
 Forbes, Courtney 409
 Forbes, Erika 425
 Forbush, Leigh 367
 Ford, C. Graham. 314, 314
 Ford, Hanna 41
 Ford, Kayla M. 459
 Ford-Paz, Rebecca. 73
 Forehand, Rex. 115, 283
 Forester, Brent. 286
 Forgeard, Marie 352, 352
 Forkus, Shannon R. 426
 Forman, Evan 199, 310, 412, 413
 Forney, K J. 411
 Forrest, Lauren N. 88, 474, 502
 Fortgang, Rebecca 228, 471, 508, 508
 Fortner, Kimberly B. 491
 Foster, Claire. 431, 501
 Fowles, Timothy 445
 Fox, Annie 365
 Fox, Jeremy. 431
 Fox, Kara A. 509
 Fox, Kathryn 204, 204, 204, 243, 345
 Fox, Lauren P. 381
 Fox, Schuyler. 234
 Fox, Susannah. 82
 Franchot, Katherine K. 417
 Francis, Sarah. 43, 421, 440, 440, 457, 462, 462,
 462, 463, 463
 Frank, Hannah E. 310, 436
 Franke, Marvin 448
 Franklin, C. Laurel. 85, 488
 Franklin, Joe 451
 Franklin, Joseph 470
 Franklin, Joseph C. 89, 244, 345, 345, 345, 345
 Franklin, Martin E. 266, 477
 Franklin, Robert G. 404
 Franks, Robert. 174
 Frantz, Kaylynn 440
 Franz, Peter J. 449
 Franzen, Peter L. 344
 Frazee, Laura 449
 Frazier, Patricia 109, 109
 Frazier, Stacy. 163, 240, 312, 332, 421
 Frear, Allie. 285
 Fredman, Steffany. 506, 506
 Fredman, Steffany J. 230, 298, 341, 342
 Free, Bre'Anna 487, 487, 487, 489, 492
 Freedland, Anna S. 451
 Freeman, Andrew 399, 406
 Freeman, Daniel 138, 138
 Freeman, Jennifer B. 224
 Freeman, Megan. 406
 Freeman, Taylor. 418
 Freimer, Nelson B. 508
 Frick, Artjom 110
 Fried, Eiko. 172, 172, 172
 Friedberg, Robert D. 128, 233, 438

Friedman, Michael	386
Friedman-Yakoobian, Michelle	468
Fristad, Mary A.	117, 128, 162
Fritz, Patti Timmons	195
Froehlich, Tanya E.	378
Frola, Claudia	209
Frosio, Kristen E.	392, 482, 483, 503, 504, 505
Frost, Randy	318
Frumkin, Madelyn	49, 49, 49
Fruzzetti, Alan E.	404, 430
Fu, Michael	82
Fujisato, hiroko	55
Fulford, Daniel	245, 246
Fuller, Alexis	395
Fuller, Anne K.	410
Fulton, Joseph A.	490
Funderburk, Beverly	46
Funk, Allison P.	431
Funk, Daniel H.	469
Funsch, Kencie	345, 345, 451
Furbish, Kayla	398
Furqan, Yumna	385
Furr, Jami	72, 112, 346, 346, 363
Furr, Jami M.	178

G

Gaba, Ayorkor	433, 461
Gabriel, Caroline	453, 482, 505, 505
Gagliardi, Jane	381
Gagné, Jean-Philippe	51, 52, 372
Gaines, Averi	414
Gair, Shannon L.	402
Galante, Marina	339
Gale, Bruce M.	324
Galib, Linda	240
Gallagher, Matthew W.	432, 447, 448, 480
Gallagher, Richard	116, 361, 362
Gallik, Connor	465
Galvan, Frank	237
Gamarra, Jennifer	79, 79, 80, 207, 207, 275
Gamarra, Jennifer M.	437
Gamez, Diana	242
Gamito, Pedro	384
Garbe, Michael C.	417
Garber, Judy	44, 44, 45, 229, 485, 486, 490
Garcia, Abbe	386
Garcia, Sarah	45
García-Palacios, Azucena	235, 448
Gard, David	245
Gardner, Megan	420, 421
Gardner, Nadine	364
Garey, Lorra	347
Garland, Ann	240
Garland, Eric	366
Garner, Alisa	432, 443, 443, 444, 460
Garner, Anna	237, 237
Garner, Annie A.	419

Garner, Lauryn	77, 77, 177, 372, 496
Garry, Maryanne	113
Gartenberg, Madeline B.	506, 507
Garza, Monica	409, 451, 472
Gasser, Melissa L.	407, 460
Gates, Vael	139, 139
Gatto, Alyssa	393, 393, 430
Gaus, Valerie	100
Gavrilova, Elena	339
Gavrilova, Yulia	339
Gawrysiak, Michael J.	432, 460, 478
Gazor, Afsoon	386
Gellatly, Resham	80, 207, 207
Geller, Daniel	111
Genz, Amanda	447
Genung, Sarah	232
George, Jacquelyn	369
George, Jamilah R.	307
George, Tony Sam.	278, 381, 471, 509
George, William H.	444
George-Milford, Brandie	351
Georgeson, Alexis	115, 283
Georgiou, Panos	366
Gerber, Alan	423
Gerber, Holly	488
Gerber, Megan R.	435
Gerdes, Alyson	480
Gerhart, Emily	483
Gerhart, James	461
Germain, Anne	42
Gershman, Samuel	89
Getz, Zachary	432, 460, 478
Ghassemzadeh, Sara	131
Gibb, Brandon	431, 501
Gibbons, Mary Beth Connolly	414
Gibson, Caroline L.	448
Gideon, John	48
Giff, Sarah T.	202, 429
Giglio, Jamie	472
Gilbert, Alexandra	478, 478
Gillan, Claire	315
Gillaspy, Stephen	321, 417
Gille, Sara	463
Gillespie, Megan	407
Gillham, Jane	229
Gilman, Jodi	390
Gilmore, Amanda	108, 108, 108, 109, 109
Gilmour, Anna L.	506
Ginsburg, Golda S.	385
Ginsburg, Karen	431
Gioia, Ayla N.	422, 423
Giordano, Jennifer	446
Girard, Jeffrey	291
Girard, Todd	477
Gissandaner, Tre D.	446
Gitterman, Adam	453, 482, 505
Giusto, Ali	167, 360

- Gladstone, Theresa R. 464, 495, 496
 Gladstone, Tracy 229
 Glasofer, Deborah R. 413
 Glass, Daniel J. 457
 Glass, Mary. 310
 Glazier, Bri G. 391
 Gleiser, Tali 403
 Glenn, Lara E. 508
 Glickman, Samantha A. 462
 Glynn, Tiffany R. 209, 478
 Gnagy, Elizabeth M. 379, 380
 Gobin, Robyn L. 133
 Godfrey, Donald A. 404, 444
 Godfrey, Lisa M. 203, 465
 Godley, Frederick 144
 Godovich, Sheina 197
 Goeke-Morey, Marcie 501
 Goel, Neha 200
 Goerlich, Dennis 448
 Goetter, Elizabeth 374, 488
 Goga, Katia 424, 425
 Goger, Pauline 39, 490
 Goines, Katrina 364
 Goings, Kenacia 389, 433
 Goldblach, Jeremy 322
 Goldblatt, Alison. 92
 Goldin, Philippe R. 35, 110, 110, 223, 453
 Goldman, Annika 460
 Goldstein, Benjamin 449
 Goldstein, Thalia R. 371
 Goldstein, Tina R. 351
 Goldston, David 510
 Golinkoff, Roberta 371
 Gollan, Jacqueline. 409
 Golshan, Shahrokh 191
 Gomez, Angelina F. 482
 Gomez, Francesca. 458, 478
 Goncharenko, Svetlana 426
 Goncy, Elizabeth 442, 507
 Gonsalves, Pattie. 227
 Gonzales, James 495, 502
 Gonzalez, Araceli 39, 39
 González, Jaime M. 476
 Gonzalez, Jose 421
 Gonzalez, Juan Carlos. 57
 Gonzalez, Kirsten A. 133, 486
 Gonzalez-Guarda, Rosa. 242
 Goodie, Jeffrey 438
 Goodie, Jeffrey L. 290
 Goodman, Allison C. 421
 Goodman, Bailey 431
 Goodman, Georgia 384
 Goodman, Sherryl 44, 44
 Goodmann, Danielle. 409
 Goodnight, Jessica R. 294
 Goodrum, Nada M. 78, 78, 78
 Goodwin, Shelley 299
 Gopal, Baiju 277, 277, 278, 439
 Gordon, Cameron L. 43, 440, 506, 507
 Gordon, Kristina 43
 Gordon, Kristina Coop 42, 76, 141, 153
 Goreczny, Anthony 475
 Gorio, Maria Carlotta F. 480
 Gorlin, Eugenia 384
 Gorman, Bernard 479
 Gorman, Kaitlyn 92
 Gorraiz, Maggie 124
 Gorrell, Sasha 239
 Gorrondona, Andrea M. 491
 Gotlib, Ian. 340
 Goulet, Carol 438
 Goulet, Joseph L. 510
 Gournay, Riley. 394, 428, 489
 Goyer, Meghan 283
 Goyer, Meghan S. 490, 490
 Graham, Amber 198
 Graham, Andrea K. 200, 200, 333, 355
 Granato, Hollie G. 399, 471, 498, 498
 Grandgenett, Hanna. 404, 428
 Granger, Douglas 194
 Granski, Megan 429, 461
 Grant, DeMond M. 392, 482, 483, 503, 504, 505
 Grant, Jon E. 496
 Grant, Paul M. 328, 328
 Grapin, Sally L. 416
 Grassetti, Stevie N. 37, 358, 445
 Grasso, Chris 236
 Gratz, Kim 278, 278, 278, 279, 279, 322, 342,
 398, 398, 399, 409, 426, 433, 449, 481
 Gratzler, David. 393
 Gray, Glenn 450
 Gray, Jackson 485, 485
 Gray, Joshua C. 497
 Gray, Matt 467
 Grayson, Jonathan B. 106
 Graziano, Robert 194, 194, 428
 Greathouse, Ashley Dawn. 422
 Grebstein, Lawrence 236
 Greca, Annette M. La 404
 Green, Cathrin D. 379
 Green, Jackson C. 389
 Greenberg, Jennifer 142
 Greenberg, Shayna R. 465
 Greene, Carolyn J. 200, 369
 Greenebaum, Sophie 410
 Greenstein, Dede K. 409
 Greenway, Emily 108
 Greer, Stephanie 82
 Greeson, Jeffrey 285
 Gregg, Della 288
 Gregory, Sean 316
 Greiner, Andrew 379, 380
 Gremore, Tina. 285
 Griffin, Margaret. 85, 313

Griffith, Krystal	242
Griffith, Olivia	456, 495
Griggs, Jerah	290
Grigorian, Hannah	432, 443, 443, 444, 460
Grillo, Alessandra	435
Grillon, Christian	505
Grills, Amie	280
Grimaldi, Stephanie J.	414
Grimaldos, Jorge	469, 493
Griskell, Alexander	408
Grocott, Lauren	276
Gross, Alan	58
Gross, Alana	463
Gross, James	110, 453
Gross, Richard	174
Grossman, Jason T.	453
Grossman, Rebecca	73
Grote, Nancy	45
Grov, Christian	92
Groves, Nicole B.	378, 379
Gruhn, Meredith	40, 424, 424
Grunewald, William R.	496
Grunthal, Breanna	396
Gryesten, Jasmin Reyaje	56
Gu, Jingyan	416
Guan, Karen	80, 80, 435, 436, 494
Guarino, Denise	193
Gudiño, Omar G.	332
Gudmundsen, Gretchen	90
Guendner, Eric	507, 507
Guidry, Jerrica R.	463
Guiet, Joanna	117
Guille, Constance	470
Guizard, Tanya	234
Gulyayeva-Fuller, Olga	323, 323
Gumpport, Nicole B.	46, 47, 456
Gunlicks-Stoessel, Meredith	90, 91
Gunthert, Kathleen	382, 482, 494
Guo, Jenny	472
Guo, Na	42
Gustafson, Erika	57, 240, 367
Guter, Madison M.	399, 442
Gutierrez, Luis	457
Gutierrez, Renee	420
Gutner, Cassidy A.	223
Guy, Monica	285
Guzman, Alejandra	434
Guzmán, Eleonora M.	244, 345
Guzman, Leslie A.	400
Guzman, Linda E.	382, 438

H

Haaga, David	495
Hagen, Amanda	51
Hagenaars, Muriel A.	258, 504
Hager, Nathan	44
Hager, Nathan M.	483

Hagler, Matthew	169, 169, 169, 468
Hahlweg, Kurt	341
Hahn, Austin	79
Hahn, Christine K.	108, 108
Hahn, Kathryn	489
Hahn, Lauren	494
Hailu, Selamawit	447
Haine-Schlagel, Rachel	57, 275, 420
Hajcak, Greg	387, 463, 485, 486
Halbeck, Jonas	376
Haliczer, Lauren	399, 509
Halifax, Joan	110
Hall, Daniel	202
Hall, Kimberly A. Arditte	446
Hall-Clark, Brittany	428
Halliday, Elizabeth	73, 394
Hallion, Lauren	225, 315
Hallion, Lauren S.	43
Halmos, Miklos B.	440
Halpern, Leslie	394, 445
Ham, Lindsay S.	431, 433, 459
Hamblen, Jessica	291
Hamilton, Kate	408
Hamilton, Sara	287
Hammer, Lawrence	474
Hammons, Mary E.	396
Hampton, Joya	192, 364
Hamrick, Hannah	190
Han, Sohyun	243, 441
Haney, Margaret	72
Hanke, Alaina	468
Hanlon, Charlotte	360
Hannan, Scott E.	192, 192, 193
Hannapel, Madison	385
Hanrath, Susanna	310
Hansen, David	416, 417, 417, 445
Hansen, Eric	421
Hanson, Rochelle	78, 196, 320
Happer, Kaitlin	418
Hardeman, Jenika	395
Hardy, Kate	273
Hardy, Kristina	239
Hareli, Maya	390, 402
Haritatos, Jana	82
Hariton, Jo	73
Harker, Colleen	436
Harkness, Audrey	352, 478
Harkness, Kate	194, 194
Harned, Melanie S.	122, 156, 217, 356
Haroz, Emily	136
Harper, David G.	286
Harper, Jessica A.	449
Harper, Kristina	493
Harralson, Tina	382, 383
Harrell, Rebecca	418, 418, 419, 507
Harrington, Alicia	382
Harrington, Emily	387, 400, 430

- Harris, Eva K. 428
Harris, Julia C. 466
Harris, Lauren 345, 345, 451, 469, 470
Harrison, Ben 403
Harrison, Julie P. 437
Harrison, Oliver. 142, 142, 143, 415
Harrison, Thomas J. 383, 456
Harrison, Timothy 191
Hart, Ariel R. 444
Hart, Erica 316
Hart, Kathleen J. 477
Hart, Katie 288, 288
Hart, Mckenzie 169
Hart, Trevor. 93
Hartley, Samantha N. 313
Hartung, Cynthia 237, 238, 311, 419, 419, 419,
419, 419, 460
Hartwig, Elizabeth. 386
Harvey, Allison 47, 456
Harvey, Ashleigh 495
Harvey, Elizabeth. 402
Haskell, Sally G. 510
Hasratian, Anni M. 401
Hassija, Christina. 397, 492
Hatch, S. Gabe 506
Hauck, Lauren E. 386
Haut, Briana 445
Haven, Sophie. 427, 487
Havens, Jennifer 423
Hawes, David 393
Hawkey, Kyle 290
Hawley, Kristin 335, 447
Hawley, Lance. 393, 477
Haworth, Kevin. 402
Haws, J. Kyle. 428
Hawthorne, David J. 466
Hay, M. Cameron 277
Hayaki, Jumi 433
Hayes, Adele. 428
Hayes, Steven C. 35
Haynos, Ann 204, 407
Hayutin, Lisa 175, 447
Hazari, Jaynish 323
Hazelton, Tonya 414
He, Emily 364, 364, 468
Healy, Elsa Friis 360
Hearon, Bridget A. 383, 456
Heath, Nicole 461
Hedemann, Erin 240
Hee, Puanani J. 432, 494
Heffner, Jaimee L. 460
Heggeness, Luke F. 460
Heidenreich, Thomas 111
Heilman, Meagan 394, 395, 395
Heimberg, Richard 110, 201, 391, 453
Heiss, Sydney 460, 476
Heiy, Jane 52
Held, Philip 373, 373, 397, 397
Helfant, Rebecca 476
Hellberg, Samantha N. 114, 137, 138, 138, 454,
456, 456, 495, 495, 504
Heller, Aaron. 315
Heller, Aaron S. 402, 446
Helm, Ashley. 370
Helseth, Sarah. 233, 240
Henderson, Craig E. 139, 335, 335
Hendricks, Zoe O. 419
Henkel, Kristin 244
Henry, Lauren 40
Hepburn, Susan 175, 447
Hepner, Kimberly A. 281, 281
Herbert, James D. 310
Herbert, Robyn S. 378, 395
Herbitter, Cara 92, 92
Herc, Hannah C. 440, 440, 458, 499
Heredia, Dagoberto 438, 438, 438
Herman, Madeline S. 442, 507
Hermans, Dirk. 258, 331
Hermetet-Lindsay, Katrina D. 464
Hernandez, Elisa E. 447
Hernandez, Juan C. 484
Hernandez-Ramos, Rosa 490
Hernandez-Vallant, Alexandra 372, 495
Heron, Kristin 44, 467
Herr, Nathaniel R. 279, 399, 407, 442
Herr, Sarah 458
Herrero, Rocio. 448, 475, 500
Herres, Joanna L. 463
Herschell, Amy 46, 437
Hershenberg, Rachel E. 398
Herts, Kate L. 383
Hess, Katherine. 484
Hetzal-Riggin, Melanie D. 289, 290, 443, 444,
444
Heyman, Richard. 342, 507
Hibel, Leah 195
Hichenberg, Shira 443
Hickey, Emily. 422
Hickman, Brian 46
Hides, Leanne 260
Hien, Denise 455, 489
Higgins, Kristen. 415
Highlander, April 115, 283
Hildebrandt, Tom 145, 303
Hildreth, Christian S. 328
Hill, Daniel 410
Hill, Joy 390
Hill, Kaitlin A. 447, 474, 475
Hill, Katherine Bell. 239
Hill, Morgan 317
Hill, Morgan A. 399, 492
Hilland, Eva. 172
Hilt, Lori M. 284
Hilton, Dane 378

- Himle, Michael . . . 286, 287, 287, 287, 464, 464
Himmelstein, Philip 389
Hinojosa, Andalusia A. 488
Hinojosa, Gabriella 409
Hinojosa, Jessica 311
Hirai, Michiyo 381, 453
Hirsh-Pasek, Kathy 371
Hish, Alexander J. 405
Hjorthøj, Carsten 56
Hockenberry, Emily 429, 473
Hodgins, James. 465
Hoepfner, Susanne. 453, 483, 494, 503
Hoffman, Daniel L. 100, 327, 327
Hoffman, Lauren. 234
Hofmann, Stefan G. 35, 110, 110, 336, 383, 391, 392, 392, 402, 406, 408, 453, 482, 504
Hogan, Jasara 365, 366
Hogan, Julianna 370
Hogarth, Lee. 260
Hoge, Elizabeth. 453, 453, 482, 505, 505
Hogue, Aaron 47, 335
Hogue, Jacqueline. 337
Hoidal, Reidun 449
Holbrook, Natalie M. 402, 410
Holdaway, Alex. 116
Holder, Nicholas 206
Holland, Kathryn. 404
Holland, Rod. 178
Holliday, Ryan 206
Holliday, Stephanie Brooks 281
Hollingsworth, David W. 450
Hollon, Steve D. 188, 281
Holloway, Ian 92
Holloway, Kevin 282
Holly, Lindsay E. 380, 485
Holm, Bailey 419
Holman, Caroline S. 508, 509
Holmes, Kalya L. 393, 394, 497
Holohan, Dana R. 156
Holt, Daphne 499
Holt, Natalie R. 81, 465, 465
Holzhauer, Cathryn 397
Holzhauer, Cathryn Glanton 433, 461
Holzman, Jacob 387, 400, 430
Hom, Melanie A. 450, 451, 509
Hong, Judy 382, 450
Hong, Maxwell R. 471
Hong, Natalie 72, 346
Hong, Phan. 405, 405
Hong, Yue Doris 397
Hoogendoorn, Claire J. 448
Hoolley, Jill 368, 473
Hope, Debra A. 81, 92, 414, 465, 465
Hopkins, Sarah W. 457
Horenstein, Arielle 201, 201, 453
Horikoshi, Masaru. 55
Hormes, Julia M. 271, 383, 407, 460, 476, 476
Horn, Pamela End of. 131
Horn,, Alison C. Van 379
Hornack, Sarah E. 316
Horne, Sarah J. 408
Horrell, Sarah C. Voss 156
Horvath, Sarah A. 389, 411
Horwitz, Sarah M. 423
Hosey, Ashley M. 486
Hossepian, Kristene 462
Houde, Amruta 367
Hough, Catherine 285
Houlihan, Daniel 304
Hovey, Joseph D. 450, 451
Howard, Kristen P. 343
Howard, Simon 497
Howe, Esther S. 492
Howell, Ashley N. 418, 470, 479, 484
Hoyer, Dennis 388
Hoyt, Crystal 323
Hoyt, Lindsay 496
Hoyt, Tim 397
Hsieh, Claire F. 494, 509
Hsu, Jeanette 28, 65
Hsu, Kean J. 340, 411, 490, 490
Hu, Mei-Chen 505
Huang, Alice 255
Huang, Alice B. 441, 441, 507
Huang, Irene 345
Huang, Meghan 194, 386
Huang, Xieyining 243, 345, 451, 470
Hubachek, Samantha 442
Huberty, Jennifer L. 164
Hucks, Callie 456, 495
Hudnall, Matthew 417
Huebner, David M. 466
Huebschmann, Nathan 408
Huey, Stanley 206, 206, 242
Huff, Hannah C. 420
Huffman, Jeff 228, 317
Huffman, Jeffery 508, 508
Huffman, Jeffrey 471
Huffman, Sarah 261, 428
Hughes, Jennifer L. 457
Huguenel, Brynn 284, 284
Huh, Anna S. 321
Huit, T. Zachary 185
Huit, Terrence Z. 81, 416, 417, 417, 445
Humfleet, Gary 83
Humphreys, Joshua 488
Hunsche, Michelle C. 83
Hunt, Carolyn 287
Hunt, Jeffrey 469
Hunt, Karisa J. 239
Hunt, Melissa 337, 337
Hunt, Melissa G. 442
Hunt, Rowan A. 473
Hunter, Chris 438

Hunter, Sonja	388, 427
Huntington, Charlie	230, 231, 441
Hupp, Stephen	424, 437
Huppert, Jonathan D.	336
Hurd, Lauren E.	492
Hutcheson, K. Vanessa	438
Huys, Quentin	409

I

Iaccarino, Mary Alexis	397
Idrobo, Fabio	361
Iglesias, Marisela	39
Ill, R. Trent Codd	68
Ill, Thompson Davis	463, 464, 502
Ill, William E. Pelham	379
Ijaz, Tazvin	435
Ilegbusi, Aderonke	276
Imrisek, Steven	45
Inaoka, Yuiha	474
Inscoe, Adrienne Banny	510
Inzinna, Gregory	468
Ioannou, Sara	371
Irons, Jessica G.	260, 261
Irvin, Kelsey M.	409, 409
Irwin, Lauren N.	378
Isaacson, Paul A.	377
Isham, Louise	138
Ishfaq, Nazia	435
Ishiekwene, Martha	447, 478
Ishikawa, Shin-ichi	390
Ismailova, Dina	488
Israel, Elana S.	425
Istre, Madison	456
Ito, Masaya	55, 391, 392, 392
Iturri, Natalia	442
Iverson, Katherine M.	435
Ives, Lindsay	413
Ivey, Alex	261
Ivey, Emily	287
Iwamoto, Derek	445
Iweala, Okechukwu W.	470
Iweala, Onyinye I.	470
Iyiewuare, Praise	480

J

Jackson, Christie	369
Jackson, David S.	395, 436, 436, 473, 494, 497
Jackson, Kamillah	436
Jackson, Kyle	317
Jacobi, Corina	448
Jacobson, Nicholas	179
Jacobson, Nicholas C.	49, 142, 143
Jacobucci, Ross	171, 171, 171, 171, 171, 172, 471
Jacoby, Ryan	111, 111, 231, 309
Jaffe, Anna	444

Jager-Hyman, Shari	317, 318
Jain, Anjali	381, 387, 471, 509
Jakubovic, Rafaela	394
James, Ciara	452
James, Kiera M.	431, 463, 501
James, Nicholas T.	458
James, Rachael	438
James-Kangal, Neslihan	440, 465
Jameson, John P.	481
Jamie, Micco	192
Jamison, Jesslyn M.	480
Janakiraman, Roshni	243
Janicki, Cortney	423
Jankowski, Melissa	450
Jankowski, Samantha E.	510
Janssen, Tim	322
Jarnecke, Amber	72, 404, 489
Jarozewski, Adam	89, 89, 122
Jarrett, Matthew	378, 394, 419
Jarskog, Fred	246
Jaso, Brittany	402
Jason, Elias	497
Jastrowski-Mano, Kristen E.	405
Javier, Sarah	397
Jeffers, Stephanie	489
Jeffries, Emily	86
Jenkins, Gracie	508
Jeness, Jessica	91, 91, 265
Jennifer, Winkelmann	414
Jensen-Doss, Amanda	76, 139, 274, 275, 281, 387, 437
Jessup, Sarah	309
Jessup, Sarah C.	426
Jewell, Jeremy	424, 437
Jeziar, Kristen	86, 86
Jha, Manish K.	410
Jhavar, Nandini	467
Jiménez-Cruz, Blanca Elizabeth	441, 476
Jobes, David A.	122
Jobe-Shields, Lisa	290
John, Jane St.	507
Johnson, Amanda	83
Johnson, Anissa	492
Johnson, Benjamin D.	388, 388, 425
Johnson, Clara	282
Johnson, Emily	88, 491
Johnson, Jennifer	198
Johnson, Lauren B.	397
Johnson, Madeline	392
Johnson, Monica	328
Johnson, Noelle	389
Johnson, Sarah	137
Johnson, Sarah E.	424, 436
Johnson, Sheri	113
Johnson-kwochka, Annalee	502
Johnston, Charlotte	430
Johnston, Oliver G.	179, 493

Joiner, Thomas	244, 411, 450, 451, 509
Jonassen, Rune	172
Jones, Alesia	489
Jones, Alexis	385
Jones, Celyn	389
Jones, Deborah	478
Jones, Deborah J.	78, 115, 283, 283
Jones, Heather A.	357
Jones, Lauren	385, 387, 463
Jones, P'trice	439
Jones, Payton J.	112, 113
Jones, Russell T.	439
Jones, Shawn	203, 354
Jones, Sydney N.	401
Jong, Peter J. de	146, 259
Jongsma, Katherine	195
Jonsbu, Egil	449
Jormann, Jutta	225, 340
Jopling, Ellen	340
Jordan, Sara	429
Joseph, Jane	71
Joska, John	167, 168
Jovanovic, Tanja	374
Joyner, Keanan J.	244
Jr., William E. Pelham	379, 380
Juarascio, Adrienne S.	412, 473, 473
Judah, Matt	44, 442, 483
Jules, Norna	460, 478
Jungbluth, Nathaniel	435
Jupp, Kylie	468

K

Kacmarek, Corinne	316
Kaczurkin, Antonia	427
Kado, Merissa	486
Kahler, Christopher	396
Kahler, Julie	420
Kahn, Gilly	380
Kaiser, Bonnie	360
Kaiser, Susan	200
Kalan, Ozan	200
Kalantar, Emily A.	433, 468, 481
Kaliush, Parisa	137
Kallmi, Selmi	458
Kalmbach, David A.	460
Kalomiris, Anne	463
Kambanis, P. Evelyn	412, 412
Kamholz, Barbara	106, 270
Kaminetzky, Elliot	155
Kammen, Molly	404, 404
Kane, Jeremy	135, 136
Kane, Katherine	416
Kane, Patricia	438
Kanenberg, Heather	493
Kang, Erin	371, 422
Kang, Jennifer	489
Kanji, Laura A.	410

Kansal, Shalini	240, 367
Kanuri, Sai	402
Kaplan, Alejandra M.	382
Kaplan, Simona C.	453
Karademas, Evangelos	232
Karam, Anna	200
Karekla, Maria	232, 503
Karlovich, Ashley	389, 394, 428
Karp, Jeremy	492
Kashdan, Todd B.	402
Kaslow, Nadine	192
Kason, Rebecca E.	430
Kasparke, Steven	91
Kassab, Hannah	288, 288
Kassab, Hannah D.	378
Kassing, Francesca	417
Kathryn, Roecklein A.	343
Kato, Noriko	55
Katsman, Danielle	390
Katz, Benjamin W.	401, 450, 505
Katz, Danielle E.	393, 453
Katzmarzyk, Peter T.	383
Kauffman, Alicia	475
Kaufman, Chana	499
Kaufman, Julia	360
Kautz, Marin	48, 172, 198
Kawi, Jennifer	390
Kay, Michael	490
Kaya, Robert	492
Kaye, Joanna L.	309, 310
Kaye, Walter	238
Kaysen, Debra	108
Kazantzis, Nikolaos	415
Kearns, Nathan T.	388, 427, 488
Keating, Elizabeth	382
Keating, Elizabeth	383, 395
Keck, Michelle	407
Keefe, Jennifer	319
Keel, Pamela K.	411, 413
Keenan, Mary	400, 400
Kehl, LeAnna	424
Keifer, Cara	371
Kelberer, Lucas	450
Keller, Alex E.	385
Keller, Delaney	430
Keller, Megan	434, 459, 459, 459
Keller, Stephanie	201
Kelley, Kara	373, 495, 496, 497, 497
Kelley, Karen	470
Kelley, Lisalynn	405
Kelley, Marlena	438
Kelley, Mary Lou	486, 486, 492
Kelley, Michelle	190, 190
Kellum, Karen	58, 466
Kelly, Geneva	142
Kelly, Ksakra	367
Kelly, Shalonda	153

- Kelner, William C. 451, 471
 Kelso, Kerry 402
 Keluskar, Jennifer 423
 Kemp, Kathleen 509
 Kendall, Philip 385, 385, 387, 387
 Kendall, Philip C. 83, 84, 84, 84, 116, 139, 178, 302, 310
 Kenford, Susan 434, 459, 459, 459
 Keng, Shian-Ling 498
 Kennard, Betsy D. 131, 424, 425
 Kennedy, Grace A. 411, 413
 Kennedy, Kalen 497
 Kennedy, Kelly 459
 Kennedy, Sarah 387, 400, 430
 Kenowitz, Joslyn 267
 Kentopp, Shane 421
 Kenworthy, Lauren 176
 Kenworthy, Tara 312, 312
 Keough, Matthew 51
 Kern, Lee 362
 Kern, Shira M. 426, 487, 488, 488, 493
 Kerner, Sarah 447
 Kerns, Caroline 73
 Kerns, Connor 423
 Kerns, Connor M. 83, 83, 84, 84, 84, 100, 230, 240, 241
 Kerns, Robert D. 510
 Kerns, Suzanne 335
 Kertz, Sarah J. 392, 408, 428, 452
 Key, Alexandra 371
 Key, Mary 285
 Khairuzzaman, Alya N. 437
 Khaled, Mona 441
 Khalsa, Sat Bir S. 453
 Khan, Mayesha 51
 Khanna, Muniya 50, 234
 Khare, Chitra 246
 Khavjou, Olga 115
 Khazanov, Gabriela 37
 Kiecolt-Glaser, Janice K. 383
 Kiefer, Reina J. 492
 Kiel, Elizabeth 385, 387, 387, 430, 462, 463
 Kiernan, Christina M. 501
 Kilbury, Erin 471, 508
 Kilic, Zelal 445
 Killam, Matthew A. 466
 Killeen, Therese 455, 489, 489
 Killon, Bryana 452
 Killius, Esther 461
 Kilmer, Jason R. 434
 Kilpatrick, Dean 78, 109, 109, 196, 493
 Kilpela, Lisa S. 458
 Kilpela, Lisa Smith 458
 Kim, Dooran 407
 Kim, Eun Jae 449
 Kim, Eunbea 502
 Kim, Hae Joon 508
 Kim, Joanna J. 436, 437
 Kim, Rachel E. 173, 174, 437
 Kim, Rebecca 375, 382
 Kim, Sae-Jin 78, 478
 Kim, Yehsong 243, 441
 Kimerling, Rachel 397
 Kim-Spoon, Jungmeen 394
 Kinard, Jessica 402
 Kincaid, Christie 382
 Kind, Shelley L. 408, 454, 490
 King, Alexandra M. 431
 King, Brittany R. 436
 King, Dana 236
 King, Jessica 424
 King, Kelsey 389
 King, Savannah L. 378, 394
 King, Victoria A. 141, 141
 Kingzette, Alexia M. 392
 Kinkead, Becky 189
 Kinley, Jolene 299
 Kinnish, Kelly 417
 Kira, Yugo 280
 Kirby, Charli M. 404
 Kirk, Nathaniel Van 77, 77, 372, 372, 373, 373, 496, 497
 Kirk-Johnson, Afton 351
 Kishida, Kohei 390
 Kiss, Alex 449
 Klages, Kimberly 400, 400
 Klaver, Samantha J. 416
 Klaw, Elena 304
 Klebanoff, Sami 423
 Kleiber, Blair 261
 Kleiman, Evan 171, 228, 317, 449, 471, 508, 508
 Kleiman, Keryn 499
 Klein, Daniel 442
 Klein, David 237
 Klein, Keith P. 392, 408, 428
 Kleinman, Kimberly 421, 445
 Kleinman, Mary B. 167, 168
 Klest, Bridget 503
 Klimczak, Korena 483
 Klimes-Dougan, Bonnie 90, 91
 Kline, Emily 364, 446
 Klinger, Laura G. 176
 Klinger, Mark 176
 Klonsky, David 449
 Klonsky, E David 449
 Klurfeld, Zakieh B. 400
 Knapp, Ashley 85, 199, 199, 355
 Kneeskern, Ellen E. 377
 Knies, Katherine 441
 Knight, Lindsay 239
 Knobloch-Fedders, Lynne 365
 Knopp, Kayla 195
 Knouse, Laura E. 418, 420, 483
 Knowles, Kelly A. 90

- Langer, David 380, 385, 439, 462, 485
 Langer, David A. 332
 Langhinrichsen-Rohling, Jennifer . . . 421, 438, 501
 Lanier, Megan 495
 LaPlena, Nicole M. 428
 Lapomardo, Andrea S. 436
 Laposa, Judith 393, 393, 477
 LaRowe, Lisa 314, 314
 Larrazabal, Maria 503
 Larsen, Kristy L. 429
 Lartey, Lynette 499
 Lass, Alisson N. 490
 Last, Briana S. 436
 Lathan, Emma 501
 Latif, Finza 316
 Latimer, Samuel R. Eshleman. 434, 459, 459, 459
 Latner, Janet D. 475, 476
 Lattie, Emily G. 199, 199, 355
 Lau, Anna 57, 207, 240, 436, 437
 Lau, Austin 422
 Lau, Parky H. 456
 Lau-Barraco, Cathy 389, 389, 432, 433
 Lauderdale, Sean A. 391, 396, 482
 Lauher, Miranda L. 433
 Laurent, Tyler 384, 456
 Lavender, Jason 88
 Lavner, Justin 76, 444, 465
 Law, Keyne C. 368, 416
 Lawlace, Margaret 92, 466
 Lawler, Jamie 416
 Lawrence, Erika . . . 319, 319, 320, 320, 404, 442
 Lawrence, Hannah R. 424
 Lawson, Elizabeth Austen 503
 Layman, Priscilla 438
 Lazar, Mary 379
 Lazarevic, Vanja 420
 Lazarov, Amit 190, 505
 Lazer, Sarah 393
 Le, Kenny 437
 Le, Thomas 445
 Le, Yuning 230, 342, 506
 Le, Yuning (Annie) 506
 Leaberry, Kirsten D. 379
 Leal, Miguel 453
 Leathem, Logan 499
 Leavitt, Jake 382
 LeBlanc, Monique M. 395
 LeBlanc, Nicole J. 426, 454
 Leblanc, Virginia 117
 Lebow, Jocelyn 438
 Lebowitz, Matthew 292
 Ledbetter, Rachel 480
 Lederer, Lisa 42
 Ledermann, Thomas 231
 Ledesma, Roselee 358
 Ledesma, Roselee J. 437
 Ledray, Linda 109, 109
 Lee, Amy H. 416, 417, 418
 Lee, Angela H. 387
 Lee, Cari 405
 Lee, Christina S. 132
 Lee, Christine M. 434
 Lee, Eric 232
 Lee, Erica 133, 480
 Lee, Han Joo 494, 495, 495, 495
 Lee, Hye In S. 471, 508
 Lee, Katherine 479
 Lee, Mary N. 378
 Lee, Sarah R. 477, 496
 Lee, Steve 86
 Leen-Feldner, Ellen 387, 394, 428
 Lees, Julie 321, 417
 Lefkowitz, Carin 282
 Lefler, Elizabeth . . . 237, 237, 237, 238, 311, 419,
 419, 419, 419, 419, 460
 Leghari, Naeem 435
 Lehavot, Keren 203
 Lehrbach, Kyler 436
 Leibenluft, Ellen 87
 Leifker, Feea 365, 365, 366
 Leija, Jesus 237
 Leiter-McBeth, Justin R. 458, 499
 Leitng, Kari 276
 Leitner, Rebecca 397
 Lejenue, Simon 374
 Lejeune, Simon 488
 Lejuez, Carl 85, 363
 LeMoult, Joelle 340
 Lenert, Leslie 415
 Lenger, Katherine A. 42, 43, 440, 506, 507
 Lent, Jennifer 463, 502
 Lenton-Brym, Ariella P. 454
 Leo, Karena 365, 366
 Leonard, Kiara 43
 Leonard, Sam 260
 Leone, Ruschelle 72, 108
 LePage, Marie L. 384, 440
 Lerch, Ryan 88
 Lerner, Matthew . . 100, 230, 241, 371, 371, 371,
 422, 423, 423
 LeRoy, Michelle 438
 Lesperance, Sam Sarah 312
 Lester, Patricia 53
 Letamendi, Andrea 80, 207, 207
 Levenson, Jessica C. 41, 41
 Leventhal, Adam 432
 Levin, Crissa 420
 Levin, Michael 232
 Levin, Michael E. 498
 Levine, Jason C. 454, 504
 Levinson, Cheri A. . . 53, 228, 239, 330, 412, 412,
 412, 412, 412
 Levy, Hannah 315, 318, 318, 505
 Levy, Michael D. 312, 378

Lewandowski, R. Eric	265	Loiselle, Raelyn	115, 283
Lewin, Adam	177, 464, 494	Lombardi, Nathaniel	438
Lewis, Cara C.	46, 197	Lombardo, Elizabeth L.	468
Lewis, Elizabeth	86, 347, 347	Lombera, Augustine	417, 418, 473
Lewis, Melissa A.	434, 444	Londoño, Dario	420
Lewis, Robin J.	467	Long, Alexandra	399, 442
Leykin, Yan	409, 420, 450, 451, 472	Long, Laura J.	480, 493
Leyro, Teresa M.	388	Long, Trevor J.	472
Li, Huijun	364	Longley, Susan L.	403
Li, Xiaobei	171	Looby, Alison	238, 431, 432, 460
Li, Y. Irina	74, 74	Looby, Sara	384
Libet, Julian	255, 441, 441, 507	Loomis, Daniel	478
Lichenthal, Wendy	348	Lopez, Daisy	170, 170, 286
LICSW	491, 508	Lopez, Isabel	381, 491
Liebllich, Shari	427, 487, 496	López, Juana María Bretón	235
Lieponis, Pauli	200, 355	Lopez-Castro, Teresa	455, 489
Light, Al	339	Lopez-Yianilos, Andrea	190
Lilly, Michelle	455	LoPresti, Jessica	332, 358
Lim, Crystal S.	28, 65	Loranger, Claudie	234
Limowski, Anne R.	400, 431, 467	Lorber, Michael	393
Lin, Sara	476, 489	Lord, Sarah	199
Lin, Stephanie	499	LoSavio, Stefanie T.	173
Lind, Teresa	57, 420	Losiewicz, Olivia M.	454, 455
Lindahl, Kristin	441	Lothes, John	507, 507
Lindenberg, Malene Rudolf	461	Loucas, Caitlyn	482
Linden-Carmichael, Ashley	389	Loucks, Laura A.	294
Lindgren, Kristen	433	Loustau, Trystan H.	451, 470
Lindhiem, Oliver	351, 502	Loverich, Tamara	499
Lindquist, Kristen A.	472	Lowe, Sarah	408
Lindsay, Jan.	369, 370, 370	Lowell, Ari	190
Lindsey, Michael A.	163	Lozano, Cinthya	312
Lindsey, Rebecca A.	422, 422	Lu, Janice	312
Linford, Lauren	456	Lu, Ruolin	405
Ling, Ariane	221	Lubarsky, Sophia R.	405
Linthicum, Kathryn P.	345, 345, 451, 470	Lubensky, Micah	208
Lints-Martindale, Amanda	299, 299	Luberto, Christina M.	201, 257
Lipinski, Alexandra J.	487, 487, 487, 489, 492	Lubin, Rebecca	453, 453, 483, 505
Lipton, Richard	144, 202	Lüchau, Manuela	420
Liriano, Michelle	312	Luebbe, Aaron	277, 277, 381, 387, 419, 439
Lisdahl, Krista	389	Luft, Ilana R.	271
Lisetti, Christine	80, 323	Lugo, Claudia	402
Lisitsa, Ellie	425	Luke, Anna K.	495, 496
Lissek, Shmuel	145, 145	Luks, Kelsey L.	381
Little, Kelcey	312	Lumpkin, Meshayla M.	261
Little, Tara	316	Lundgren, Brooke L.	468
Littlefield, Andrew	446	Lundgren, Jennifer	382
Litz, Brett	396	Lung, Chris	495
Liu, Nancy H.	409, 451, 472	Lunn, Mitchell	208
Liu, Richard	39, 198, 461, 466, 474	Lunn, Stephanie	80, 323
Liverant, Gabrielle I.	408, 490	Lunsford, Amanda	200
Livingston, Nicholas	352, 352	Lurie, Lucy	445
Llabre, Maria	76	Lusk, Rebecca	396
LLorens, Roberto	475, 475, 500	Lustman, Patrick	389, 459
Lochman, John E.	417	Lutz, Wolfgang	111
Lofgreen, Ashton	397	Lynn, Bridget	501
Logan, Christina	39	Lyons, Matthew J.	430
Lois, Rebecca	267	Lyubkin, Mark	458

M

M. Reyes, Zoe Maria Dominique	41
Ma, Sisi	91
Maack, Danielle	349, 478, 478
Maccarone, Julianna	434
MacCarthy, Sarah	237
Macfie, Jenny	491
Machetanz, Olivia	122
Mack, John	438
Mack, Meagan	324
MacKeige, Isabella	435
MacKenzie, Meagan	232
Mackintosh, Margaret-Anne	369
Macphee, Fiona L.	379, 380
MacPherson, Laura	460
Macri, Jenna A.	498
Maddock, Meghan	481
Maddox, Brenna	241, 241, 317
Madubata, Ijeoma J.	382, 450
Maesaka, Tristan J.	395, 435, 435, 494
Magee, Joshua C.	460, 495, 502
Magidson, Jessica F.	167, 167, 168, 168, 360
Magill, Saraphia	508
Maglanoc, Luigi	172
Mah, Albert C.	434, 436, 447
Maheras, Andrea	409
Mahner, Lola	389
Mahoney, Annette	141
Mahrer, Nicole E.	491
Mais, Leah	418
Maisto, Stephen	314
Majeed, Rimsha	487, 487, 487, 489, 492
Majokweni, Sybil	167
Maklad, Sara	450
Malaktaris, Anne	191
Malatras, Jennifer W.	271
Malcore, Madison A.	405, 405
Malgaroli, Matteo	482, 483
Malik, Farah	435
Malik, Kanika	227
Maliken, Ashley	124
Malivoire, Bailee	454
Malmberg, Jessica	387, 400, 430
Mamani, Amy Weisman de	170, 170, 191, 285, 286, 297, 364, 381, 458, 468, 468, 468
Mammo, Liya T.	505
Manasse, Stephanie	412, 413, 474
Mandelbaum, Melyssa M.	381, 435
Mandell, David	197, 241, 317, 350
Mander, Johannes	111
Mangen, Katie H.	496, 496
Manley, Shannon	462, 463, 463
Mann, Brianna	399
Mann, Danielle	488
Manners, Debbie	80, 207, 207, 447
Manoach, Dara S.	503
Manubay, Jeanne	72

Manuel, Celeste G.	456, 469
Manyara, Raha	285
Mapes, Ayla R.	423, 438, 457, 463
Maples, Morgan E.	469
Maples-Keller, Jessica	414
Marchand, William	366
Marchant, Kathy	370
Marcus, Steven	318
Margherio, Samantha M.	377, 377
Margolin, Gayla	243, 441
Maricich, Yuri A.	468
Marie, Laura	471
Marker, Craig D.	430
Markey, Charlotte	476
Markman, Howard	230, 230
Markowitz, John	190
Marks, Amy	457
Marks, Donald	499
Marks, Emily	460
Marques, Luana	426, 454, 455, 478
Marriott, Bridgid	46, 447
Marsden, Arthur	492
Marsh, Nicholas	362, 378
Marshall, Amy	342, 506
Marshall, Rachel D.	474, 475, 476
Martell, Christopher R.	265
Martin, Alex D.	495
Martin, Blake	457
Martin, Corby K.	383
Martin, Joel M.	468
Martin, Kelly	391
Martin, Lindsey	370, 370
Martin, Perna	135
Martin, Rachel	471, 471, 483, 509
Martin, Sarah	469
Martinez, Jennifer H.	338, 338
Martinez, Jessica	363
Martinez, Jonathan	381, 437, 491
Martinez, Kassandra	422
Martinez, Monica	428
Martinez-López, Jorge	481
Marus, Molly	406
Massa, Andrea A.	444
Massetti, Greta	163
Massi, Gabrielle	491
Mastergeorge, Ann	446
Mastroleo, Nadine R.	432
Masuda, Akihiko	498
Mathes, Brittany M.	413, 451, 456
Mathew, Abel S.	179, 495, 495, 495
Mathews, Carol	287, 287
Matic, Aleksandar	142, 143
Matro, Austen Taylor K.	393, 394, 394, 473
Mattocks, Kristin	397
Maurin, Elana	382
Mauro, Christian	381
Mautone, Jennifer	116, 117

Mavandadi, Shahrzad	255	McKay, Dean	77, 77, 177, 177, 315, 327, 496
May, Alexis	366	McKay, James	255
May, Gina	275, 420	McKee, Grace	255, 441, 441, 507
May, Phillip	434, 459, 459, 459	McKee, Laura G.	140, 140, 283, 490, 490
Mayer, Kenneth	236, 237, 352	McKeehan, Jeffrey	285
Mayeya, John	135	McKenna, John L.	179, 465
Mayfield, Christina	440	McKibbin, Christine L.	311
Mazurek, Callie	319	McKinney, Cliff	401, 488, 502
Mazurka, Raegan	194	McKnight, Bethany	480
Mazza, Steve	329	McLaughlin, Katie	91
Mazzer, Caroline	463, 502	McLaughlin, Katie A.	445, 445
McAlpine, Brendan	367	McLaughlin, Laura E.	473
McCabe, Randi E.	391, 406	McLaughlin, Merranda	286, 468, 468
McCain, Ashlynn.	490	McLean, Caitlin L.	404
McCann, Chelsea N. Grefe	157	McLean, Carmen	178, 479
McCann, Jesse	349, 349, 427, 479	McLean, Elisabeth	420
McCart, Michael	79	McLean, Erin	463, 502
McCauley, Elizabeth	90, 90, 91, 265, 485	McLeish, Alison C.	202, 455
McClain, Cara.	405, 405, 406, 458	McLennan, Priya	435
McClintock, Andrew S.	498	McLeod, Bryce	46
McCloskey, Michael	443, 449, 471, 479, 510	McMahon, Kibby	401, 415, 443
McCloskey, Michael S.	171, 199	McMahon, Robert J.	283
McCloud, Madeline	412	McMillan, Charmaine K. Higa	173
McClure, Kenneth	488, 493	McNally, Richard J.	383, 408, 410, 426
McCool, Matison W.	398	McNally, Richard J. J. 89, 112, 112, 113, 172, 376	
McCormack, Breana	315	McNamara, Mary E.	411, 490, 490, 490
McCoy, Kelsey.	416, 417, 417, 445	McNamara, Molly	340
McCoy, Thomas	142	McNeil, Cheryl B.	303, 329
McCrary, Barbara S.	298, 433, 461	McNeil, Daniel	174, 174, 201
McDaniel, Heather	169	McPeak, Ryan	385, 385
McDermott, Jennifer.	402	McQuade, Julia D.	362, 362
McDermott, Jessica	246	McQuillin, Samuel D.	169, 169, 380
McDermott, Katherine	313, 313, 313, 452, 481	McTeague, Lisa	463, 485, 486
McDermott, Michael J.	384, 456, 469	McVey, Alana J.	480
McDermut, Wilson	476	McWaters, Ashley R.	389
McDonald, Amber	413, 413	Meacham, Meredith	83
McDonald, Brittany	311	Meadows, Elizabeth A.	427
McDonald, Erin	485	Meadows, Emily A.	462, 488
McEntee, Mindy L.	412	Medeiros, Alexandra	390
McFarr, Lynn	37	Meeker, Miranda	424
McFarr, Lynn M.	399, 471, 486, 498, 498	Mehrtens, Ilayna K.	486, 486
McGee, Chantelle	432	Mehta, Tara	80, 239, 240, 312, 367
McGhie, Shaan	376, 407, 455, 483	Meidlinger, Katie.	185, 416, 417, 417, 445
McGill, Kathryn.	501	Meier, Evelyn.	279
McGinn, Lata	114	Meiers, Gloria	446
McGinn, Meghan	506	Meinerding, Maria E.	432
McGovern, Amanda R.	155	Meinzer, Michael C.	419
McGrath, Andrew	432	Meissel, Emily	407
McGrath, Patrick B.	193	Mejia, Patricia J.	469
McGrath, Patrick J.	410	Mele, Christina	193
McGrew, Shelby	85	Melendez, Flor	135
McGuire, Adam P.	190, 190, 489	Melita, Nicole	117
McGuire, Joseph.	177	Melkonian, Alex	431
McGurk, Susan	246, 246	Menager, Christina	480
McHugh, R. Kathryn	85, 188, 313	Mendez, Noelle A.	478
McInnis, Melvin.	48, 410	Mendoza-Barragán, Everardo	456, 476
McIntire, Makenna	378	Mennies, Rebekah J.	385

Mennin, Douglas	281	Miller, Rose H.	425
Mercado, Evelyn	195	Miller-Slough, Rachel	140, 363
Mereish, Ethan	131, 208, 466	Millmann, Megan M.	428
Mereish, Ethan H.	466	Millner, Alexander	89, 228, 471, 508, 508
Merling, Lori F.	450	Mills, Jennifer	337, 337
Mernick, Lauren	469	Mills, Kathryn	387
Merrill, Brittany M.	379, 380	Milrod, Barbara	392, 482
Merrill, Jennifer E.	433	Mimiaga, Matthew	352
Merritt, Edward C.	443	Mindell, Jodi	41
Merritt, Grace E.	507	Miner, Kristen	310
Merson, Rachel	462	Minhajuddin, Abu	410
Mertens, Gaëtan	145	Minier, Laura	319
Mesa, Franklin	346	Minor, Kyle	502
Mesri, Bitá	482	Mira, Adriana	235
Messman-Moore, Terri L.	277, 427, 428	Miragall, Marta	475, 475, 500
Metric, Jane	389	Miranda, Amy	73
Metz, Kristina L.	136	Miranda, Jeanne	242
Meuret, Alicia	375, 375, 375, 375, 376, 401, 480	Miranda, Regina	446
Meyer, Alexandria	385, 387	Miranda, Robert	132
Meyer, Allison	175, 281, 447, 452	Mire, Emily F.	383
Meyer, Jessica G.	378	Mirhosseini, Tannaz	484, 485
Meyers, Laura	156, 217	Mirzadegan, Isaac	47
Meza, Rosemary	135, 437	Mirzadegan, Isaac A.	387
Mezo, Peter	403, 403, 440, 440, 458, 462, 499	Mitchell, Jill	232
Mezulis, Amy H.	388, 388, 425, 425	Mitchell, John T.	311
Mian, Maha N.	408	Mitchell, Nate	385, 385
Micalizzi, Lauren	462, 485	Mitchell, Rachell	449
Michael, Kurt D.	481	Miyamae, Mitsuhiro	55
Michael, Megan	473	Mizik, Natalie	397
Michel, Jena	283, 490, 490	Mocarski, Richard A.	81
Michelson, Daniel	227	Mochrie, Kirk	418, 418, 419, 507, 507
Middlemass, Keesha	458, 478	Moe, Kylie B.	405
Midkiff, Melanie F.	461	Mohan, Miriam Priti	277
Midkiff, Melanie F.	427	Mohatt, Justin	73
Miglin, Rickie	402, 443	Mohler, Kayla	432
Miguel, Elizabeth	112	Mohr, David	199, 200
Mii, Akemi E.	416, 417, 417, 445	Mohri, Linda	393
Mikami, Amori Y.	117, 288, 378, 378	Moino, Kevin	440, 466
Mikami, Amori Yee	288	Molina, Brooke S. G.	311
Miklowitz, David	298	Molina, Edward	433
Milanak, Melissa E.	479	Molloy, Anthony	503
Milaniak, Izabela	41	Molloy, Margie	381
Milev, Roumen	194	Monahan, Maureen	316
Milgramm, Anna	422, 423	Mondavi, Kiana	113
Millard, Madison	468	Monopoli, W. John	377, 377, 378
Miller, Alec	114	Monroe-DeVita, Marie	273, 335
Miller, Alexandria N.	338, 358	Monson, Candice	282
Miller, Allen R.	302	Monson, Candice M.	454
Miller, Ben	82	Montalbano, Cristin	116
Miller, Caroline E.	378, 379	Monteith, Lindsey	206
Miller, Elizabeth A.	41, 320, 321	Monterosso, John	322
Miller, Ivan	451, 471	Monterubio, Grace	200, 200
Miller, Ivan W.	48, 257	Montgomery, Robert M.	399, 471, 486, 498, 498
Miller, Kelly	243	Moodie, Craig	110
Miller, Matti	385	Moore, Jenna	391
Miller, Molly E.	424	Moore, Katherine	491
Miller, Natalie	363	Moore, Kelly E.	322, 322, 322

- Naker, Dipak 361
 Nako, Katherina 483
 Nakuti, Janet 361
 Namey, Leah 499
 Namy, Sophie 361
 Nangle, Douglas W. 402, 410
 Napolitano, Skye 399
 Naragon-Gainey, Kristin 503
 Narayanan, Shrikanth 366
 Narine, Kevin 366, 367, 381, 487, 504
 Nathanson, Abigail 348
 Nauphal, Maya 398, 452
 Nauser, Jonathan 174
 Navarre, Kellyann 403, 458
 Navarro, Cynthia 289
 navarro, Jessica 415
 Navarro, Victoria 404, 499
 Nayfa, Kara L. 382, 382
 Ndetei, David 447
 Neary, Anne 399
 Negi, Lobsang 191
 Neighbors, Clayton 347, 347, 348, 433
 Nelson, Cecelia I. 174
 Nelson, Hadleigh 385
 Nelson, Jackie 140, 408
 Nemeth, Lynne 415
 Neria, Yuval 190
 Nesi, Jacqueline 424
 Nestor, Bridget 485
 Neufeld, Carmem B. 420
 Nevels, Bailey J. 296
 Newcomb, Michael. .92, 92, 114, 203, 209, 465, 466
 News, Amie R. 275, 275, 276, 452, 491
 Newman, Carla 320, 390
 Newman, Cory F. 178, 270
 Newman, Michelle G. 43, 43, 259, 415, 436, 454
 Newschaffer, Craig 241
 Newton, Robert L. 383
 Ng, Andrea 435
 Ng, Lauren C. 360, 360, 361
 Nguyen, Anna Marie T. 387, 433
 Nguyen, Binh-an 431
 Nguyen, Rin 465, 465
 Nicchitta, Christopher V. 405
 Nichols, Anastacia 487
 Nick, Elizabeth A. 415, 425
 Niculescu, Alexander 317
 Nielsen, Ruth Aharoni 56
 Nielsen, Stevan Lars 285
 Nierenberg, Andrew 410, 423
 Nisenson, Danielle M. 416
 Nissley-Tsiopinis, Jenelle 116, 116, 117, 379
 Nkwanzi, Violet. 361
 Nock, Matthew. 89, 106, 121, 122, 122, 204, 204, 228, 317, 317, 449, 471, 472, 473, 508, 508
 Nock, Matthew 509
 Noel, Nora E. 398, 412
 Noh, Eunjung 458
 Nolan, Maura 432
 Noonan, Devon. 76
 Nooner, Kate 446
 Noose, Samantha K. 491
 Nordberg, Hannah 385
 Noriega, Arlene 185
 Norman, Molly 491
 Normand, Sébastien 117, 117
 Norrholm, Seth 374
 Norris, Lesley 84, 310
 Norris, Lesley A. 385, 387, 387
 Nota, Jacob. 74, 373, 496, 497
 Novacek, Derek 364
 Novak, Lauren 417
 Novick, Danielle R. 464
 Nugent, Nicole 47, 276
 Nunez, Ysatriis 485
 Nuutinen, Makiah 89
 Nyamai, Darius 447
 Nyer, Maren 499
- O**
-
- O'Brien, Casey 114
 O'Bryan, Emily M. 455
 O'Cleirigh, Conall 236, 236, 352, 384
 O'Connell, Jean 193
 O'Connor, Erin E. 386
 O'Connor, Roisin. 51, 51, 52
 O'Day, Emily 49
 O'Day, Emily B. 426, 453
 O'Donovan, Aoife 71
 O'Hara, Karey 320
 O'Hara, Karey L. 404
 O'Hea, Erin 382, 383, 384, 395
 O'Leary, Daniel 231
 O'Loughlin, Caitlin M. 171, 510
 O'Rourke, Elisabeth 445
 Obedin-Maliver, Juno 208
 Obee, Averill F. 485
 Obleada, Katrina 474, 476
 Odafe, Mary 382
 Oddo, Lauren E. 363, 419
 Oesterle, Daniel 108
 Offermann, Elizabeth 318
 Ogniewicz, Avital 51
 Oh, Glory 207
 Ohr, Phyllis S. 463, 502
 Ohrt, Tara 484
 Ojalehto, Heidi 456, 504
 Okamura, Kelsie H. 233, 357, 436
 Okazaki, Yuki 411
 Okonjo, Anwulika N. 470
 Okparaeke, Eugene. 423
 Olatunji, Bunmi. 426

Olatunji, Bunmi O.	74, 90, 145, 228
Olczyk, Anna	484, 485
Oliva, Amanda	381, 430
Oliva, Isabelle	453, 505
Oliver, Amanda M.	400
Ollendick, Thomas	280, 386, 394, 394, 422, 502
Ollila, Meredith	310
Olsen, Maren	285
Olson, Anneke E.	473
Ong, Clarissa	231, 232, 319
Onufrak, James	479
Orazio, Elora R.	432
Orchowski, Lindsay	276, 396
Orcutt, Holly	499
Orengo-Aguayo, Rosaura	357
Orimoto, Trina	395, 494
Orloff, Natalia	383, 407
Orosz, Gábor	461
Orozco, Nabila Jamal	403
Orozco, Patricia	491
Orphanidou, Maria	503
Orr, Casey	200
Orr, Scott	89
Orsillo, Susan	338, 465
Ortega, Carmen	468, 468
Ortega, Karla Fernanda Ledesma	441
Ortigo, Kile	369
Ortiz, Camilo	393, 415, 483
Ortiz, M. Carmen	493
Ortiz, Shelby	204, 204, 460, 471, 474, 509
Osborn, Tom	416, 461
Osborne, Glenna	176
Osborne, Melissa C.	417, 446
Osborne, Travis L.	68, 261
Oscar, Sweene	447
Oscarson, Brandon	425
Oslin, David	197
Osma, Jorge	54, 55, 401, 403, 480
Ostlund, Brendan	137
Oswald, Jennifer M.	53
Otte, Suzanne	319
Otto, Michael W.	188, 246, 331, 384
Otwell-Dove, Rebecca	431
Ouellette, Rachel R.	240, 332, 421
Ovanessian, Melina	454
Owens, Julie Sarno	288, 288, 289, 377, 378, 378
Owens, Mandy D.	322
Owens, Shane G.	327
Owens-Bailey, Marna	290

P

Pachkowski, Mikayla	449
Padin, Avelina C.	383
Pagan, Antonio F.	407
Page, Timothy F.	379
Paige, Jennifer	385, 385
Painadath, Viju	277, 439

Paladino, Jill	310
Palau-Batet, Maria	469
Palermo, Madeline	411
Palitz, Sophie	84, 310
Pallotto, Isabella K.	491
Palma, Araceli	448
Palmer, Cara	386
Palmer, Nichole K.	432
Palmer, Sarah	475
Palomo, Priscila	475
Paltell, Katherine	427
Pancholi, Krishna	315
Panichell-Mindel, Susan M.	462
Panish, Devora	447
Pantalone, David W.	92, 237
Pantleay, Harveen	430
Papa, Anthony	348, 348
Papa, Tony	420, 459
Papacostas, Savvas	232
Papadakis, Alison	470
Papageorgiou, Danae	503
Papp, Lauren	441
Paquette, Catherine E.	434
Parent, Anne	388
Parent, Justin	140, 283
Parent, Leah	504
Parente, Lori	467
Pargament, Kenneth	141
Parikh, Rachana	227
Park, Alayna L.	79, 80, 140, 173, 206, 207, 207, 462
Park, Elyse	202
Park, Esther C.	122, 243, 470
Park, Joanne	430
Park, Suh Jung	442
Park, Yeonsoo	171, 471
Parker, Maria A.	433
Parker, Megan N.	412
Parker, Patricia	443
Parkin, Stacy L.	488
Parkman, Thomas J.	400
Parnes, Jamie	460
Parra, Elena	407
Parrish, Emma	468
Parrott, Dominic J.	404, 404, 440, 444, 466
Parsey, Ramin V.	410
Parsons, Aleja	203, 354
Parsons, Carly A.	336
Parsons, E. Marie	401
Parthasarathy, Sairam	41
Pastor, Mamen	469
Pastro, Brianna	449
Paszek, Claudia	469
Patel, Ajay	437
Patel, Garima	41
Patel, Neil	456, 495
Patel, Nikita	447

Patel, Puja	167
Patel, Vidhi	420
Patel, Vikram	227
Patel, Zabin	275
Patel, Zabin S.	387, 437
Paterson, Sarah	371
Pati, Susmita	128
Patriquin, Michelle	386
Patten, Ryan Van	260
Patterson, Heath	378
Patterson, Paige	473
Patterson, Pearl	443
Patyk, Kevin	316
Paul, Robert	194
Paulson, Daniel	458
Paulus, Daniel J.	432
Pavlicac, Jeffrey	388
Pavlovic, Jelena	202
Pavlovic, Jelena	144
Pawlowska, Ola	146
Pawluk, Elizabeth	454
Payton, Emily S.	470
Pazda, Adam	388, 431
Pearlson, Godfrey	421
Pearlstein, Jennifer	113, 113, 113
Pearlstein, Sarah L.	411
Pearsall, Chelsea	404, 404, 499
Peck, Kelly R.	433
Peck, Stephanie Knatz	126
Peckham, Andrew	113
Pedersen, Morten Hvenegaard	56
Pedersen, Tyler	414
Pederson, Casey A	501
Pedrelli, Paola	132
Peebles, rebecka	239
Peebles, Rebecka	474
Pelayo, Gabriela Amare	441
Pella, Jeffrey E.	385
Pelletier-Baldelli, Andrea	499
Peña, Jorge	415
Penn, David	170, 246
Penna, Suzanne	487
Penrod, Molly	468
Pentel, Kimberly Z.	153, 196, 309, 506
Pepper, Carolyn	496, 508
Peralta, Chris	200
Perdomo, Gustavo	420
Perez, Gina	80, 207, 207, 447
Perez, Jessica	344, 411, 480
Perez, Marisol	484
Perez-Jimenez, Kiana M.	493
Peris, Oscar	55
Peris-Baquero, Óscar	401, 403, 480
Perkins, Amanda	456
Perkins, Natalie	88
Perlis, Michael L.	74
Peron, Suzana	420
Peros, Olivia M.	438, 510
Perricone, Annalise M.	292
Perrine, Cameron	335
Perry, Elizabeth	417
Perry, Kandice	508
Perry, Megan	350
Pery, Megan M.	452, 453, 494, 504
Perry, Nicholas S.	466
Persons, Jacqueline B.	68, 139, 139, 165, 306
Pescador, Lauren	420
Pescatello, Meredith S.	414
Petell, Jennifer	349
Peters, Jessica	52, 342
Peters, Jessica R.	466, 472
Petersen, Devin	452
Peterson, A. Paige	139
Peterson, Alan L.	373, 464
Peterson, Kirsten	433
Peterson, Roselyn	335
Petruzzella, Tony	465
Pettit, Corey	243, 441
Petty, Karen H.	203, 255, 298, 354, 441, 441, 507
Pfeifer, Benjamin J.	459
Ph.D., Chun-Fang Kuo.	427
Phan, Jenny	358
Phan, Mary L.	455
Phelps, Randi A.	387, 430, 462
Philip, Samantha	453, 482, 505, 505
Phillips, Colleen A.	448, 493
Phillips, Gregory	81
Phillips, Jennifer	282
Phillips, Julia	177
Phillips, Kate E.	385
Phillips, Katherine	310
Phillips, Katherine E.	387
Phillips, Mary L.	410
Piacentini, John	464
Piazza, Nicole	47
Piccirillo, Marilyn	49
Pickard, Katherine	175, 447
Pickett, Scott	469, 483
Pickover, Alison	190
Pickworth, Camryn	481
Picou, Paige N.	425, 464, 502
Pierre, Uts Corniel	367
Piggott, Danielle	427
Pilatti, Angelina	260
Pinaire, Megan A.	391, 392, 504
Pincus, Donna	329, 385, 462
Pincus, Liza	367
Pincus, Liza E.	436
Pine, Daniel S.	87
Pineda, Blanca S.	420
Pinkston-Camp, Megan	384
Pinson, Claire	390
Pinzon, Joseph	407

Piscitello, Jennifer	492
Pisoni, Angela	401
Pittard, Caroline M.	484
Pizzagalli, Diego A.	410, 425
Pizzuto, Alexandra	383
Place, Skyler	423
Plascencia,, Gabriela A.	501
Plasencia, Maribel	478
Plessy, Kasia S.	486, 486
Plonka, Solomon	398
Plummer, Lauren	444
Plunkett, Scott	409, 465, 478, 490
Poe, Lindsey	389, 459
Polanco-Roman, Lillian	450
Polcneau, Mihai	80, 323
Polk, Ashley N.	383
Pollack, Kathryn	76
Pollack, Mark	397
Pollak, Olivia H.	472, 509
Pollack, Naomi	272
Polo, Antonio	485
Pomerantz, Hayley	452
Pond, Richard S.	398
Ponte, Luis F.	426
Pontillo, Cristin	499
Ponting, Carolyn	491
Ponzini, Gabriella	233, 291, 291, 291
Poole, Leanna	442
Popov, Victoria A.	383
Poquiz, Jonathan	501
Porta, Giovanna	351
Porter, Katherine	397, 428, 433, 458
Porter, Laura	285
Portillo, Carlos	410
Portillo, Cecily J.	467
Posada, Emilio	410
Pössel, Patrick	484
Post, Loren M.	374
Postolache, Teodor T.	344
Potenza, Marc	461
Potluri, Sriramya	372, 495, 496, 497, 497
Potter, Jennifer	236
Potter, Kevin	390
Potter, Mona	280
Poulsen, Stig	56
Powell, Nicole	417
Powell, Thomas	200
Power, Hilary A.	400, 503
Power, Thomas	41, 116, 117
Powers, Abigail	192
Powers, Alisa	73
Powers, Jessica	314
Powers, Karen M.	383, 407
Poznanski, Bridget	288
Prado, Loren	126
Preonas, Peter	389, 389
Presseller, Emily K.	473

Preston, Emma G.	410
Preston, Thomas J.	390, 427
Price, Matthew	487
Price, Natalee	387, 430, 462
Prigerson, Holly	348, 348
Prince, Mark A.	389, 460, 460
Prinstein, Mitchell	36, 81, 121, 323, 450, 470, 472
Printz, Destiny	75
Prisbe, Michael	310
Pritchard, Kelsey	403, 403, 499
Prochaska, James	236
Prochaska, Judith	83
Proenza, Holly A.	488
provost, Emily Mower	48
Provost-Walker, Olivia	406
Pruden, Shannon	346
Psaros, Christina	384
Puccetti, Nikki	315
Puccetti, Nikki A.	446
Puckett, Jae A.	134, 208, 209
Puddy, Richard	165
Puente, Antonio N.	497
Puffer, Eve	167, 360
Pugliese, Cara	176
Puhalla, Alexander A.	443, 449, 479, 510
Puliafico, Anthony	112, 303, 329
Pulice-Farrow, Lex	486
Pulido, Adriana	420
Pulverman, Carey	396
Puspitasari, Ajeng J.	491, 508

Q

Qiu, Serene Tianyou	423
Qiu, Xinye	42
Quast, Troy	316
Quero, Soledad	415, 469, 493
Quick, Allysa D.	451
Quick, Natalie	393
Quigley, Leanne	340, 340, 393
Quilez-Orden, Alba	55, 401, 403, 480
Quimby, Holly	379
Quinn, Eugene	384

R

Rabasco, Ana	177, 198, 198, 470, 509
Rabner, Jonathan	385, 387
Rachyla, Iryna	415, 493
Radomsky, Adam	52
Radovic, Ana	351
Radtke, Sarah Ryan	394, 422
Radusky, Pablo	209
Rafiuddin, Hanan	388, 427
Raggio, Greer	384
Ragsdale, Katie A.	487
Rahm-Knigge, Ryan	481

Raiker, Joseph	312	Redline, Susan	42
Raines, Amanda	85, 85, 85, 488	Redman, Jason	190
Raines, Elizabeth M.	386, 386, 386, 445	Reed, Kathleen M. Palm	132, 187, 187, 434
Rakhilin, Marina	410	Reed, Laura	290
Ralston, Allura	414, 465	Reed, Stephanie C.	72
Ralston, Allura L.	81	Reeder, Kendal	462
Ram, Shruti Shankar	412	Reedy, Samantha	444
Ramadurai, Ramya	115	Reese, Joseph	379
Ramakrishnan, Amrita	379	Reeve, Sarah	138
Ramirez, Nallely	476	Reeves, Jonathan W.	492
Ramirez, Natalie J.	379	Reeves, Megan A.	420
Ramirez, Vanessa	437	Reffi, Anthony	455, 499
Ramjas, Elizabeth	467	Regan, Jennifer	80, 140, 207, 207, 447
Ramo, Danielle	82, 82, 82, 83	Regan, Wen	285
Ramos, Lilli	322	Regenauer, Kristen	167, 168
Ramos, Marcela C.	379, 380	Reger, Mark A.	397
Ramotar, Kimmy	420	Rego, Simon A.	36, 162, 266, 306, 327
Ramsdell, Erin L.	195, 429	Reichel, Eva Schonfeld	380
Ramsey, Christine M.	510	Reichert, Elizabeth	462
Ramsey, Kathleen	378	Reid-Russell, Azure	508
Ramsook, K. Ashana	321	Reigada, Laura	267, 448
Rancourt, Diana	88, 88, 296, 411, 412, 413	Reigstad, Kristina	90
Randall, Alyson B.	451, 471	Reilly, Erin E.	238, 238, 281
Randall, Ashley K.	506	Reimer, Susanna G.	336
Rando, Alora A.	408, 490	Reinholt, Nina	56, 56
Rangaswami, Madhavi	439	Reininghaus, Ulrich	49
Rangaswamy, Madhavi	277	Reinink, Jennifer	321
Ranney, Megan	425, 425	Reiser, Sarah J.	503
Ranney, Rachel	427	Reising, Michelle M.	424, 424
Raposa, Elizabeth B.	169, 169, 410	Rempfer, Melissa	468
Raptis, Joanne	323, 399, 479	Rendle, Katharine	41
Rash, Carla	260	Renn, Brenna	458
Rasmussen, Hannah	243	Renshaw, Keith D.	37, 202, 365, 365, 429
Rassaby, Madeleine	385, 391, 439	Resick, Patricia A.	173, 275, 306
Rathus, Jill H.	468	Resnick, Heidi	109, 109
Rauch, Sheila	190, 290, 291, 291, 374, 396, 428, 487	Reuman, Lillian	112, 205, 231, 309
Raudales, Alexa M.	390, 427	Rey, Amelia	420
Raue, Patrick	458, 483	Reyes, Miranda E.	493
Raval, Vaishali	277, 277, 277, 278, 381, 387, 439, 471, 509	Reyes, Nuri	175, 447
Ravindran, Lakshmi	393	Reyes, Olivia	409
Raviola, Giuseppe	367	Reyes-Portillo, Jazmin	380
Raymond, Amanda	411	Reyes-Torres, Fabiola	407, 481
Raza, Gina	221	Reyna, Alejandra	508
Rea, Hannah M.	422	Reznik, Samantha J.	320, 320
Read, Jennifer	143, 427	Rheingold, Alyssa	108
Read, Kendra L.	146	Rheingold, Alyssa A.	470, 479
Reaven, Judy	175, 175, 447	Rhodes, Galena K.	76, 141, 230, 231, 441, 441
Rector, Neil A.	393, 453, 477	Rhodes, Jean	169, 169, 169
Redden, Sarah A.	477	Ribeiro, Jessica	451, 469, 470
Redding, Colleen	236	Ribeiro, Jessica D.	244, 345, 345, 345, 345
Reddy, Jayasankara	439	Rich, Brendan	197
Reddy, Jayshankar	277	Richard, Sundi	483
Reddy, Madhu	199	Richards, Jennifer	299
Reding, Michael	80, 207	Richardson, Angela L.	480, 493
Redler, Emily S.	491	Richardson, Elijah	482
		Richardson, Erin	137
		Richardson, Jenae	468

- Richie, Fallon 198, 438
 Richmond, Julia R. 278, 279, 279, 398, 398, 399, 426
 Richter, Peggy 477
 Rideout, Vicky 82
 Ridings, Leigh E. 324, 367, 414, 414
 Rieger, Agnes 414
 Riemann, Brad 356
 Riemann, Bradley 54
 Rifkin, Lara 310
 Riggs, David S. 282
 Ringland, Kathryn 199, 355
 Ringle, Vanesa 274, 274
 Ripley, Adam J. 426, 487, 488, 488, 493
 Risley, Sydney M. 385, 463
 Ritschel, Lorie 261
 Ritz, Thomas. 375, 375, 375, 376, 385, 401, 480
 Rivas, Wilmer 242
 Rivers, Alannah Shelby 383
 Rizvi, Shireen L. 131, 343, 343, 399, 431
 RN450
 Ro, Eunyo 411
 Robbertz, Abigail 478
 Robbins, Gregory 384
 Roberson, Patricia 43
 Roberts, Alex 313
 Roberts, Delanie K. 379, 379
 Roberts, Greg 280
 Roberts, Kaley A. 407, 497
 Roberts, Rhiannon 389, 432
 Robertson, Ross 477
 Robespierre, Edme 367
 Robillard, Geneviève 234
 Robinaugh, Donald J. 49, 376, 426, 454, 455
 Robinson, Anthony 44
 Robinson, Tom 474
 Robles, Mariessa 381
 Roddick, Gwilym 162
 Roddy, McKenzie 76, 195
 Rodebaugh, Thomas 49, 49, 336, 453
 Rodman, Alexandra M. 445
 Rodriguez, Juventino Hernandez 437
 Rodriguez, Kerl 42
 Rodriguez, Lauren 427
 Rodriguez, Lindsey 347
 Rodriguez, Lindsey M. 479
 Rodriguez, Melanie 45
 Rodriguez, Melanie Domenech 289
 Rodriguez, Taylor R. 461
 Rodriguez, Violeta 502
 Rodríguez-Arias, Marta 497
 Rodriguez-Quintana, Natalie 178, 197
 Rodriguez-Seijas, Craig 455
 Roe, Kathryn R. 396
 Roeklein, Kathryn A. 344
 Roemer, Elizabeth 231, 338, 381, 465
 Roemhild, Emily 462
 Rogers, Andrew H. 174, 201, 201, 313, 313, 313, 347
 Rogers, Erick A. 399
 Rogers, Madeline 348
 Rogers, Mary Moussa 401
 Rogers, Megan L. 368, 411, 451, 509
 Rogge, Ronald D. 42, 230, 255, 498, 498, 506, 507
 Rohan, Kelly J. 410, 411, 480
 Rohan, Kelly J. J. 344, 344, 344, 376
 Rohrig, Stephanie 502
 Rojas, Maria 491
 Rojas, Sasha 437
 Roles, Sara 465, 466, 466
 Rolffs, Jaci 498
 Rollman, Bruce 351
 Romain, Ahmed Jérôme 246
 Romano, Kelly 467
 Romano, Mia 336
 Romero, Devon 417
 Romero, Gloria 443, 443, 444, 460
 Romulus, Angélique 430
 Ronzitti, Silvia 510
 Roques, Andres 375, 375
 Rosario, Beverlin del 446
 Rosario, Sofia R. Do 470
 Rosas, Angélica Riveros 441
 Rose, Alexandra L. 168
 Rose, Alison 232
 Rose, Jason 278, 279
 Rose, Nikki 438
 Rosellini, Anthony J. 454, 454, 459, 477
 Rosen, Brooke 322
 Rosen, Maya L. 445
 Rosen, Paul J. 379
 Rosen, Rachel L. 388, 461
 Rosen, Tamara 371
 Rosenau, Kasha 83, 423
 Rosenberg, Nicole K. 56
 Rosenbloom, Zoe Elena 421, 445
 Rosenfield, David 375, 375, 375
 Rosenthal, Zachary 187, 345, 381, 401, 405, 415, 443
 Rosmarin, David H. 147, 286, 297
 Ross, Bryan 478
 Rossi, Fernanda S. 397
 Rossi, Joseph 236
 Roth, Julie 144, 202
 Rothbaum, Barbara 294, 374, 487
 Rothman, Karen 506
 Rothstein, Lauren 391
 Rottapel, Rebecca 42
 Rottenberg, Jonathan 425
 Rourke, Mary 379
 Rovtar, Katherine 296
 Rowa, Karen 391, 406
 Roy, Amy K. 86

Roy, Ananya I.	411
Rozeq, David.	46, 282
Rozenman, Michelle	39, 39, 39, 91, 146
Rubin, Kenneth H.	464
Rubinow, David.	137
Ruble, Lisa	423
Rudd, Brittany.	197, 369, 436
Rudd, M. David.	450
Rueschman, Michael.	42
Rufin, Teresa	413
Ruggiero, Kenneth 109, 109, 324, 367, 406, 414, 414, 415, 426	
Ruglass, Lesia M.	455, 489
Ruiz, Bernaly.	364
Ruiz, Julian	480
Rumelt, Allison	435
Rumie, Vanessa	323
Runfola, Cristin.	474
Ruork, Allison K.	404, 430
Rusch, Dana	57, 80
Ruscio, Ayelet M.	448
Russek, Evan	409
Russell, Keara	398
Russell, Michael	190
Rutter, Lauren A.	272
Ryan, Julie L.	271
Ryan, Oisin	376
Rybak, Tiffany.	400, 400

S

Saavedra, Lisette M.	455, 489
Sachs, Rebecca	327
Sadeh, Naomi	402, 443
Sadeh-Sharvit, Shiri.	200
Saenz, Christine	435
Saez-Flores, Estefany C.	384
Saffer, Boaz Y.	449
Safren, Steven 167, 167, 168, 351, 352, 384, 478	
Sagaribay, Robert	476
Saghafi, Samiram	491
Sahin, Zeynep	482
Sahlan, Reza N.	406
Saifan, Dana	80, 207, 207, 207
Sakano, Yuji	448
Sakran, Elizabeth	424
Salazar, Laura F.	466
Salcone, Sarah	286
Saldana, Laura	176
Saldana, Lisa	239
Saleem, Sadia	202, 429
Salen, Nicole M.	470
Salim, Selime R.	427, 428
Salivar, Emily	76
Salivar, Emily Georgia	195, 195
Salk, Rachel	243
Salsman, Nicholas L.	449, 450
Saltness, Stephanie	422

Saltzman, William	53
Salyers, Michelle	502
Salzberg, Carly	408
Samet, Devora	393
Sanabria, Michelle M.	451
Sanchez, Alejandra Torres	207
Sanchez, Kayla D.	381, 483
Sandercock, Rachel.	176
Sanders, Aliyah S.	364, 364
Sanders, Linda	285
Sanders, Matthew.	302
Sanderson, William C.	400, 400, 431
Sandler, Jessica F.	451, 471
Sanford, Keith.	383, 384, 438
Sanson, Mevagh	113
Santanello, Andrew	282
Santic, Frane F.	441
Santos, Leeyannah Armaine	394, 497
Santos, Maria	508
Santucci, Lauren	280
Sanzari, Christina M.	461, 466, 474
Sarafin, Ruth.	144
Saravia, Daniel H.	491
Sarfan, Laurel D.	87, 87
Sarni, Susan	319
Sarver, Dustin E.	377
Sathiyaseelan, Anuradha.	387
Satinsky, Emily.	168, 168
Sato, Hiroshi	411, 474, 474
Sauer-Zavala, Shannon	52, 54, 180, 343, 361, 391, 398, 398, 399, 401, 454, 480, 493
Saulnier, Kevin	85
Saulter, Leah	477
Saunders, Benjamin	78, 493
Savage, Ulysses C.	487, 487, 487, 489, 492
Savchuk, Margarita	381
Savini, Jonathan	417
Sawchuk, Craig N.	438, 438, 438
Sawyer, Broderick	75, 75, 75, 338
Sawyer, Genelle K.	179
Sawyer, Michael G.	484
Saxbe, Darby.	441
Sayers, Steven.	255, 255, 365
Says, Jennifer.	261
Sbrocco, Tracy.	391
Scahill, Lawrence	464
Scalzo, Gabriella C.	493
Scamaldo, Kayla	399, 399, 442, 507
Scarpa, Angela	422, 423, 483
Scarpulla, Emily.	450
Schacter, Hannah	441
Schadegg, Mary	350
Schadegg, Mary J.	452, 453, 494, 504
Schaffer, Ayal	449
Schantz, Bryana	482
Schare, Mitchell L.	414
Scharff, Adela.	474

Scharff, Dela	349	Scribano, Phillip	446, 446
Scharmer, Christina	413, 474, 476	Scullington, Daniel	415
Schatten, Heather	47, 48, 368, 451, 471	Sebald, Hannah	79, 486
Schatz, Nicole K.	379	Sebastian, Riley	475
Schaub, Michael	448	Seddon, Jessica A.	445
Schauberg, Katherine	238	Sedlar, Georganna	335, 435
Schebendach, Janet	413	Sege, Christopher	418, 463, 484, 485, 486
Schenk, Rebecca	481	Segur, Ryan	466
Schenkel, Lindsay S.	383	Seidemann, Rebecca R.	398
Scherzer, Caroline R.	425	Seidenfeld, Adina	445
Schetter, Chris Dunkel	491	Seidman, Samuel	469
Schild, Jennifer	73	Selby, Edward	81, 144, 466, 470
Schiller, Crystal E.	137	Selchen, Steven	449
Schillinger, David J.	451, 471	Self-Brown, Shannon R.	417, 430, 446
Schiltz, Hillary	480	Seligman, Laura D.	450
Schleider, Jessica L.	178, 323, 323, 461	Selwyn, Candice N.	438
Schloredt, Kelly	90, 485	Semenkovich, Katherine	400, 400
Schmidt, Adam T.	400, 446	Senior, Christopher	197
Schmidt, Brad	390, 390, 401, 413, 451, 451, 454, 456, 483	Sequeira, Stefanie	424
Schmidt, Iony D.	380	Serba, Eyerusalem Getachew	360
Schmidt, Megan	467	Serfozo, Edit	460
Schmidt, Norman	138	Serier, Kelsey N.	144, 412, 475
Schmidt, Norman B.	179, 427	Serna, Jenna	413, 413
Schmidt, Peter	137	Serna, Jesse	426
Schmidt, Zachary	314	Serper, Mark	467
Schneider, Kiley A.	384	Serrano, Jamie	46
Schneider, Rebecca L.	500	Serrano, Judah	237, 238
Schneier, Franklin	505	Serrano, Judah W.	419, 419, 419, 419, 419, 460
Schnitzer, Kristina	246	Sessler, Robyn	43, 440, 506, 507
Schnurr, Paula	291	Sewart, Amy	376, 480
Schoemer, Pam	351	Sewart, Amy R.	178
Schofield, Casey A.	233, 233, 291	Sexton, Minden B.	396, 396, 397, 428, 433, 458
Schonbrun, Yael C.	36	Seymour, Colin	385, 385
Schreier, Janice	438	Shaffer, Anne	445, 470, 502
Schroeder, Kourtney	417	Shain, Alana	474
Schueller, Stephen	223, 272, 323	Shain, alana Frost	239
Schulenberg, Stefan	388	Shakiba, Nila	137
Schuler, Kaitlyn R.	471, 472	Shaller, Esme	124
Schuler, Tammy	281	Shane, Jacob	496
Schulte, Marya	78	Shanholtz, Caroline	320
Schultz, Nicole	389	Shanholtz, Caroline E.	404
Schultz, Nicole R.	260	Shanley, Jenelle	447
Schultz, Kylie	433	Shannon, Alec	410
Schumacher, Julie	109	Shapero, Benjamin	499
Schuster, Randi	390	Shapiro, Alyson	275
Schwartz, Karen	91, 229, 229, 490	Shappie, Alexander T.	467
Schwartz, Rachel A.	392, 477	Sharma-Patel, Komal.	157, 416, 417, 418, 418, 473
Schwartz, Sarah	169	Shattenkirk, Isabella H.	508
Schwartzberg, Anna	415, 464, 477	Shaw, Ashley M.	138, 318
Schwartzman, Carly	349, 436	Shea, M. Tracie	396
Schwartz-Mette, Rebecca	424	Shearin, Edward	382
Schwob, Jeremy T.	415	Sheaves, Bryony	138, 138
Scott, Kelli	46	Sheeber, Lisa	421
Scott, Kristin	131, 424	Sheehan, Ana E.	461, 466, 474
Scott, Shelby	230	Sheehan, Katherine	77
Scoville, Lynne	310	Sheeran, Paschal	246

Sheerin, Kaitlin M.	430	Simon, Savannah T.	381
Sheets, Erin.	380, 408	Simons, Anne	46
Sheets, Natalie	461	Simons, Rebekha	429, 473
Sheffield, Jeanie	484	Simpson, H Blair	315
Sheidow, Ashli	79	Simpson, Helen Blair	479
Shenk, Chad E.	473	Simpson, Tracy	203
Shepherd, Caitlin B.	155	Singer, Brooke.	462
Shernoff, Elisa	435	Singer, Jonathan	348, 348, 420, 459
Sherrill, Andrew M.	294	Singh, Aieshwarya	418, 418, 419
Sherrill, Ashley C.	397	Singh, Leah J.	378
Sherrill, Brittany	438	Singh, Navya.	114
Sherrill, Joel T.	350, 350	Sinha, Rajita	389
Sherry, Simon	51	Sinyor, Mark	449
Shields, Norman	282	Sippel, Lauren M.	71, 71
Shigeeda, Yuko.	55	Sivaratnam, Janarthan.	444
Shin, Jin	111	Siwec, Stephan	494
Shin, Mollie E.	396	Sjoberck, Gustav R.	452
Shin, Sunny.	290	Skalisky, Jordan	388, 388
Shineman, Diana.	287	Skalski, Linda	461
Shipherd, Jillian.	203	Skanderson, Melissa	510
Shivak, Shelby S.	400	Skapek, Mary	176
Shokunbi, Afolabi	390	Skinta, Matthew D.	58, 338
Shorey, Ryan.	389, 432, 443, 444	Skriner, Laura	173, 233
Short, Mary.	428, 493	Slaughter, Kelly E.	379
Short, Nicole A.	201, 479	Slavin, Melissa N.	461
Shropshire, Deborah	321, 417	Slep, Amy Smith	342, 507
Shryock, Ian	455, 463	Sligar, Kylie	449
Shtasel, Derri L	478	Sloan, Colleen A.	134
Shuai, Chloe	260	Sloan, Denise	112, 205, 205, 428
Shumake, Jason	340, 490	Smagur, Kathryn	397
Sibley, Margaret	311, 362	Small, Brent	84, 111
Sibrava, Nicholas J.	381	Smayda, Kirsten E.	468
Sichko, Stassja	243, 441	Smelson, David	397, 461
Siciliano, Rachel	40	Smetter, Joseph.	376
Siciliano, Rachel E.	424	Smid, Marcela.	137
Siegel, Atara	394, 445	Smilansky, Hannah	111, 494, 503
Siegel, David	48, 198	Smit, Sophie	84
Siegel, Wayne G.	133	Smith, Allison B.	423
Siegle, Greg J.	344, 424, 504	Smith, April R.	471, 474, 509
Siev, Jediaiah	37, 106	Smith, April R. R.	87, 88, 88, 204, 204
Sigmon, Stacey C.	433	Smith, Ashley	168
Silk, Jennifer	424	Smith, Brian T.	493
Silton, Rebecca	284	Smith, Brooke	231
Silva, Karina	112	Smith, Christopher	267
Silva, Maria	351	Smith, Dale	397
Silvan, Yesenia Aguilar	478	Smith, Daniel W.	78, 78, 196, 416, 472
Silver, Rachel.	456	Smith, David A.	506
Silverman, Alexandra L.	452	Smith, Erin	397, 433, 458
Silverstein, Madison	191	Smith, Isaac	422
Simic, Mima	126	Smith, Jamie M.	412, 475
Simmons, Chelsy S.	400	Smith, Jane	475
Simmons, Grace Lee	50	Smith, Jane Ellen.	144, 412
Simmons, Logan	407	Smith, Kelly A.	464
Simms., James	427	Smith, Madeleine S.	389, 394, 428, 489
Simon, Jacob	456	Smith, Nicole S.	483, 509
Simon, Naomi M.	49, 453, 453, 454, 482, 483, 504, 505	Smith, Phillip M.	471
		Smith, Scott	456

- Smith, Shawna 310
 Smith, Stephanie D. 378, 394
 Smith, Taylor 391
 Smith, Timothy 365
 Smith, Tosha 474
 Smith, Victoria 423
 Smith-Acuña, Shelly 141
 Smitherman, Todd A. 383
 Smith-LeCavalier, Kirstyn N. 460
 Smoski, Moria J. 284, 401, 402
 Snead, Alexandra 444
 Snelling, Ciara 456
 Snider, Mira D. 46, 437
 Snorrason, Ivar 402, 402
 Snow, Annie 82, 208, 471
 Snyder, Anna E. 504
 Snyder, Sean 197, 369
 Sockol, Laura E. 483, 491
 Solis, Maria Luisa 242
 Solomon, David 78
 Solomon, David T. 416, 465, 466, 466, 467, 472, 486
 Solorzano, Rosa 242
 Sommer, Jordana 314
 Sommer, Samantha 371, 423
 Sommerfeld, David 57
 Song, Do Yee 476
 Song, Jiyoung 282
 Sonnen, Emily A. 416, 417, 417, 445
 Sonne-Schmidt, Christoffer Scavenius 429, 461
 Soorya, Latha 230, 241, 423
 Sorenson, Russell 389
 Sorgi, Kristen M. 199, 443, 449, 471, 479, 510
 Sorid, Samantha D. 410
 Sornborger, Jo 374
 Sorrell, Anne E. 420
 Sosa, Stephanie Garcia 445
 Sosa,, Stephanie Garcia 421
 Sosoo, Effua 243
 Soto, Elia F. 378, 379
 Soto, Ivette 426
 Souer, Heather R. 385
 Soulliard, Zachary A. 467, 486
 Sourk, Meredith 317
 Sourk, Meredith J. 423, 438, 457, 463
 Sousa, Jessica 281
 Southam-Gerow, Michael 46, 130, 266, 309, 447
 Southward, Matthew 52, 343
 Sowell, Sharon M. 501
 Soyster, Peter D. 228, 228, 390, 390
 Spadola, Christine 42
 Spandorfer, Julia 453, 483
 Spaulding, William 134, 170
 Spears, Claire Adams 498
 Spence, Susan G. 484
 Spencer, Samuel D. 498
 Spencer, Thomas 374, 488
 Sperling, Jacqueline 280
 Spielberg, Jeffrey M. 402, 443
 Spinks, Katy Miller 421
 Spirito, Anthony 425, 425, 469, 485
 Spiro-Levitt, Carolyn 265
 Spitalnick, Josh 347
 Spitzen, Tara 398, 399
 Spoor, Gretchen L. 408
 Spoor, Samantha P. 383, 407
 Sprang, Kelsey R. 487
 Sprott, Richard 93
 Sripada, Rebecca 291, 291
 Stachniak, Catherine 419
 Stacy, Taylor A. 434, 436
 Stadnick, Nicole 57, 240, 240, 422
 Stafford, Allison 242
 Stage, Dese' Rae 450
 Stahl, Timothy 465
 Stalk, Henri-Lee 394, 394
 Stamates, Amy 389, 389, 432, 433
 Stamatis, Caitlin A. 315, 446
 Stams, Geert Jan JM 169
 Stangier, Ulrich 110
 Stanick, Cameo 80, 130, 207, 207, 447
 Stanley, Christopher 296
 Stanley, Ian H. 450, 451
 Stanley, Scott 76, 141, 230
 Stanley, Taylor 261
 Stanton, Amelia 236, 236
 Stanton, Annette 232, 383
 Stanton, Kimberley 255, 441, 441, 507
 Staples, Angela D. 416
 Stark, Abigail 280
 Stark, Claire 456
 Starr, Lisa 386
 Starr, Lisa R. 74
 Starratt, Emily L. 461
 Starritt, Bailey A. 440
 Stauffer, Christopher 71, 71
 Steele, Ellen H. 488, 502
 Steele, Kaitlin 481
 Steele, Stephanie Jarvi 454
 Steffen, Ann 458, 458, 491
 Stefurak, Tres 501
 Steggerda, Jake C. 423
 Stein, Kate 413
 Stein, Michael 143
 Steinberg, Emily 77, 177
 Steinberg, Marc L. 388
 Steinglass, Joanna E. 413
 Steinman, Shari 291, 291, 495
 Steketee, Gail 270, 318
 Stephenson, Kyle R. 481
 Stepp, Stephanie 351
 Stern, H. Gemma 303, 386
 Stern, Jessica 221
 Sterns, Kristen 489

- Stevens, Anne 311, 419, 419, 419, 419
 Stevens, Kimberly 192, 408, 421, 505
 Stevens, Michael 315
 Stewart, Jennifer 44
 Stewart, Kathleen E. 454
 Stewart, Kaylee 168
 Stewart, Rochelle 340, 411, 490, 490, 490
 Stewart, Sherry 51, 51
 Stiede, Jordan 287, 287, 464
 Stiles, Bryan 273
 Stillman, Mark A. 408
 Stinson, Ren F. 156, 217
 Stivers, Max 399, 471, 486, 498, 498
 StJohn, Jane 507
 Stoesz, Emily 403
 Stokes, Chaney 510
 Stolk-Cooke, Katherine van 487
 Stone, Bryant M. 499
 Stone, Katie J. 501
 Stone, Lindsey B. 411
 Storch, Barbara 448
 Storch, Eric A. 54, 83, 84, 84, 84, 111, 111, 177,
 316, 316, 386, 386, 494, 496
 Stori, Shane 488
 Stover, Carla S. 480
 Strange, Deryn 113
 Straud, Casey 492
 Strickland, Katie 442
 Stringaris, Argyris 87
 Stroman, Joel 468
 Strong, Michelle N. 390
 Stroud, Catherine B. 194
 Strunk, Daniel R. 380, 410, 479
 Stuart, Gregory 389, 403, 403, 432, 443, 443,
 443, 444, 460, 481
 Stuart, Lyndsy 402
 Student, Master 401, 403
 student, Master 480
 Student,, Master 401, 403
 student,, Master 480
 Stueve, Mackenzie 481
 Stull, Laura 502
 Stumper, Allison 198
 Stuppy-Sullivan, Allison M. 388
 Stutts, Lauren A. 330, 330, 476, 483, 489
 Styles-Turbyfill, Heather N. 472
 Su, Langting 415
 Suarez-Morales, Lourdes 380
 Subramani, Olivia S. 404, 404
 Sudak, Donna 281
 Sued, Omar 209
 Suffoletto, Brian 351, 434
 Sullivan, Daniel 467
 Sullivan, Megan 409
 Sullivan, Paul 73
 Sullivan, Tami P. 493
 Summers, Berta 142, 477
 Sun, Jianhui 469
 Sundberg, Bjorn Kvale 402
 Sunhye, Bai 510
 Suris, Alina 206
 Suso-Ribera, Carlos 55, 235, 401, 403, 480
 Sutcliff, Jane 403
 Sutherland, Susanna 44, 485
 Suvak, Michael 465
 Suveg, Cynthia 72
 Suzuki, Noah 310
 Suzuki, Rebecca R. 453, 453, 482, 483, 505
 Swaminath, Surabhi 432
 Swan, Suzanne C. 493
 Swann, Gregory 92, 114
 Swanson, James M. 311
 Swanson, Kera 282
 Swearingen, Kristen Van 412
 Swee, Michaela B. 453
 Sweet, Alison 411
 Swimm,, Lindsey 378
 Switzer, Heather 400
 Swords, Caroline 284
 Sylvia, Louisa 410
 Szkody, Erica 488, 502
 Szkutak, Abigail 496
 Szollos, Sebastian 349, 386, 392, 505
 Szuhany, Kristin L. 453, 483
 Szumel, Natalie 420
-
- T**
-
- Takahashi, Fumito 280
 Takahashi, Minoru 439
 Takashina, Hikari 411
 Takebe, Masaya 411, 474
 Takemori, Keiko 411, 474
 Talavera, David 382
 Talavera-Garza, Liza 450
 Talebizadeh, Zohreh 50
 Taliercio, Joseph 467
 Talluri, Snigdha 246
 Talty, Amanda 286
 Tamaian, Andreea 503
 Tamm, Leanne 377
 Tamnes, Christian Krogh 172
 Tan, Elysia Li Yan 498
 Tanda, Tanea 175, 447
 Tanev, Kalo 374
 Tanev, Kaloyan 488
 Tanielian, Terri 281
 Tankersley++, Amelia P. 439
 Tannahill, Hallie S. 396
 Taouk, Laura H. 494
 Taravatroy, Fatemeh 406
 Tarlow, Naomi 404
 Tata, Philip 178
 Taverna, Emily 342, 506
 Taylor, Andrea 132

Taylor, C. Barr	200	Tipton, Ashlee	257
Taylor, Charles	391, 411	Tirone, Vanessa	397
Taylor, Danielle	392, 482, 483, 503, 504, 505	Tirpak, Julianne Wilner	342, 343, 398
Taylor, Hailey	390	Tiwari, Ashwini	417
Taylor, Kirstyn C.	448	Tobias, Margaret	292
Taylor, Madison E.	448	Tolin, David	77, 192, 193, 315, 318, 331, 450, 505
Taylor, Sarah	443, 479	Tolou-Shams, Marina	322
Taylor, Stephen	313	Tomkins, Mary	347
Teachman, Bethany A.	49, 87, 115, 281, 291, 292, 336, 452, 455, 469, 503	Tomsey, Dylan	456
Telzer, Eva H.	472	Ton, Andrew	397
Temkin, Andrea	73	Tonarely, Niza	73
Tenenbaum, Rachel B.	363	Tone, Erin	482, 504
Terrell, Sarah	137	Toner, Emma R.	426, 453, 455, 482, 505
Terry, Carina	232, 319	Tong, Eddie Mun Wai	498
Teves, Jenna B.	203, 255, 354, 441, 507	Toole, Kerrie	187
Thayer, Katherine	246	Tormala, Teceta	438
Thayer, Kayla K.	285, 285	Torres, Derian	384
Theimer, Kate	416, 417, 417, 445	Torres, Kristen	387, 400, 430
Thelan, Alexandra R.	427	Tóth-Király, István	461
Therosme, Tatiana	367	Totten, Julia	416
Thethi, Tina K.	383	Toub, Tamara Spiewak	371
Thibeau, Heather M.	424, 436	Toups, Marisa	449
Thiim, Aron	237	Tousignant, Olivia H.	457
Thingujam, Nutamkumar S.	260	Toussaint, Samara	207
Thinnes, Isabel	110	Tow, Amanda C.	311
Thissen, Dave	283	Towbin, Kenneth	87
Thoma, Brian	243	Towers, Craig V.	491
Thomas, Cannon	139	Trahan, Alec	407
Thomas, Christina	385, 385	Tralka, Hannah	168
Thomas, Elizabeth	277	Tran, Courtney	425
Thomas, Emmanuel D.	427	Tran, Ivy	246
Thomas, J. Graham	144	Tran, Jana	427
Thomas, John	202	Trane, Sarah	438, 438
Thomas, Kelsey	391, 392	Treadway, Michael	89
Thomas, Marget	399, 471, 486, 498, 498	Treanor, Michael	375, 376
Thomassin, Kristel	445, 470	Tregarthen, Jenna	474
Thompson, Brittany	371	Trehern, Olivia	389
Thompson, Elizabeth	509	Treichler, Emily	133
Thompson, Jack	419	Trejo, Alejandro	410
Thompson, Justine S.	403, 492	Tremont, Katie	116
Thompson, Miranda M.	418	Trent, Erika S.	380, 386, 386, 386, 445, 485
Thompson-Hollands, Johanna	112, 112, 205	Treter, Maggie O'Reilly	230, 441
Thornburg, Lindsey	399, 471, 498, 498	Trevethan, Mackenzie	387
Thornton, Casey	407, 497	Triece, Patricia A.	419
Thornton, Laura	474	Trimm, Victoria	401, 443
Thornton, Reece	432	Triplett, Noah S.	435
Thumann, Ashley T.	417	Trivedi, Madhukar H.	410, 457
Thurmaier, Franz	341	Trockel, Mickey	200
Thurus, Paul	461	Trombello, Joseph M.	410
Tiamiyu, Mojisola	440, 440, 462	Trujillo, Oscar	494, 509
Tien, Homer	449	Tsai, Katherine	140
Timberlake, Terri	328	Tsai, Thomas C.	391
Timko, C. Alix	239, 271, 474	Tsao, Victoria	448
Timmons, Adela	243, 441	Tsaturyan, Marika	478
Timpano, Kiara R.	138, 138, 225, 275, 315, 318, 318, 387, 403, 446	Tsekova, Virginia	391
		Tsutsuse, Kayla Soma	173, 436

Tsypes, Aliona	431
Tucker, Raymond.	82, 208, 450, 471, 509
Tuijl, Lonneke van	259
Tull, Matthew	278, 279, 322
Tull, Matthew T.	398, 398, 399, 409, 426, 433, 454, 481
Tully, Erin	140, 485, 485
Tung, Esther S.	401, 459, 477
Tunno, Angela	510
Tur, Cintia	493
Turchmanovych, Nataliya	485
Turkel, Melissa	427
Turkington, Doug	273
Turner, Amy	367
Turner, Blair.	81
Turner, Caitlin	433
Turner, Emilee H.	395, 432
Turner, Erlanger A.	357
Turner, Kristin	487
Turner, Patrick.	115, 283
Tuten, Madeleine D.	426
Twohig, Michael	231, 232, 319, 498
Tyler, Hannah	282
Tyler, Jeremy	349, 366, 367, 381, 496
Tyskiewicz, Alexander	460
Tzilos, Golfo Wernette	396

U

Uebelacker, Lisa	164, 257
Ueda, Satsuki	411, 474, 474
Ueno, Luna	408
Uhde, Thomas W.	470, 479
Uhrig, Bethany	403
Ungar, Anna	285
Usmani, Aisha	494
Uy, Danielle A.	477

V

Vacek, Pamela M.	344, 344, 480
Vacek, Sarah N.	417
Vadhan, Nehal P.	433
Vaessen, Thomas	49
Valenti, Danielle R.	261
Valenti, Sophia	446, 446
Valentin, Cidna	367
Valentine, Sarah E.	168
Valentine., James	438
Valentiner, David.	349
Valentiner, David P.	504, 505
Valentino, Kristin.	171, 195, 430
VanderVeen, Joseph W.	459
Vanzhula, Iriana	53
Vanzhula, Irina A.	412, 412, 412
VanZomeran, Adrienne	91
Vara, M ^a Dolores.	475
Vardanian, Maria Michelle.	379, 429, 461
Vargas, Sylvanna	242
Varghese, Kelampampil Joseph	278
Varquez, Danielle	440
Vas, Shona N.	270, 333
Vasiliou, Vasilis	232
Vasko, John	238, 419, 419, 419, 460
Vasquez, Desi	426
Vater, Lindsey	464
Vaughn, Sharon	280
Vazquez, Alejandro	289
Vecchio, Tamara Del	457
Veilleux, Jennifer C.	399
Vélez, Bianca	449
Velez, Clorinda E.	448
Velkoff, Elizabeth A.	471, 509
Venegas, Crystal L.	381, 491
Venners, Margaret	291
Ventura, Sara	500
Venturo-Conerly, Katherine.	416, 461
Vera, Alyssa	426
Verdeli, Lena	366
Verdi, Erin K.	444
Vernberg, Eric	417
Verzijl, Christina L.	413
Viana, Andres G.	386, 386, 386, 445
Vickery, Elizabeth	508
Vidair, Hilary B.	420, 429, 430, 430, 435, 483
Vidal-Ribas, Pablo	87
Vidana, Ariana	279
Vidaña, Ariana	398, 399, 426
Vieira, Charlotte	174
Vigfusdottir, Johanna	449
Vik, Peter	389
Vilkin, Ellora	92, 93
Villano, William J.	402, 468, 468
Villarreal, Deyaun	140
Villarreal, Lillianne	509
Villegas, Diana	476
Villodas, Feion.	288
Villodas, Miguel	288, 289, 289, 312, 357, 445, 446, 485
Vincent, Amanda	173, 434, 459, 459, 459
Vincent, Paisley E.	419, 419
Vinci, Christine	190
Vinograd, Meghan	508
Violante, Stephanie.	46
Vitale, Sarah	408
Vitousek, Kelly	474, 475
Vittorio, Lisa	410
Vlisides-Henry, Robert	137
Vo, Lillian	168
Vock, David.	90
Vogel, Erin	83
Volpp, Kevin	350
Voorhees, Benjamin Van	229
Vowles, Kevin	174, 314
Vreeland, Allison	40, 45, 45

W

Waddell, Jack 484
 Wadsworth, Lauren 352, 352
 Waelde, Lynn C. 35
 Waford, Rachel 186
 Wager, Tor 110
 Wagner, Allison F. 475, 475
 Wagner, Barry M. 501
 Wagner, Nicholas J. 464
 Wainberg, Milton 361
 Wainer, Alison 423
 Wainer, Allison 230, 241
 Waite, Elinor E. 399
 Waite, Felicity 139
 Wakschlag, Laurie 442
 Wal, Jillon S. Vander 467, 476, 486
 Walcoe, Hannah 463, 502
 Walden, Angela 57, 240, 367
 Waldman, Laura R. 409
 Waldron, Elizabeth M. 499
 Walker, Ebony 431
 Walker, Elaine 364, 468
 Walker, Melodee 280
 Walker, Rheeda 382, 450
 Walkup, John 464
 Wall, Lucy 498
 Wall, Taylor 360
 Wallace, Bridget M. 401, 415
 Wallis, Elizabeth 320
 Walsh, B. Timothy 413
 Walsh, Caitlin 175, 447
 Walsh, Erin 402
 Walsh, Erin C. 52, 342
 Walsh, Kate 109, 109, 408
 Walsh, Natalia Escobar 420
 Walsh, Rachel 461, 466, 474
 Walters, Heather 291
 Walther, Christine 473
 Walton, Jessica 85
 Walukevich-Dienst, Katherine 347, 347, 348, 389
 Wamser-Nanney, Rachel 472, 472
 Wang, Angela W. 457
 Wang, Binghuang A. 195, 442
 Wang, Bo 384
 Wang, Crystal X. 206
 Wang, Liyang 122
 Wang, Mengxing 401, 409, 454
 Wang, Rui 142
 Wang, Shirley 178, 204, 204, 204, 463, 471, 473, 508
 Wang, Weichen 142
 Wang, Weixi 400
 Wangelin, Bethany 201
 Wanklyn, Sonya 489
 Ward, Alyssa 130

Ward, Meredith 453, 482, 505
 Ward-Ciesielski, Erin 438, 492, 510
 Warman, Debbie M. 477
 Warner, Carrie Masia 416
 Warren, Jared 456
 Warwick, Haven 422
 Waschbusch, Daniel A. 395
 Wasil, Akash 416, 461
 Wasonga, Augustine 135
 Wassef, Miryam 369, 370
 Watrous, Jessica 221
 Watson, Alayna J. 405, 405, 406, 458
 Watson, Bethany 41
 Watson, Joanna 261
 Watson, Joanna L. 431
 Watson, Kelly H. 40, 424, 424
 Watson, Noreen L. 460
 Watson, Ryan 465
 Watson-Singleton, Natalie 192
 Wayne, Peter 201
 Weatherford, Jessica V. 431
 Weathers, M. Troy 449
 Weaver, Zari 443, 449
 Webb, Amanda L. 421, 445
 Webb, Christian A. 410, 425, 495
 Webb, Lauren 431, 463, 502
 Webb, Margaret 462, 509
 Weber, Danielle 196, 341, 341, 342, 506
 Weber, Rebecca 371, 371
 Weber, Elise 491, 508
 Wee, Janelle Y. 416
 Wee, Victoria 499
 Weeks, Erin 430
 Weerasinghe, Rashmi 453
 Weersing, Robin 39, 45, 91, 229, 229, 463
 Weersing, V. Robin 486, 490
 Wefelmeyer, E. Michael 480
 Weidner, Kristine 262
 Weijenborg, Philomeen 146
 Weingarden, Hilary 142, 143, 415, 464
 Weingardt, Kenneth R. 305
 Weingarten, Jenna P. 448
 Weinstock, Jeremiah 260, 389, 432, 459
 Weinstock, Lauren 37, 164, 187, 198, 257
 Weintraub, Marc. 170
 Weishoff, Nicole 408
 Weiss, Nicole H. 426, 427, 493
 Weiss, Roger 85, 313
 Weissman, Myrna M. 410
 Weisz, John 46, 140, 416, 461
 Wellen, Brianna 286, 287, 287, 464, 464
 Wells, Erica L. 379
 Wells, Tony T. 450
 Wemm, Stephanie E. 389
 Wen, Alaina 340
 Wen, Jin 71
 Wenger, Katherine E. 434, 459, 459, 459

Wenze, Susan	330	Williams, Monnica T.	307
Werner, Monica Adler	176	Williams,, Nicole M.	381
Werntz, Alexandra	292	Williamson, Ariel A.	41
West, Emerson G.	397	Williamson, Shannon R.	395
West, Lindsey M.	338	Wilmer, Taylor	146, 280
West, Michelle	468	Wilson, Elizabeth	434
Westerberg, Kaitlyn	316	Wilson, Jenny	239
Westervelt, Ana	90	Wilson, Kelly	58, 466
Weyandt, Lisa	418	Wilson, Laura	276
Wheaton, Michael	315	Wilson, Tayler	413, 413
Whelen, Megan	410	Wilton, Emily P.	464, 495, 496
Whetten, Kathryn	135	Wiltsey-Stirman, Shannon	165, 282, 366
Whisman, Mark A.	417, 440, 506, 507	Winchester, A. Nicole	217
Whitaker, Daniel	430	Winder, Jessica R.	392
White, Andrew	68	Winer, E. Samuel	490
White, Bradley	281, 394, 395, 395	Winer, Jeffrey	75, 352, 352
White, C. Nicole	312	Winkelmann, Jennifer	324
White, Evan J.	392, 482, 483, 503, 504, 505	Winters, Jamie J.	459
White, Sarah	461, 482	Wisco, Blair	487
White, Susan	50, 83, 100, 371, 386, 394	Wissemann, Karl	454
Whited, Matthew C.	418	Wister, Joseph	475
Whiteside, Stephen	50, 115	Witcraft, Sara	350, 452, 453, 494, 504
Whittall, Maureen L.	266	Witkiewitz, Katie	276
Whitton, Sarah W.	92, 114, 153, 202, 203, 440, 465, 466	Witsey-Stirman, Shannon	435
Whyte, Mynesha	369	Wittenborn, Andrea	198
Wiblin, Jessica	206	Wodzinski, Alaina M.	431
Wickenhauser, Molly	478, 478	Wofford, Nathan	315
Wickham, Aleena Hay	402	Wojda, Alexandra K.	154, 196, 342, 506, 507
Wickrama, Kandauda K.A.S.	141	Wolbert, Randy	35
Widman, Laura	323	Wolfe, Kristin	424, 425
Widrig, Whitney	481	Wolff, Jennifer	39, 424, 436, 485, 509
Wieczorek, Danielle	290	Wolinsky, Arielle	476
Wieman, Sarah T.	408, 490	Wolitzky-Taylor, Kate	292, 356, 508
Wierenga, Christina	126, 238	Wolk, Courtney	197, 197, 317, 318
Wigderson, Sara	441	Wolkowicz, Noah R.	431
Wiggins, Jillian Lee	442	Woloshchuk, Claudia J.	410
Wigod, Tali	429	Woo, Rebecca	335, 435
Wilbourne, Paula	305	Wood, Jeffrey	423
Wilcox, Kenneth T.	171, 172	Wood, Jeffrey J.	83, 83, 84, 84, 84
Wild, Marcus G.	392	Wood, Karen	84, 84
Wilfley, Denise	200	Woodard, Grace	135, 437
Wilfong, Kevin M.	438	Woodruff, Nathan	81
Wilfred, Salome A.	382	Woods, Brittany	343, 454
Wilhelm, Sabine	106, 111, 142, 142, 143, 223, 306, 415, 464, 494, 496, 496, 503, 503	Woods, Douglas	286, 287, 287, 464, 464, 497
Wilkerson, Allison K.	479	Woods, William C.	403, 407
Wilkes, Clare	490	Woods,, Kelly	414
Wilkie, Daniel	393, 393, 394, 436, 497	Woodward, Emma C.	386, 386, 386, 445
Wilks, Chelsey	121, 122, 122	Woody, Anna Claire	417
Willcutt, Erik	237, 419, 419, 419, 419	Woody, Mary L.	501
Williams, Brenna M.	412, 412	Woolley, Josh	71
Williams, Callon M.	432	Wootton, Bethany	315
Williams, Clarence	242	Worden, Blaise	505
Williams, Leeann	194	Workman, Kacy	290
Williams, Maria	242	Worrall, Sam	397
Williams, Marissa E.	449	Wray, Alisha	397
		Wray, Lauren	108
		Wright, Abigail C.	245

Wright, Aidan	225, 407
Wright, Blanche	57
Wright, Casey	174
Wright, Edward	374, 374, 488
Wright, Kristi D.	400, 503
Wu, Eleanor G.	437
Wu, Kevin D.	477, 496, 496, 496
Wu, Monica S.	111, 177
Wu, Morgan	433
Wyk, Stephanie Skavenski Van	136
Wynne-Edwards, Katherine	194

X

Xiang, Joe.	377
Xu, Maria	457
Xu, Mariah	446
Xu, Xiaomeng.	401

Y

Yacoub, Sandra M.	459
Yaeger, Alison	124
Yahata, Tomona	448
Yarmush, Devorah.	408
Yaroslavsky, Ilya.	399, 399, 484, 485
Yasinski, Carly	374
Yates, Brian.	316, 316
Yeater, Elizabeth A.	276
Yeguez, Carlos	311
Yeh, Gloria	201, 202
Yeh, May	420
Yeh, Rebecca	479
Yelanych, Hannah	419
Yen, Shirley.	466, 472
Yeo, Anna.	394, 445
Yeum, Tae-Sung	423
Yi, Jennifer	205
Yi, Richard	390
Yoncheva, Yulia.	362
Youk, Ada.	42
Youn, Soo J.	478
Younce, Johanna A.	477, 496
Young, Aleesha.	37
Young, Bethany	472
Young, Brianna.	287
Young, Chelsie M.	347
Young, Jordyn	337
Young, Kyle P. De	412, 412
Young, Michael A.	343, 343, 376, 376
Younginer, S. Taylor.	405, 405, 406, 458
Youngstrom, Eric A.	117
Yovel, Iftah	401
Yu, Chia-li.	407
Yu, Kimberly	484
Yu, Stephanie	47, 436, 437
Yusufov, Miryam	236, 236

Z

Zachary, Chloe	115, 283
Zachry, Corinne E.	426
Zagorski, Brandon.	393
Zaheer, Rabia	449
Zahn, Adam L.	462
Zahura, Syeda	476
Zaider, Talia.	443
Zainal, Hani.	43, 43, 259
Zakarian, Rebecca.	487, 487, 487, 489, 492
Zala, Ami	430
Zalazar, Virginia	209
Zambrana, Katherine	288
Zambrano-Vazquez, Laura.	489
Zampogna, Alyssa.	488
Zandberg, Laurie.	479
Zang, Yinyin	349, 427, 479, 496
Zarabba, Jacqlyn	379
Zarate, Carlos A.	409
Zarling, Amie	319, 319
Zarrett, Nicole	313
Zatarain, Renata	468, 468
Zaturenskaya, Mariya	492
Zeber, John	318
Zeiders, Katharine Hunsdon	496
Zelcer, Hannah	491
Zelkowitz, Rachel	204
Zeller, Gabriella M.	508
Zeman, Janice	424
Zepeda, David E	478
Zerr, Geri	486
Zerrate, Carolina	380
Zhang, Diheng	469
Zhang, Jingyi.	390
Zhao, Xin	379, 380
Zheng, Shanyun	457
Zhou, Eric	42
Zickgraf, Hana	53
Zieve, Garret	139
Zimmerman, Lauren	238
Zimmerman, Lauren M.	431, 432, 460
Zimmerman, Mark	455, 492
Zlomke, Kimberly	422, 472
Zlotnick, Caron	198, 396
Zoellner, Lori	397
Zois, Catherine	441
Zoupou, Eirini	448
Zsila, Agnes	461
Zucker, Nancy	413
Zuromski, Kelly	121, 121, 122
Zvolensky, Michael .86, 174, 201, 313, 314, 347, 347, 386, 386, 390, 432	
Zvonar, Vanya	246

