

# 50th Annual Convention



HONORING the past | ENVISIONING the future

Friday  
October 28

**October 27–30, 2016**  
**ABCT | New York City**  
**Marriott Marquis**

# Friday

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8:00 a.m. – 9:00 a.m.

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Harlem, Floor 7

## Attendee Orientation to the ABCT Convention

*Bradley C. Riemann, Ph.D.*, Rogers Memorial Hospital

*Kathleen C. Gunthert, Ph.D.*

*Mary Jane Eimer, CAE*, Association of Behavioral and Cognitive Therapies

Primary Category: Professional Issues

Key Words: *Professional Issues*

Rise and shine! Maximize your ABCT Convention experience by joining us first thing

Friday morning! Enjoy a cup of coffee and get your personal blueprint to ABCT's 50<sup>th</sup> Annual Convention.

Whether you are a 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, understand how to make the program book your personal road map, how to utilize the online itinerary planner or master the app.

Also, 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 meeting you soon.

**Symposium 1**

**The Contrast Avoidance Model: Reconceptualizing Worry in GAD and as a Transdiagnostic Process**

CHAIR: *Thane Erickson, Ph.D., Seattle Pacific University*

DISCUSSANT: *Douglas S. Mennin, Ph.D., City University of New York - Hunter College*

Primary Category: Adult Anxiety - GAD

Key Words: *GAD (Generalized Anxiety Disorder), Worry, Rumination*

**Contrast Avoidance in Daily Life**

*Michelle Newman, The Pennsylvania State University*

*Nicholas Jacobson, Pennsylvania State University*

*Lauren Szkodny, Pennsylvania State University*

**Longitudinal Investigation of the Contrast Avoidance Model Over Eight Weeks**

*Tara McNeil, Jamie Lewis, Thane Erickson, Seattle Pacific University*

**Applying Contrast Avoidance Theory to a Transdiagnostic Model of Emotional Dysregulation**

*Sandra Llera, Alex Shiflett, Ryan Muffi, Towson University*

**Emotional Contrast Avoidance in GAD and Major Depressive Disorder: A Comparison Between the Perseveration Processes of Worry and Rumination**

*Hanjoo Kim, Penn State University*

*Michelle Newman, Pennsylvania State University*

**Symposium 2**

**New Outcome Data on Treatments for Suicidal Adolescents**

CHAIRS: *Molly C. Adrian, Ph.D.*, University of Washington  
*Michele Berk, Ph.D.*, Stanford University

DISCUSSANT: *Anne Marie Albano, Ph.D.*, Columbia University Medical Center

Primary Category: Suicide and Self-Injury

Key Words: *Adolescents, Self-Injury, Psychotherapy Outcome*

**Dialectical Behavior Therapy Compared to Supportive Treatment: A Randomized Controlled Trial for Adolescents at High Risk for Suicide**  
*Marsha Linehan*, University of Washington

*Elizabeth McCauley*, UW

*Michele Berk*, Stanford

*Joan Asarnow*, UCLA

*Kathryn Korslund*, BRTC

*Molly Adrian*, UW

*Claudia Avina*, UCLA

*Yevgeny Botanov*, UW

**Attachment-Based Family Therapy Versus Nondirective Supportive Therapy: Initial Findings From a Randomized Clinical Trial**

*Guy Diamond*, Drexel University

*Roger Koback*, University of Delaware

*Stephanie Ewing*, Drexel University

**Skills Use Associated With Reduced Levels of Hopelessness and Increased Self-Esteem in Self-Harming Adolescents With BPD Features: Follow-Up 2 Years After Treatment**

*Lars Mehlum, Ruth-Kari Ramleth*, University of Oslo

**Symposium 3**

**State of the Art of Couples Interventions: New Treatment Outcomes**

CHAIR: *Kayla Knopp, M.A., University of Denver*

DISCUSSANT: *Galena K. Rhoades, Ph.D., University of Denver*

Primary Category: *Couples / Close Relationships*

Key Words: *Couple Therapy, Prevention, Dissemination*

**Treatment-as-Usual (TAU) Couple Therapy for Military Veterans: Long-Term Outcomes and Prediction of Treatment Response**

*Kathryn Nowlan, Emily Georgia, Brian Doss, University of Miami*

**Violent Couples Seeking Relationship Improvement: Who Are They and Can Online Interventions Help?**

*McKenzie K. Roddy, Emily Georgia, Brian Doss, University of Miami*

**Christian Prep: An Intervention in Context**

*Tara Guarino Fairbanks, Laura Bartos, Mari Clements, Fuller Theological Seminary*

**Does Premarital Education Initiate Earlier or Later Entry Into Couples Therapy?**

*Hannah C. Williamson, Benjamin Karney, Thomas Bradbury, University of California Los Angeles*

**Symposium 4**

**The Transdiagnostic Influence of Sleep Disruption on Emotion Dysregulation**

CHAIR: *Skye Fitzpatrick, M.A., Ryerson University*

DISCUSSANT: *Edward Selby, Ph.D., Rutgers University*

Primary Category: Sleep / Wake Disorders

Key Words: *Emotion, Sleep, Transdiagnostic*

**Sleep Problems Are Longitudinally Associated With Difficulties in Emotion Regulation in Adolescents and Young Adults**

*Yasmine Omar, Emily Panza, Kara Fehling, Rutgers University*

*Julia Brillante, Rutgers Graduate School of Applied and Professional Psychology*

*Amy Kranzler, Janne Lindqvist, Edward Selby, Rutgers University*

**The Relation Among Sleep Disturbances, Emotional Experiencing, and Sensitivity to Emotional Context Among Individuals With a History of Traumatic Event Exposure**

*Melissa E. Milanak, Medical University of South Carolina*

*Howard Berenbaum, University of Illinois*

**Inflammation in Relation to Affective Liability and Sleep Disturbance in Bipolar Disorder**

*Michael R. Dolsen, University of California, Berkeley*

*Adriane Soehner, University of Pittsburgh School of Medicine*

*Allison Harvey, University of California Berkeley*

**The Impact of Sleep Disruption on Emotional Reactivity and Regulation in BPD: An Experimental Study**

*Skye Fitzpatrick, Ryerson University*

*Sonya Varma, University of Toronto*

*Janice Kuo, Ryerson University*

Symposium 5

**Neural Activation in Emotion Regulation and Disorders of Positive and Negative Affect**

CHAIRS: *Lily Brown, Ph.D.*, University of California, Los Angeles  
*Katherine S. Young, Ph.D.*, UCLA

DISCUSSANT: *Philippe R. Goldin, Ph.D.*, University of California, Davis

Primary Category: 2016 Program Theme - Neuroscience and Psychological Treatment

Key Words: *Neuroscience, Anxiety, Depression*

**Patterns of Neural Activation During a Self-Observation Task by Social Anxiety Severity**

*Lily Brown, Katherine Young, Carolyn Davies, Jared Torre*, University of California, Los Angeles

*Philippe Goldin*, University of California, Davis

*Lisa Burklund*, Defense Group, Inc.

*Andrea Niles, Matthew Lieberman, Michelle Craske*, University of California, Los Angeles

**Dynamic Changes in Safety Learning and Hippocampal-Frontoamygdala Interactions to Reduce Fear During Adolescence**

*Dylan Gee*, Yale University

*Dominic Fareri*, Adelphi University

*Laurel Gabard-Durnam*, Columbia University

*Christina Caldera*, Columbia University

*Bonnie Goff*, Columbia University

*Martin Monti*, University of California, Los Angeles

*Tanja Jovanovic*, Emory University

*BJ Casey*, Weill Cornell Medical College

*Nim Tottenham*, Columbia University

**Time Course of Neural Activity During Speech Anticipation in SAD**

*Carolyn D. Davies*, University of California, Los Angeles

*Katherine Young*, University of California, Los Angeles

*Lisa Burklund*, Defense Group, Inc.

*Jared Torre*, University of California, Los Angeles

*Lily Brown*, University of California, Los Angeles

*Andrea Niles*, University of California, Los Angeles

*Philippe Goldin*, University of California, Davis

*Matthew Lieberman*, University of California, Los Angeles

*Michelle Craske*, University of California, Los Angeles

## Personality and Individual Differences in Emotion Regulation in Unmedicated Major Depression

Jay Fournier, University of Pittsburgh

Henry Chase, University of Pittsburgh

Tsafrir Greenberg, University of Pittsburgh

Benji Kurian, University of Texas Southwestern Medical Center

Patrick McGrath, Columbia University College of Physicians and Surgeons and the New York State Psychiatric Institute

Maurizio Fava, Massachusetts General Hospital

Myrna Weissman, Columbia University College of Physicians and Surgeons and the New York State Psychiatric Institute

Ramin Parsey, Stony Brook University

Madhukar Trivedi, University of Texas Southwestern Medical Center

Mary Phillips, University of Pittsburgh School of Medicine

## Neural Predictors of the Decision to Regulate Emotion

Kevin N. Ochsner, Bruce Dore, Columbia University

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8:00 a.m. – 9:30 a.m.

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Cantor & Jolson, Floor 9

## Symposium 6

### Innovative Predictors of Treatment Outcome

CHAIR: Natalia M. Garcia, University of Washington

DISCUSSANT: Robert J. DeRubeis, University of Pennsylvania

Primary Category: Adult Anxiety

Key Words: Anxiety, Psychotherapy Outcome, Transdiagnostic

#### Sleep as a Transdiagnostic Predictor of Therapy Response

Amanda Baker, Andrew Rogers, Peter Rosencrans, Naomi Simon, Massachusetts General Hospital

#### Prognostic and Prescriptive Predictors of Treatment Response to Prolonged Exposure and Sertraline in the Treatment of PTSD

Lori Zoellner, University of Washington

Andrew Cooper, Case Western Reserve University

Natalia Garcia, University of Washington

Rosemary Walker, University of Washington

Elizabeth Marks, University of Washington

Michele Bedard-Gilligan, University of Washington

Alex Rothbaum, Case Western Reserve University

Norah Feeny, Case Western Reserve University



### Canaries and Coal Mines: “Thin Slices” Variables Predict Differential Response to Treatments for Chronic PTSD

Andrew Cooper, Case Western Reserve University  
 Alexander Kline, Case Western Reserve University  
 Hannah Bergman, Case Western Reserve University  
 Belinda Graham, University of Washington  
 Katherine Sasso, Ohio State University  
 Norah Feeny, Case Western Reserve University  
 Lori Zoellner, University of Washington

### Within-Session and Between-Session Compliance in Hoarding Disorder: The Relationship With Treatment Outcome

Laura Bragdon, Binghamton University  
 Bethany Wootton, University of New England  
 Gretchen Diefenbach, Yale University School of Medicine  
 David Tolin, Yale University School of Medicine

### Selecting the Right Patients for Understanding Moderators and Process-Outcome Relationships in Order to Guide Treatment Selection

Zachary D. Cohen, Robert DeRubeis, University of Pennsylvania

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8:00 a.m. – 9:30 a.m.

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**Odets, Floor 4**

#### **Mini Workshop 1**

### **Tricking Coyote: Cutting-Edge Strategies for Harnessing Motivation**

Michael W. Otto, Ph.D., Boston University

Basic level of familiarity with the material

Primary Category: Treatment - Other

Key Words: *Motivation*

This mini-workshop focuses on translating advances in and principles from motivational research into clinical interventions; this is not a workshop on Motivational Interviewing. After clarifying values and stating intentions, what are ways to help your patients get to, complete, and maintain behavioral change? Conservation of self-control efforts and relying instead on the priming effects of contexts to guide behavior is a central theme of this mini-workshop. More specifically, we will cover factors (e.g., self-control fatigue, impulsivity, stress) that derail longer-term goal pursuit, and focus on antecedent, concurrent, and consequence-based interventions. Changing contexts to change or prime motivations, adding in concurrent motivators, attending to process motivations, and arranging appropriate consequences (with attention to both gain-based and loss-based strategies) will be discussed from the perspective of introducing multiple motivational interventions across ongoing behavioral chains. Novel strategies for reducing impulsivity, ranging from mindfulness to working memory training, will also be discussed. Research findings and motivational interventions will be presented from a transdiagnostic perspective, so that no matter whether your clients are focusing on weight loss, reducing procrastination/

avoidance, completing behavioral assignments, executive coaching, or maintaining healthy behaviors, this mini-workshop will be of value.

You will learn:

- The importance of context in behavioral self-control, and the importance of manipulating context to influence motivation.
- To evaluate motivational factors across chains of behavior, focusing on antecedent, concurrent, and consequent events.
- Factors that influence the ability to apply strategic processing, and alternative self-control strategies.

**Recommended Readings:** • Ashe, M.L., Newman, M.G., & Wilson, S.J. (2015). Delay discounting and the use of mindful attention versus distraction in the treatment of drug addiction: A conceptual review. *Journal of the Experimental Analysis of Behavior*, 103(1), 234-48. • Bickel, W.K, Jarmolowicz, D.P, Mueller, E.T, Koffarnus, M.N, & Gatchalian, K.M. (2012). Excessive discounting of delayed reinforcers as a trans-disease process contributing to addiction and other disease-related vulnerabilities: Emerging evidence. *Pharmacological Therapy*, 134(3), 287-97. • Oettingen, G., & Mayer, D. (2002). The motivating function of thinking about the future: Expectations versus fantasies. *Journal of Personality and Social Psychology*, 83, 1198-1212. • Tice, D. M., Batlavsky, 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. • Wansink, B. (2010). *Mindless eating: Why we eat more than we think*. New York: Bantam Books.

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8:00 a.m. – 9:30 a.m.

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**Wilder, Floor 4**

## Mini Workshop 2

# What You Need to Know to Provide Evidence-Based Coordinated Specialty Care for First-Episode Psychosis: The Navigate Program

*Shirley M. Glynn, Ph.D., UCLA/VAGLAHS*

*Susan Gingerich, MSW, Private Practice*

*Kim T. Mueser, Ph.D., Boston University*

*Piper S. Meyer-Kalos, Ph.D., University of Minnesota*

Moderate level of familiarity with the material

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *Psychosis / Psychotic Disorders, Schizophrenia, Adolescents*

Recent publication of the NIMH Recovery After an Initial Schizophrenia Episode Early Treatment Program (RAISE-ETP) positive findings on treatment retention, quality of life, work/school functioning, and symptoms has drawn great scientific and public interest. This mini-workshop will provide an overview of the psychosocial components of the coordinated intervention package, NAVIGATE, provided in RAISE-ETP. NAVIGATE is provided by a treatment team that offers comprehensive coordinated specialty care tailored for first-episode psychosis and designed to be implemented in routine treatment settings. NAVIGATE incorporates individualized, guideline-based pharmacological management

and three psychosocial interventions: Individual Resiliency Training, Family Education, and Supported Employment and Education. Each of the psychosocial interventions is grounded in cognitive-behavioral principles, evolved out of the literature on effective interventions for psychosis, and is manualized with a fidelity assessment plan. This mini-workshop will present the core features of each of the three psychosocial components, as well as key issues to be considered in establishing a first episode for psychosis program. The successful implementation of NAVIGATE across multiple real-world treatment settings has important implications for the dissemination of effective, comprehensive programs for first-episode psychosis.

You will learn:

- The essential features of Comprehensive Specialty Care for First Episode Psychosis
- The outcomes of an RCT comparing NAVIGATE to customary care tested in 34 US clinical settings.
- The critical issues to consider in mounting a first episode program for psychosis.

**Recommended Readings:** 1. Kane, J.M., Robinson, D.G., Schooler, N.R., Mueser, K.T., Penn, D.L., Rosenheck, R.A., . . . Heinessen, R.K. (2015). Comprehensive versus usual community care for first-episode psychosis: 2-Year outcomes From the NIMH RAISE early treatment program. *The American Journal of Psychiatry*. <http://dx.doi.org/10.1176/appi.ajp.2015.15050632> 2. Kane, J.M., Schooler, N.R., Marcy, P., Correll, C.U., Brunette, M.F., Mueser, K.T.,... Robinson, D.G. (2015). The RAISE early treatment program for first-episode psychosis: background, rationale, and study design. *Journal of Clinical Psychiatry*, 76, 240-246. doi: 10.4088/JCP.14m09289. 3. Mueser, K.T., Penn, D.L., Addington, J., Brunette, M.F., Gingerich, S., Glynn, S. M.,... Kane, J.M. (2015). The NAVIGATE program for first episode psychosis: Rationale, overview, and description of psychosocial components. *Psychiatric Services*, 66, 680-690. doi: 10.1176/appi.ps.201400413.

Panel Discussion 1

## 50 Years of Cognitive-Behavioral Treatment for OCD: Past, Present, and Future

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

PANELISTS: *Edna B. Foa, Ph.D.*, University of Pennsylvania  
*H. Blair Simpson, M.D., Ph.D.*, Columbia University  
*Martin Franklin, Ph.D.*, Perelman School of Medicine,  
University of Pennsylvania  
*Eric A. Storch, Ph.D.*, University of South Florida  
*Sabine Wilhelm, Ph.D.*, Harvard Medical School  
*Paul M. Salkovskis, Ph.D.*, University of Bath

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: *Exposure, OCD (Obsessive Compulsive Disorder), Anxiety*

As we celebrate ABCT's 50<sup>th</sup> anniversary this panel discussion recognizes another significant event in cognitive-behavioral therapy that occurred 50 years ago: 1966 was the year that Vic Meyer published the initial case series describing the use of exposure and response prevention (ERP) techniques for treating obsessive-compulsive disorder (OCD). Since that time, the psychological treatment of OCD has been one of the major success stories within the mental health field as OCD has been transformed from an unmanageable condition to a largely treatable problem. Members of this roundtable have contributed significantly to this reality. Edna Foa has conducted numerous outcome studies of ERP and contributed volumes to our understanding of the nature of OCD. Blair Simpson has studied how ERP interacts with medication as well as ways to motivate individuals to participate in ERP; and as a psychiatrist, she has a unique perspective on this intervention. Martin Franklin and Eric Storch have developed and evaluated ERP programs for children and adolescents. Sabine Wilhelm and Paul Salkovskis have conducted treatment outcome research along with important work on cognitive interventions and a conceptual approach which reflects a shift in emphasis from overt behavior (i.e., compulsive rituals) to the role of cognition in the development, maintenance, and treatment of obsessions.

This panel of luminaries will be asked to reflect on how they became interested in OCD and what they perceive as the most significant contributions to the field as it has evolved over the past 50 years. They will also explore the similarities and differences between so called "behavioral" and "cognitive" treatment techniques; and discuss how therapists might use both approaches to maximize treatment outcome. We will also cover their thoughts on current issues in the field (e.g., inhibitory learning approaches, the judicious use of safety behaviors) and panelists will be asked about their predictions for what the next 50 years will hold regarding the treatment of OCD. Audience participation and questions will be encouraged.

ticket

## Master Clinician Seminar 1

# The Therapeutic Relationship in CBT

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

Intermediate level of familiarity with the material

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

Some patients (and therapists) bring distorted beliefs about themselves, their worlds, and other people to the therapy session. As a result of their genetic inheritance, their formative experiences, and the appraisal of their experiences, they develop certain “rules for living” and associated behavioral strategies, which may be adaptive in certain situations but are maladaptive in other contexts. Their dysfunctional beliefs may become activated in the context of psychotherapy and they may employ certain coping strategies which interfere with treatment. Conceptualizing relevant beliefs and strategies is fundamental to planning interventions that can not only strengthen the alliance but that also can be generalized to improve their relationships outside of therapy.

You will learn:

- How to prevent problems in the therapeutic relationship, including potential countertransference issues.
- How to conceptualize alliance problems according to the cognitive model.
- How to use the conceptualization to resolve therapeutic ruptures.
- How to use the therapeutic alliance to help patients improve relationships outside of therapy.

**Recommended Readings:** Beck, J.S. (2005). *Cognitive therapy for challenging problems: What to do when the basics don't work*. New York: Guilford. Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond* (2nd ed.). New York, Guilford. Davis, D., & Beck, J.S. (2015). The therapeutic alliance with patients with personality disorders. In A.T. Beck, D.D. Davis, & A. Freeman (Eds.), *Cognitive therapy of personality disorders* (3rd ed.). New York: Guilford.

Participants in this course can earn 2 continuing education credits.

Research Facilitation Committee Membership Panel

## Conducting Treatment Outcome Research That Addresses NIH Priorities: Successful Approaches and Guidance for Future Applicants

MODERATOR: *Nathaniel R. Herr, Ph.D.*, American University

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

*Jonathan S. Comer, Ph.D.*, Florida International University

*Barbara S. McCrady, Ph.D.*, University of New Mexico

*John E. Pachankis, Ph.D.*, Yale University

*Joel Sherrill, Ph.D.*, National Institute of Mental Health/NIH

Primary Category: Professional Issues

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

Sponsored by the Research Facilitation Committee of ABCT (Chair: Nathaniel R. Herr), this Invited Expert Panel will share their experiences with and strategies for securing funding for outcome research through various NIH grant programs. The aim of this panel is to generate a discussion about how researchers can adapt to recent changes in the priorities of NIH regarding the funding of traditional outcome research. The panelists will discuss successful approaches at various career stages from the perspective of both the grant applicant and grant agency. Dr. Shannon Sauer-Zavala received a K23 award from NIMH in 2015 and will describe using single-case experimental designs as a cost-effective, feasible means to isolate mechanisms in treatment outcome research. Dr. Jonathan Comer received a K23 award from NIMH in 2011 which formed the basis for his R01 award from NICHD in 2015 and will speak about the incorporation of internet-based tools in the facilitation, enhancement, and dissemination of empirically supported treatment. Dr. Barbara S. McCrady received an R34 from NIAAA in 2015 and has an ongoing T32 from NIAAA to train pre- and postdoctoral researchers in methods and mechanisms of change. She will discuss treatment development research, including her work on a family-involved intervention for alcohol use disorders. Dr. John E. Pachankis received an R01 from NIMH in 2016 and will describe transdiagnostic approaches to treatment, which he is employing in his work on providing mental health treatment to an underserved population, young gay and bisexual men. Finally, Dr. Joel T. Sherrill will provide an overview of NIMH's current research priorities and funding opportunities for clinical trials research. He will summarize various sources of information that are used to convey current funding priorities to potential applicants (e.g., The NIMH Strategic Plan and Strategic Objectives, National Mental Health Advisory Council Workgroup Reports, current Funding Opportunity Announcements).

You will learn:

- Successful strategies for securing NIH funding for outcome research.
- Approaches that are consistent with current NIH funding priorities.
- Specific resources that provide guidance on NIH's funding priorities.

This session is not eligible for continuing education credit.

**Symposium 7**

**Psychological Risk Factors for Anxiety and Depressive Disorders: Results From the Netherlands Study of Depression and Anxiety (NESDA)**

CHAIR: *Bethany Teachman, Ph.D., University of Virginia*

DISCUSSANT: *Bethany Teachman, Ph.D., University of Virginia*

Primary Category: *Adult Depression / Dysthymia*

Key Words: *Depression, Anxiety, Cognitive Vulnerability*

**Rumination, Worry, and Experiential Avoidance as Risk Factors for (Comorbid) Anxiety and Depression**

*Philip Spinhoven, Leiden University*

**Cognitive Reactivity and Depression Vulnerability**

*Willem van der Does, Leiden University*

**Self-Esteem in Depression and Anxiety: The Implicit, the Explicit, and the Unstable**

*Lonneke van Tuijl, Rijksuniversiteit Groningen*

**Hidden Scars of Depression: The Predictive Value of Residual Negative (Implicit) Self-Associations for the Recurrence of Depression**

*Peter de Jong, Rijksuniversiteit Groningen*

**Symposium 8**

**Attention Biases in Children: Developmental Trends, Relations to Psychopathology, and Attention Bias Modification**

CHAIR: *Natalie V. Miller*, The University of British Columbia

DISCUSSANT: *Brandon Gibb, Ph.D.*, Binghamton University

Primary Category: Cognitive-Affective Processes

Key Words: *Attention, Child, Cognitive Biases / Distortions*

**Tuning to the Positive: Children See Facial Emotion Through Rose-Colored Glasses**

*Rebecca Todd, Andrew Baron, Rochelle Picardo*, The University of British Columbia  
*Adam Anderson*, Cornell University

**Looking for Trouble: Relation Between Hostile Attention Bias and Aggression in Childhood**

*Natalie V. Miller, Elizabeth Leong, Christopher de Groot, Charlotte Johnston*, The University of British Columbia

**Can Attentional Biases Be Altered in Girls at Risk for Depression?**

*Joelle LeMoult*, The University of British Columbia  
*Jutta Joormann*, Yale University  
*Katharina Kircanski*, NIMH  
*Ian Gotlib*, Stanford University

**Parameters of Attention Biases to Threat in Pediatric Anxiety**

*Koralyn Perez-Edgar, Santiago Morales, Nhi Thai, Eran Auday, Xiaoxue Fu, Bradley Taber-Thomas*, The Pennsylvania State University



Symposium 9

**Acceptance as Change: Evidence for Distancing and Validation as Change Mechanisms in Mindfulness and Acceptance-Based Therapies**

CHAIR: *Jennifer A. Shaver, Ph.D., University of Washington*

DISCUSSANT: *Evan M. Forman, Ph.D., Drexel University*

Primary Category: Treatment - Mindfulness

Key Words: *Mindfulness, Acceptance, Change Process / Mechanisms*

**The “Open Response Style” as a Process of Change in Chronic Pain Adjustment**  
*Vasilis Vasiliou, Maria Karekla, Michalis Michaelides, Orestis Kasinopoulos, University of Cyprus*

**Finding the Right Ingredients: Comparing the Psychological and Neural Mechanisms Supporting Longitudinal Emotion Regulation Training Success via Distancing and Reinterpretation**

*Bryan Denny, Icahn School of Medicine at Mount Sinai*

*Marika Inhoff, Dept. of Psychology, New York University*

*Noem Zerubavel, Dept. of Psychology, Columbia University*

*Lila Davachi, Dept. of Psychology, New York University*

*Kevin Oschner, Dept. of Psychology, Columbia University*

**An Evaluation of Brief Distancing Versus Reappraisal Interventions for Posttraumatic Stress Reactions**

*Rachel Ojserkis, Fordham University*

*Dean McKay, Fordham University*

*Christal Badour, University of Kentucky*

*Matthew Feldner, University of Arkansas*

*Justin Arocho, Manhattan Center for Cognitive Behavioral Therapy*

*Courtney Dutton, University of Arkansas*

**Does Emotion Invalidation Cause Emotion Dysregulation?**

*Melissa J. Zielinski, University of Arkansas for Medical Sciences*

*Jennifer Veilleux, University of Arkansas*

*Elizabeth Reese, University of North Carolina*

**Unpacking Acceptance: Comparing the Effects of Self-Validation and Distancing in a Healthy Sample**

*Jennifer A. Shaver, University of Washington*

*Garrett Pollert, University of Arkansas*

*Jennifer Veilleux, University of Arkansas*

**Research and Professional Development 1**

**Using Social and Traditional Media to Manage Your Professional Image and Market Your Work: For Practitioners, Academics, and Researchers**

MODERATOR: *Simon A. Rego, Psy.D., ABPP, ACT, Montefiore Medical Center*

PANELISTS: *L. Kevin Chapman, Ph.D., Private Practice*

*Helene Sobin, MBA*

Basic level of familiarity with the material

Primary Category: Professional Issues

Key Words: *Internet, Professional Issues*

While the benefits of managing media to build and control a professional image may be most clear for practitioners looking to gain patients for private practice, all psychologists can benefit from a command over their public image. Academics who are often quoted in traditional media outlets, well-known on social media platforms, and/or who have readily searchable Internet profiles may be more likely to attract outstanding students and trainees. Researchers who are well-known publicly for their work may be more salient as potential collaborators or consultants for new projects and, importantly, more adept in disseminating their findings directly to the general public. Further, even if you choose not to actively use media to promote your work, you likely have a neglected professional Internet image that might be working against your goals (e.g., out-of-date copies of your vita or an old office phone number, etc.). Navigating the broad array of social media platforms (e.g., LinkedIn, Facebook, Twitter, Instagram, Snapchat, etc.) and professional profiles (e.g., your practice website, your university or hospital website, ResearchGate, Healthgrades.com, etc.) can be overwhelming. This panel brings together psychologists from private practice, research clinics, and academia, each of whom has excelled in creating and managing a strong, positive, media presence. They are joined by a marketing professional who specializes in assisting health professionals to build their professional images. The panelists will discuss their experiences working with traditional and social media and will offer concrete advice. Ample time will be allotted for audience questions and participation.

This session is not eligible for continuing education credit.

Panel Discussion 2

## Education and Mental Health: An Overdue and Necessary Alliance

MODERATOR: *Hillary B. Vidair, Ph.D.*, Long Island University

PANELISTS: *Fabian D. Agiurgioaei-Boie, M.S.*, Greenwich Public Schools  
*Raymond DiGiuseppe, Ph.D.*, St. John's University  
*Helen Stevens, Ph.D.*, Columbia University Teachers College  
*Mark Terjesen, Ph.D.*, St. John's University  
*Louis Amato, Ph.D.*, Greenwich Public Schools  
*Matthew Pagirsky, Psy.D.*, St. John's University

Primary Category: Child / Adolescent - School-Related Issues

Key Words: *Child, School, ADHD - Child / Adolescent*

Envisioning the future of our society must take into account the importance of mental health in educational settings. According to the U.S. Department of Education (2014), 12.1 percent of the nation's K-12 students were identified with disabilities in 2012-2013 and received special education services under the Individuals with Disabilities Education Act, also known as IDEA federal law. For example, 6.3 percent were identified with emotional disturbance. This particular group of students is at the highest risk for academic failure, dropout and disciplinary actions, such as suspension or expulsion (Landrum et al. 2003). Despite these challenges, according to Wagner et al. (2006), less than 40% of these youth are receiving any type of mental health services along with their special education classroom services, which contributes to overall poor outcomes and lifelong consequences for these students. Mental health and education could be integrated and advance together, only when we can bridge the gap between the two fields and accept the fact that mental health includes effective schooling and effective schooling is not possible without healthy functioning of all students (Atkins, Hoagwood, Kutash and Seidman, 2010). This panel will bring expert clinicians together with school-based professionals in a hope that their concerted efforts and dialogue will open new directions in integrating mental health with education, which will insure a more promising future for our youth. The aim of this panel discussion is twofold. First, the panel will provide the audience with an overview of the main concepts and components of the school-based system of support for children with special education needs. Panelists will particularly emphasize the mental health needs of those students at higher risk for emotional and behavioral problems, such as children diagnosed with conduct disorder, emotional disorder, ADHD, etc. Second, the panel will bring together clinicians and school-based mental health practitioners to share their expertise and identify common resources to address a growing concern among clinicians about youth mental health.

ticket

Workshop 1

## Empirically Supported Educational Methods: Effective Tools to Teach CBT

R. Trent Codd, Ed.S., CBT Center of WNC, P.A.

Donna M. Sudak, M.D., Drexel University

Leslie Sokol, Ph.D., Academy of Cognitive Therapy

Marci G. Fox, Ph.D., Academy of Cognitive Therapy

Basic to Moderate level of familiarity with the material

Primary Category: Professional Issues

Key Words: *Dissemination, Supervision, Training / Training Directors*

Cognitive-Behavioral Therapists emphasize the use of empirically-supported psychotherapy methods. Increasingly, CBT trainers have similarly turned attention to the use of scientifically supported instructional and supervisory methods to enhance training outcomes as well as the speed with which those outcomes are acquired. This workshop will introduce the principles and procedures of Precision-Teaching (PT) and evidence-based supervision. With respect to PT participants will learn to write precise performance statements, to monitor the three important dimensions of behavior, to analyze performance and to make data-based training decisions. Applications of PT to CBT training will be described. Participants will also learn a model for supervision that incorporates active learning strategies and guides trainees based on a trainee conceptualization and learning goals.

\*Although not required, participants are encouraged to bring a laptop to the workshop.

You will learn:

- Write precise performance statements relevant to CBT training (pinpointing)
- Chart and read performance data
- Recognize the need for modifications of supervision in the “real world” to address developmental training issues and specific challenges provided by problematic supervisees

**Recommended Readings:** Sudak, D., Codd, III, R.T., Sokol, L., Gittes-Fox, M., Reiser, R., Ludgate, J. & Milne, D. (2015). *Training and supervising Cognitive-Behavioral Therapy*. Wiley: Hoboken, NJ.

Participants in this course can earn 3 continuing education credits.

**Astor Ballroom, Floor 7**

## **Internship Training Site Overview**

*Jeanette Hsu, Ph.D., VA Palo Alto Health Care System*

*Daniel C. Williams, Ph.D., University of Mississippi Medical Center*

*Key Words: Career, Training, College Students*

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. (Internship sites that would like to be represented at this event should contact Tammy Schuler, Ph.D. at the ABCT Central Office: [tschuler@abct.org](mailto:tschuler@abct.org).) 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.

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**Friday, 9:15 a.m. – 10:15 a.m.**

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**Harlem, Floor: 7**

### **SIG Meeting**

## **Spiritual and Religious Issues in Behavior Change**

At this year's meeting, there will be a presentation by the SIG on current research and developments in the field of Spirituality and Religion in psychology. All members and non-members are invited to attend!

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9:45 a.m. – 11:15 a.m.

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**Wilder, Floor 4**

**Symposium 10**

**Anxiety in Autism Spectrum Disorder: Next Questions Regarding the Construct and Cognitive-Behavioral Treatment**

CHAIR: *Connor Kerns, Ph.D., A. J. Drexel Autism Institute, Drexel University*

DISCUSSANT: *Philip C. Kendall, Ph.D., Temple University*

Primary Category: *Autism Spectrum and Developmental Disorders*

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

**Exploring Hypotheses About the Nature of Anxiety in Children With Autism Using Individual Difference Profiles**

*Jeffrey J. Wood, Karen Wood, Maria Cornejo, UCLA*

**Traditional and Ambiguous Anxiety Symptoms in Youth With and Without Autism Spectrum Disorder**

*Connor Kerns, A. J. Drexel Autism Institute, Drexel University*

*Brenna Maddox, Children's Hospital of Philadelphia*

*Keiran Rump, University of Pennsylvania*

*Julie Worley, SPIN*

*Judith Miller, Child*

*Amanda Bennett Palladino, ch*

*John Herrington, Children's Hospital of Philadelphia*

**Exposure-Focused Treatment for Youth With Autism Spectrum Disorder and Co-Occurring Anxiety: A Pilot Trial**

*Adam B. Lewin, Allesandro De Nadai, Nicole McBride, Eric Storch, University of South Florida*

**The Assessment and Treatment of Anxiety and Related Problem Behaviors in Children With Autism Spectrum Disorder and Intellectual Disability**

*Lauren Moscovitz, St. John's University*

*Meg Tudor, Yale Child Study Center*

Symposium 11

**Psychotherapy Process-Oriented Assessment to Enhance Trauma-Focused Treatment: In-Depth Clinical Exploration of Key Change Processes**

CHAIR: *Janie J. Jun, Ph.D.*, National Center for PTSD, Behavioral Sciences Division, VA Boston Healthcare System

DISCUSSANT: *Adele M. Hayes, Ph.D.*, University of Delaware

Primary Category: PTSD

Key Words: *Trauma, Psychotherapy Process, Psychotherapy Outcome*

**Does Timing Matter? Examining the Impact of Session Timing on Outcome**

*Denise M. Sloan*, VA National Center for PTSD

*Michael Suwak*, Suffolk University

*Denise Sloan*, National Center for PTSD, Behavioral Sciences Division, VA Boston Healthcare System; Boston University Medical School

*Patricia Resick*, Duke University

**Examination of Underlying Change Processes of Sudden Gains in Prolonged Exposure (PE) and PE + Sertraline for Chronic PTSD**

*Janie J. Jun*, National Center for PTSD, Behavioral Sciences Division, VA Boston Healthcare System

*Stephanie Keller*, Medical University of South Carolina & Ralph H. Johnson VA Medical Center

*Lori Zoellner*, University of Washington

*Norah Feeny*, Case Western Reserve University

*Adele Hayes*, University of Delaware

**Session-by-Session Modeling of Homework and Symptom Reduction in Prolonged Exposure for Chronic PTSD**

*Stephanie M. Keller*, Medical University of South Carolina

*Andrew Cooper*, Case Western Reserve University

*Norah Feeny*, Case Western Reserve University

*Lori Zoellner*, University of Washington

**Alliance Across Group Treatment for PTSD: Modeling Change With Respect to Individual and Group Characteristics**

*Johanna Thompson-Hollands*, National Center for PTSD, Behavioral Sciences Division, VA Boston Healthcare System; Boston University Medical School

*Scott Litwack*, VA Boston Healthcare System

*Barbara Niles*, National Center for PTSD, Behavioral Sciences Division, VA Boston Healthcare System; Boston University Medical School

*Karen Ryabchenko*, National Center for PTSD, Behavioral Sciences Division, VA Boston Healthcare System

*J. Gayle Beck*, University of Memphis

*William Unger*, VA Providence Medical Center

*Denise Sloan*, National Center for PTSD, Behavioral Sciences Division, VA Boston Healthcare System; Boston University Medical School

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9:45 a.m. – 11:15 a.m.

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**Lyceum, Carnegie, & Alvin, Floor 5**

**Symposium 12**

**A Translational Perspective Examining Mechanisms That May Enhance or Impair Extinction Learning and Exposure Therapy**

CHAIR: *Elizabeth Marks*, University of Washington

DISCUSSANT: *Richard J. McNally, Ph.D.*, Harvard University

Primary Category: Adult Anxiety

Key Words: *Exposure, Fear, Translational Research*

**Testing Retrieval Plus Extinction in a Pavlovian Alcohol-Seeking Paradigm**

*Marie Monfils*, University of Texas at Austin

*Marie-H. Monfils*, University of Texas at Austin

*Roberto Cofresi*, University of Texas at Austin

*Nadia Chaudhri*, Concordia University

*Hongjoo (Joanne) Lee*, University of Texas at Austin

*Rueben Gonzales*, University of Texas at Austin

**Chronic Cannabis Use Is Associated With Impaired Fear Extinction in Humans**

*Santiago Papini*, University of Texas at Austin

*Lesia Ruglass*, City University of New York- City College

*Teresa Lopez-Castro*, City University of New York- City College

*Mark Powers*, University of Texas at Austin

*Jasper Smits*, University of Texas at Austin

**Effects of Retrieval Cue Valence on Memory Reconsolidation and Intrusive Reexperiencing**

*Elizabeth Marks, Lori Zoellner*, University of Washington



Attention to Unique and Common Features During Exposure Therapy

Dirk Hermans, University of Leuven

Sara Scheveneels, University of Leuven, Belgium

Tom Barry, King's College, London

Examining Trajectory of Anxiety in Exposure Sessions to Predict Symptom Reduction

Sadia Najmi, San Diego State University

Nader Amir, Center for Understanding and Treating Anxiety, San Diego State University

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9:45 a.m. – 11:15 a.m.

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Columbia & Duffy, Floor 7

### Symposium 13

## Exploring How Temporal Dynamics of Brain Activity Might Enhance Our Understanding of Psychopathology: Evidence From Functional Connectivity Analyses

CHAIR: *Katherine S. Young, Ph.D., UCLA*

DISCUSSANT: *Kevin N. Ochsner, Ph.D., Columbia University*

Primary Category: 2016 Program Theme - Neuroscience and Psychological Treatment

Key Words: *fMRI (Functional Magnetic Resonance Imaging), Anxiety, Depression*

**Treatment for SAD Is Associated With Altered Functional Connectivity in Emotion Regulation Neural Circuitry**

*Katherine S. Young, Lisa Burklund, UCLA*

*Darby Saxbe, University of Southern California*

*Matthew Lieberman, Michelle Craske, UCLA*

**Dissociating and Mechanistically Targeting Initial Versus Sustained Aspects of Neural Threat Processing**

*Rebecca Price, Simona Graur, Logan Cummings, Danielle Gilchrist, Greg Siegle, University of Pittsburgh*

**Impact of CBT on the Neural Dynamics of Cognitive Reappraisal in SAD**

*Philippe R. Goldin, University of California, Davis*

*James Gross, Stanford University*

**Differential Profiles of Reward-Related Functional and Structural Neural Connectivity in Unipolar Depression and Bipolar Disorder**

*Robin Nusslock, Christina Young, Katherine Damme, Northwestern University*

**Symposium 14**

**Depression and Stress: Perspectives on Psychobiology and Treatment**

CHAIRS: *Alicia E. Meuret, Ph.D.*, Southern Methodist University  
*Thomas Ritz, Ph.D.*, Southern Methodist University

DISCUSSANT: *Christopher G. Beevers, Ph.D.*, University of Texas at Austin

Primary Category: 2016 Program Theme - Neuroscience and Psychological Treatment

Key Words: *Depression, Psychophysiology, Transdiagnostic*

**Depressive Symptomology: Associations With Acute Psychological Stress and a Stressful Life Transition**

*Annie Ginty*, University of Pittsburgh

*Sarah Williams*, University of Birmingham, School of Sport, Exercise, and Rehabilitation Sciences

*Ryan Brindle*, University of Pittsburgh, Department of Psychiatry

*Anna Phillips*, University of Birmingham, School of Sport, Exercise, and Rehabilitation Sciences

*Douglas Carroll*, University of Birmingham, School of Sport, Exercise, and Rehabilitation Sciences

**Depressive Mood and Stress Reduce Peripheral Nitric Oxide and Compromise Airway Health**

*Thomas Ritz*, Southern Methodist University

*Ana Trueba*, Universidad San Francisco de Quito

*Erica Simon*, VA Menlo Park

*Chelsea Werchan*, SMU

*Juliet Kroll*, SMU

### Dopamine Clearance as a Mechanism of Individual Differences in Corticostriatal Learning Networks and Linkages to Behavioral Anhedonia

Roselinde Kaiser, McLean Hospital/Harvard Medical School Center for Depression, Anxiety and Stress Research

Michael Treadway, Emory University

Dustin Wooten, Harvard Medical School

Poornima Kumar, Harvard Medical School, and Center for Depression

Franziska Goer, Laura Murray, Miranda Beltzer, Alexis Whitton, Department of Psychiatry, Harvard Medical School, and Center for Depression, Anxiety and Stress Research, McLean Hospital

Nathaniel Alpert, Georges El Fakhri, Marc Normandin, Department of Radiology, Massachusetts General Hospital, Harvard Medical School

Diego Pizzagalli, Harvard Medical School, and Center for Depression, Anxiety and Stress Research, McLean Hospital,

### Positive Affect Treatment (PAT) for Anhedonia: Efficacy and Mechanisms

Alicia E. Meuret, Southern Methodist University

Michelle Craske, UCLA

Thomas Ritz, SMU

Michael Treanor, UCLA

Halina Dour, UCLA

### A Model Developed to Predict Which Patients With Major Depressive Disorder Will Benefit From the Addition of CBT to Medications Features Anhedonia

Robert J. DeRubeis, Zachery Cohen, University of Pennsylvania

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9:45 a.m. – 11:15 a.m.

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**Odets, Floor 4**

## Mini Workshop 3

### CBT for Menopausal Symptoms

Sheryl M. Green, Ph.D., C.Psych., St. Joseph's Healthcare and McMaster University

Eleanor Donegan, Ph.D., Concordia University

Randi E. McCabe, Ph.D., St. Joseph's Hospital

Basic level of familiarity with the material

Primary Category: Women's Issues / Gender

Key Words: *Women's Health, Cognitive Processes, Women's Issues*

Women going through the menopausal transition often experience adverse physical changes (e.g., hot flashes/night sweats, sleep difficulties, sexual concerns) in addition to emotional difficulties (e.g., depression, anxiety) that can significantly impact functioning and overall quality of life. Notably, women going through menopause are up to four times more likely to experience a major depressive episode (13 times more likely if there is a history of depression) during this time in life. Although hormone therapy (HT) is

considered the gold-standard treatment for relief of menopausal symptoms, research findings indicate a number of significant risks associated with its long-term use, including cardiovascular events and breast cancer, for some women. With this, many practitioners have become reluctant to rely on HT and both physicians and their patients are often seeking nonhormonal forms of treatment. CBT is a structured, short-term, skill-focused psychotherapy aimed at changing maladaptive cognitions and behaviors that contribute to the maintenance and severity of problems and has been shown to be effective at reducing menopausal symptoms (e.g., Green et al., 2013). In this mini-workshop, participants will learn specific cognitive and behavioral strategies that target menopausal symptoms (vasomotor and depressive symptoms, anxiety, sleep difficulties and urogenital and sexual dysfunction) and demonstrate how to individualize treatment based on our published protocol (Green et al., 2012). As consumer demand increases for alternative interventions, this treatment may not only be preferred by some but necessary for others as HT or other pharmacological agents are not viable options for many women given the risks associated with these treatments.

You will learn:

- To become familiar with the menopausal transition and understand the often adverse and distressing symptoms that can accompany this reproductive milestone (e.g., vasomotor symptoms, depression, sleep difficulties).
- The treatment options for menopausal symptoms to date.
- How to take a cognitive-behavioral approach to treating these symptoms.

**Recommended Readings:** Green, S. M. (2011). The importance of cognitive and behavioural factors in the experience and maintenance of menopausal symptoms. *Menopause: The Journal of the North American Menopause Society*, 18, 1154-1156. Green, S. M., Haber, E., McCabe, R. E., & Soares, C. N. (2013). Cognitive-behavioural group treatment for menopausal symptoms: A pilot study. *Archives of Women's Mental Health*, 16, 325-332. Green, S. M., McCabe, R. E., & Soares, C. N. (2012). *The Cognitive Behavioural Workbook for Menopause: A step-by-step program for overcoming hot flashes, mood swings, insomnia, anxiety, depression, and other symptoms*. Oakland, CA: New Harbinger.

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Friday, 9:45 a.m. – 11:15 a.m.

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**Shubert & Uris, Floor: 6**

**SIG Meeting**

## **Women's Issues in Behavior Therapy**

Key Words: *Women's Issues*

Women's Issues in Behavior Therapy



**SIG Meeting**

**Anxiety Disorders**

Key Words: Anxiety

We will have the distinguished speaker, John Forsyth, PhD to speak about his current interests and work. Dr. Forsyth's research aims to elucidate processes that move people from a normal to a disordered experience of anxiety and fear and how to alter such processes in therapy.

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9:45 a.m. – 11:15 a.m.

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**Empire Complex, Floor 7**

**Panel Discussion 3**

**Dissemination and Implementation of CBT in Resource-Limited International Settings**

MODERATOR: *Jessica F. Magidson, Ph.D.*, Massachusetts General Hospital/  
Harvard Medical School

PANELISTS: *Lena Andersen, Ph.D.*, University of Cape Town  
*Steven A. Safren, Ph.D.*, ABPP, University of Miami  
*Lauren Ng, Ph.D.*, Massachusetts General Hospital/Harvard  
Medical School  
*Conall M. O'Cleirigh, Ph.D.*, Massachusetts General Hospital/  
Harvard University  
*Milton Wainberg, M.D.*, Columbia University

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *Implementation, Service Delivery, Dissemination*

In low- and middle-income countries (LMICs), there is a severe shortage of mental health providers, with fewer than one specialized mental health provider available per 100,000 people, very few of which are psychologists. Dissemination and implementation of evidence-based cognitive behavioral therapy (CBT) approaches in LMICs must consider "task sharing" models of care delivery, defined by the World Health Organization (WHO) as training less specialized health care workers in evidence-based models of care and sharing clinical responsibilities across a team. These efforts typically include training non-mental health specialists, including nurses, peers, community health workers, and lay counselors, in CBT and other evidence-based approaches. Although task sharing may be the only feasible strategy for disseminating and implementing CBT in these contexts, there are numerous potential barriers to implementation, and challenges in delivering

interventions often designed for implementation for specialized health care workers and traditional mental health settings. Task sharing CBT requires training and supervising individuals without prior mental health training, and also typically requires integration into busy primary care settings where outpatient mental health treatment settings do not exist. This panel will present various experiences implementing CBT using a task sharing model in LMICs. Panelists have a range of experiences training and supervising paraprofessional providers in LMICs (including South Africa, Ethiopia, India, Rwanda, Zimbabwe, Brazil, Mozambique), as part of NIH-funded clinical trials to evaluate task sharing models of CBT for a range of mental and physical health outcomes, including depression, anxiety, substance use, and medication adherence in chronic illness. Panelists will speak to their successes and challenges implementing a task sharing model for CBT in LMICs, as well as a discussion of key cultural considerations when disseminating and implementing CBT in resource-limited international settings. Important future priorities for task sharing CBT in LMICs also will be discussed.

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9:45 a.m. – 11:15 a.m.

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Marquis Ballroom, Floor 9

#### Panel Discussion 4

### Mindfulness and Acceptance in Contemporary Cognitive and Behavioral Therapies

Moderators: *Joanna J. Arch, Ph.D.*, University of Colorado Boulder  
*Sona Dimidjian, Ph.D.*, University of Colorado-Boulder

PANELISTS: *Joanna J. Arch, Ph.D.*, University of Colorado Boulder  
*Sona Dimidjian, Ph.D.*, University of Colorado-Boulder  
*Steven C. Hayes, Ph.D.*, University of Nevada, Reno  
*Willem Kuyken, Ph.D.*, University of Oxford  
*Stefan G. Hofmann, Ph.D.*, Boston University

Primary Category: Treatment - Mindfulness

Key Words: *Mindfulness, Acceptance, Psychotherapy Process*

Acceptance and mindfulness are core components of several contemporary cognitive behavioral therapies, including mindfulness-based cognitive therapy (MBCT) and acceptance and commitment therapy (ACT). These therapies are often categorized together under the umbrella of “third wave therapies;” however, it is important to examine the extent to which this label accurately describes these interventions or their role in the history or future of cognitive behavioral therapies. This panel brings together experts in each of these approaches who have engaged empirical and theoretical questions about the treatment procedures, process, and outcomes of acceptance and mindfulness interventions. Together, we consider to what extent these therapies share common elements and to what extent differences in form and structure are important (e.g., the use of formal meditation practice). We discuss recent findings from efficacy and effectiveness studies that examine the outcomes of mindfulness and acceptance procedures compared with other approaches. We also discuss the extent to which change in mindfulness and acceptance processes mediates therapy outcomes. We also examine the extent to which mindfulness

and acceptance strategies are present in other approaches, including traditional cognitive behavioral therapies, and the possibility that treatments with different rationales may operate via similar processes. Finally, we consider the strategic and rhetorical implications of particular metaphors or organizing frameworks (e.g., “third wave”) for guiding future research and practice.

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9:45 a.m. – 12:45 p.m.

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**Broadhurst & Belasco, Floor 5**

ticket

**Workshop 2**

## **Interoceptive Exposure: An Underused Therapeutic Tool in the Treatment of OCD**

Shannon M. Blakey, M.S., University of North Carolina at Chapel Hill

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

Moderate level of familiarity with the material

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: *OCD (Obsessive Compulsive Disorder)*

Interoceptive exposure (IE) is an exposure therapy technique in which clients systematically confront feared body sensations. Although usually associated with the treatment of panic disorder, IE can also be extremely valuable in the treatment of OCD. That is, many people with OCD experience panic attacks and/or fears of particular anxiety-related body sensations (e.g., “sexual” feelings that seem to occur at the “wrong time”). For such clients, in vivo and imaginal exposure might not lead to complete fear extinction; moreover, inadequate treatment of arousal-related fears might leave such patients vulnerable to relapse. The aim of this interactive workshop is to give clinicians another weapon in their therapeutic arsenal against OCD—namely, to help them effectively incorporate IE into their practice. We will (a) discuss the rationale for using IE to treat OCD concerns, (b) help therapists identify which OCD patients and symptoms are most appropriate for IE, (c) demonstrate the procedures for implementing this technique using illustrative case examples and role-play demonstrations, (d) discuss common therapist concerns and troubleshooting techniques, and (e) facilitate a Q&A between attendees and the presenters.

You will learn:

- The rationale for incorporating IE into OCD treatment.
- The relevance of anxiety sensitivity and anxiety-related body sensations to OCD.
- How to design and implement IE exercises to target interoceptive fears in OCD patients.

**Recommended Readings:** Abramowitz, J. S., Deacon, B. J., & Whiteside, S. P. (2010). Exposure therapy for anxiety: Principles and practice. New York: Guilford Press. Robinson, L. J., & Freeston, M. H. (2014). Emotion and internal experience in obsessive compulsive disorder: Reviewing the role of alexithymia, anxiety sensitivity and distress tolerance. *Clinical Psychology Review*, 3, 256-271. Taylor, S., Zvolensky, M. J., Cox, B. J., Deacon, B. J., Heimberg, R. G., Ledly, D. R., ... Cardenas, S. J. (2007). Robust dimensions of anxiety sensitivity: Development and initial validation of the Anxiety Sensitivity Index-3. *Psychological Assessment*, 19, 176-188.

Participants in this course can earn 3 continuing education credits.



**SIG Meeting**

**African Americans in Behavior Therapy**

Key Words: *African Americans*

This presentation will discuss new research examining racism on campuses and the mental health consequences of covert racism (microaggressions) on students. Professional issues facing psychologists of color will be discussed as well as coping strategies. There will also be an opportunity for SIG members to network and share information about their experiences and research/clinical work. Members and non-members are welcome. Presenters: Marlena Debreaux, MA & Broderick Sawyer, MA (speakers), Monnica Williams, PhD (facilitator).

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10:00 a.m. – 11:00 a.m.

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**Astor Ballroom, Floor 7**

**Internship Meet and Greet**

*Jeanette Hsu, Ph.D., VA Palo Alto Health Care System*

*Daniel C. Williams, Ph.D., University of Mississippi Medical Center*

Primary Category: Professional Issues

Key Words: *Training / Training Directors, College Students, Career Development*

For description please see “Internship Training Site Overview” at 8:30 a.m.



**Symposium 15**

**A Systems Approach to Modeling Intra- and Interpersonal Processes in Psychotherapy and Psychopathology**

CHAIRS: *Zac E. Imel, Ph.D., University of Utah*

*Brian Baucom, Ph.D., University of Utah*

DISCUSSANT: *Donald H. Baucom, Ph.D., University of North Carolina at Chapel Hill*

Primary Category: 2016 Program Theme - Technology and Treatment

Key Words: *Couples / Close Relationships, Emotion Regulation, Psychotherapy Process*

**Modeling the Idiographic Dynamics of Mood and Anxiety With Network Analysis**

*Aaron Fisher, University of California, Berkeley*

**Dynamical Aspects of Facial and Vocal Expressions During Dyadic Interactions: A Computational Approach**

*Peter Hilpert, University of Washington*

**A Biobehavioral Model of Therapeutic Presence in Couple Therapy**

*Carlene Deits-Lebehn, Timothy Smith, Carolynne Baron, Stacia Bourne, Alexander Crenshaw, Janna Dickenson, Jasara Hogan, Robert Kent de Grey, Nicholas Perry, Travis Wiltshire, Katherine Baucom, Brian Baucom, University of Utah*

**Social Regulation of Emotion: A Mechanism in Patient-Therapist Interactions in Psychotherapy**

*Tina Soma, University of Utah*

*Bo Xiao, University of Southern California*

*Jonathan Butner, University of Utah*

*Peter Hilpert, University of Washington*

*Brian Baucom, University of Utah*

*Shrikanth Narayanan, University of Southern California*

*David Atkins, University of Washington*

*Zac Imel, University of Utah*

**Symposium 16**

**Problems in Parenting With Pediatric Populations:  
Opportunities for Behavioral Interventions**

CHAIR: *Bruce Compas, Ph.D., Vanderbilt University*

DISCUSSANT: *Bruce Compas, Ph.D., Vanderbilt University*

Primary Category: Health Psychology / Behavioral Medicine - Child

Key Words: *Parenting, Behavioral Medicine, Stress*

**The Impact of Parental Perceptions of Child Vulnerability on Youth Depressive Symptoms in Families of Youth With Spina Bifida: The Potential Mediating Role of Parenting Behaviors**

*Colleen F. Bechtel, Caitlin Murray, Jaclyn Lennon Papadakis, Alexa Stern, Grayson Holmbeck, Loyola University Chicago*

**Adolescents' Observations of Parent Pain Behaviors Inform Their Own Pain Experiences**

*Amanda L. Stone, Lynn Walker, Vanderbilt University*

**Stress, Parenting, and Cognitive Development in Children With Sickle Cell Disease: Targets for Intervention**

*Janet Yarboi, Kemar Prussein, Heather Bemis, Michael DeBaun, Bruce Compas, Vanderbilt University*

**Children's Emotional Caretaking in Pediatric Cancer: The Cost of Caring for Mom's Distress**

*Lexa K. Murphy, Vanderbilt University*

*Jenni Thigpen, Vanderbilt University*

*Erin Rodriguez, University of Texas at Austin*

*Leandra Desjardins, Vanderbilt University*

*Heather Bemis, Vanderbilt University*

*Cynthia Gerhardt, The Ohio State University*

*Kathryn Vannatta, The Ohio State University*

*Bruce Compas, Vanderbilt University*

Symposium 17

**Cognitive Bias Modification Effects on Noncognitive Outcomes: Do Results Generalize to Behavioral and Physiological Outcomes?**

CHAIRS: *Evelyn Behar, Ph.D., University of Illinois at Chicago*  
*Jedidiah Siev, Ph.D., Nova Southeastern University*

DISCUSSANT: *Jutta Joormann, Ph.D., Yale University*

Primary Category: Treatment - CBT

Key Words: *Cognitive Biases / Distortions, Psychotherapy Outcome, Adult Anxiety*

**Believing Is Behaving? The Effect of Cognitive Bias Modification on Speech Performance in SAD**

*Elizabeth S. Stevens, Alexander Jendrusina, Jennifer Kargol, Alexia Tomcheck, Evelyn Behar, University of Illinois at Chicago*

**Attention Training Versus CBT for Social Anxiety: Effects on Multiple Domains**

*Jonathan D. Huppert, Yogev Kivity, Lior Cohen, Michal Weiss, Yoni Elizur, The Hebrew University of Jerusalem*

**The Effect of Attention Training on Attention Bias and Distress During an Imagery Task Among Individuals With High Dental Anxiety**

*Jedidiah Siev, Nova Southeastern University*  
*Evelyn Behar, University of Illinois at Chicago*  
*Victoria Schlaudt, Nova Southeastern University*  
*Meghan Fortune, University of Illinois at Chicago*

**Training Attention Toward Positive Information: Effects on Feedback Negativity**

*Arturo R. Carmona, Nader Amir, San Diego State University*

**Does a Computerized Mindful Attention Training Decrease Distress and Compulsive Urges in a Sample at Risk for OCD?**

*Demet Cek, University of Miami*  
*Hannah Reese, Bowdoin College*  
*Kiara Timpano, University of Miami*

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Friday, 10:00 a.m. – 11:30 a.m.

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Times Square, Floor: 7

SIG Meeting

## Suicide and Self-Injury

Key Words: *Suicide, Self-Injury*

Suicide and Self Injury

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10:00 a.m. – 12:00 p.m.

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Broadway Ballroom, Floor 6

Invited Panel 1

## 50th Anniversary Invited Panel: Technology and Treatment

CHAIR: *Christopher G. Fairburn, M.D., University of Oxford*  
PANELISTS: *Kathleen M. Carroll, Ph.D., Yale University School of Medicine*  
*Ellen Frank, Ph.D., University of Pittsburgh School of Medicine*  
*David C. Mohr, Ph.D., Northwestern University*  
*Ricardo Muñoz, Ph.D., Palo Alto University*

Primary Category: 2016 Program Theme - Technology and Treatment

Key Words: *Technology / Mobile Health, Internet, Ecological Momentary Assessment*



CHRISTOPHER  
FAIRBURN



KATHLEEN  
CARROLL



ELLEN  
FRANK



DAVID  
MOHR



RICARDO  
MUÑOZ

The psychological treatment of mental health problems is beginning to undergo a fundamental change. This change is being driven by the widespread availability of “digital technology,” particularly computers, the internet, mobile devices such as smartphones, and mobile software applications (apps). In this Invited Panel, “**The Impact of Digital Technology on Psychological Treatment**,” world-renowned leaders in the field will review these developments and consider their likely impact on clinical practice and clinical

services. The panelists will not only present their research, but will participate in a moderated discussion about the current state of the field and where we are heading. Chair and Moderator, **Dr. Christopher Fairburn**, focuses on the development and evaluation of new methods for disseminating psychological treatments, including web-centered training and web-centered treatment. **Dr. Kathleen Carroll** is involved in the development of computerized CBT, with a focus on addictions. Dr. Carroll discusses the potential for validated web-based therapies to address key dissemination issues, and to improve our understanding of how effective therapies work by facilitating translational research. **Dr. Ellen Frank** collaborates with IT designers focused on “bringing the layer of mental health to all of health” through mobile technology that emphasizes the importance of sleep/wake, circadian, and social rhythms to both mood regulation and chronic disease management. **Dr. David Mohr** utilizes digital phenotyping, an emerging area of research that uses the digital traces emitted by sensor enabled devices such as mobile phones, to identify behaviors and states related to mental health in real time. **Dr. Ricardo Muñoz** works to develop, evaluate, and disseminate evidence-based psychological interventions in multiple languages for people worldwide using Internet sites and mobile applications. As Dr. Muñoz notes, major depressive episodes can be prevented, and, if this is the case, we have an ethical obligation to provide preventive interventions. Massive Open Online Interventions (MOOIs) provide a medium to do this on a global scale.

You will learn:

- Recent scientific advances in the domain of technology and treatment.
- Current open questions and debates concerning technology and treatment.
- Visions from luminary speakers on where the field of technology and treatment is heading.

**Recommended Readings:** Fairburn, C. G., & Wilson, G. T. (2013). The dissemination and implementation of psychological treatments: Problems and solutions. *International Journal of Eating Disorders*, 46(5), 516-521. Carroll, K. M., Ball, S. A., Martino, S., Nich, C., Babuscio, T. A., Nuro, K. F., ... & Rounsaville, B. J. (2008). Computer-assisted delivery of cognitive-behavioral therapy for addiction: a randomized trial of CBT4CBT. *American Journal of Psychiatry*, 165(7), 881-888. Abdullah, S., Matthews, M., Frank, E., Doherty, G., Gay, G., & Choudhury, T. (2016). Automatic detection of social rhythms in bipolar disorder. *Journal of the American Medical Informatics Association*, 23(3), 538-543. Matthews, M., Abdullah, S., Murnane, E., Volda, S., Choudhury, T., Gay, G., & Frank, E. (2016). Development and evaluation of a smartphone-based measure of social rhythms for bipolar disorder. *Assessment*, 23(4), 472-483. Mohr, D. C., Schueller, S. M., Montague, E., Burns, M. N., & Rashidi, P. (2014). The behavioral intervention technology model: An integrated conceptual and technological framework for eHealth and mHealth interventions. *Journal of Medical Internet Research*, 16(6), e146. Muñoz, R. F., Bunge, E. L., Chen, K., Schueller, S. M., Bravin, J. I., Shaughnessy, E. A., & Pérez-Stable, E. J. (2016). Massive Open Online Interventions: A novel model for delivering behavioral-health services worldwide. *Clinical Psychological Science*, 4(2), 194-205.

Astor Ballroom, Floor 7

## Postdoctoral Paths for Professional Development

Jeanette Hsu, Ph.D., VA Palo Alto Health Care System

Kristen P. Lindgren, Ph.D., ABPP, University of Washington

Primary Category: Professional Issues

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 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. (Postdoctoral sites wanting to participate in this event should contact Tammy Schuler, Ph.D., at the ABCT Central Office: [tschuler@abct.org](mailto:tschuler@abct.org))

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Friday, 10:30 a.m. – 12:00 p.m.

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Harlem, Floor: 7

**SIG Meeting**

## Behavior Analysis

Key Words: *Behavior Analysis*

Behavior Analysis

ticket

## Master Clinician Seminar 2

## Targeting the Dark Side of Cooperation: “Secret Intentions” and “Disguised Demands”

Thomas R. Lynch, Ph.D., University of Southampton

Basic level of familiarity with the material

Key Words: *Anorexia Nervosa, Personality Disorders, Mindfulness*

Humans are hyper-cooperative. We are able to share resources, work together, and form strong bonds with genetically dissimilar others in a manner that is unprecedented in the animal world. To accomplish this, we had to evolve a means to “signal cooperation” and “bind” unrelated individuals together in such a way that survival of the tribe could override older “selfish” response tendencies linked to survival of the individual. Yet, our cooperative nature has a dark side. The sheer number of possible social-signals available to our species (e.g., both verbal and nonverbal) makes misinterpretation likely and social anxiety likely—especially when the signal is ambiguous. We can be ruthlessly callous and deceptive to those we dislike or rival members of another tribe. However, our attempts to hide our true intentions often backfire—we fall into the traps we set for others and we fear reprisal from those we envy or harm. Indeed, a wide range of research has shown that hiding intentions or disguising demands erodes goodwill and harms social connectedness. The aim of this Master Clinician Seminar is to give clinicians hands-on techniques to identify and manage indirect social-signals derived from a new evidence-based treatment known as Radically Open–Dialectical Behavior Therapy (RO-DBT). RO-DBT is fully manualized and supported by 20+ years of translational research, including two NIMH-funded randomized controlled trials with refractory depression (RCTs), two open-trials targeting adult anorexia nervosa, one nonrandomized trial targeting treatment-resistant overcontrolled adults, and a nearly completed multicenter RCT (<http://www.reframed.org.uk>). Novel strategies designed to facilitate direct communication and social connectedness will be introduced—including specific techniques for managing “push-backs” and “don’t hurt me” that are the “secret intentions” and “disguised demands” most commonly seen in disorders of overcontrol—using video clips, role-plays, and client-friendly handouts/worksheets.

You will learn:

- How to identify indirect social signals and how to orient the client to these behaviors and demonstrate the link between direct communication and strong social bonds.
- To differentiate between alliance-ruptures and disguised demands—and the differing treatment approaches used in RO-DBT to manage them.
- To help clients identify feelings of shame and embarrassment and how to communicate these emotions in a way that strengthens social connectedness and trust in chosen personal relationships.

**Recommended Readings:** Lynch, T.R., Gray, K.L.H., Hempel, R.J., Titley, M., Chen, E.Y., O’Mahen, H.A. (2013). Radically open-dialectical behavior therapy for adult anorexia nervosa: Feasibility and outcomes from an inpatient program; *BMC Psychiatry*, 13, 293. Lynch, T.R., Hempel, R.J., & Dunkley, C. (2015). Radically open-dialectical behavior therapy for disorders of overcontrol: Remembering our tribal nature. *American Journal*

of Psychotherapy. Lynch, T.R., Whalley, B., Hempel, R., Byford, S., Clarke, P., Clarke, S., . . . Remington, R. (2015) Refractory depression: Mechanisms and evaluation of radically open dialectical behaviour therapy (RO-DBT) [REFRAMED]: Protocol for Randomised Trial. BMJ Open Access. Schneider, K.S., Hempel, R. J., & Lynch, T. R. (2013). That “poker face” just might lose you the game! The impact of expressive suppression and mimicry on sensitivity to facial expressions of emotion. *Emotion*, 13, 852-866.

Participants in this course can earn 2 continuing education credits.

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11:30 a.m. – 1:00 p.m.

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Lyceum, Carnegie, & Alvin, Floor 5

## Symposium 18

# Attention and Learning Processes Underlying Pediatric Anxiety: A Mechanistic Approach to Improve Diagnosis and to Enhance Treatment

CHAIR: *Tomer Shechner, Ph.D.*, University of Haifa, Israel

DISCUSSANT: *Daniel Pine, M.D.*, National Institute of Mental Health

Primary Category: 2016 Program Theme - Neuroscience and Psychological Treatment

Key Words: *Neuroscience, Attention, Child Anxiety*

### Meta-Analysis of Fear Learning in Anxious and Non-Anxious Youth: What Do We Know So Far and How Should We Proceed?

*Tomer Shechner, Maor Dvir-Hallak, Idan Aderka, Omer Horovitz*, University of Haifa, Israel

### Age-Related Differences in Extinction Learning and the Relationship With CBT Outcomes

*Tom Barry, Jennifer Lau*, King's College, London

### Threat-Related Attention Bias and Fronto-Amygdala Connectivity in Anxious Children and Adolescents

*Lauren White, Stefanie Sequeira, Daniel Pine*, National Institute of Mental Health

### Look for Good and Never Give Up: Neural Correlates of Treatment Response and Predictors of Long-Term Outcomes Following Positive Search Training in Anxious Children

*Allison Waters*, Griffith University

*Melanie Zimmer-Gembeck*, School of Applied Psychology, Griffith University, Australia

*Michelle Craske*, Department of Psychology, University of California, Los Angeles, USA

*Daniel Pine*, National Institute of Mental Health, Bethesda, USA

*Brendan Bradley*, Psychology, University of Southampton, UK

*Karin Mogg*, Psychology, University of Southampton, UK



Symposium 19

**Effectiveness of Mindfulness and Acceptance-Based Approaches to Obesity: Evidence From Small- and Large-Scale Trials**

CHAIR: *Brittney Evans, B.A., Drexel University*

DISCUSSANT: *Steven C. Hayes, Ph.D., University of Nevada, Reno*

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *Obesity / Overweight, Acceptance, Mindfulness*

**The Context of Mindfulness Matters: Results of Two Distinct Mindfulness-Based Interventions for Short-Term Weight Loss**

*Stephanie Marando-Blanck, Drexel University*

*Lindsay Martin, Johns Hopkins University*

*Hallie Espel, Brittney Evans, Evan Forman, Meghan Butryn, James Herbert, Drexel University*

**The Impact of Brief Mindfulness Interventions on Laboratory-Measured Eating Outcomes**

*Joanna J. Arch, University of Colorado Boulder*

*Kirk Brown, Virginia Commonwealth University*

**A Randomized Controlled Trial Comparing Acceptance-Based and Standard Behavioral Treatment for Obesity: 1-Year Results of the Mind Your Health Project**

*Evan M. Forman, Meghan Butryn, Stephanie Manasse, Emily Wyckoff, Stephanie Goldstein, Drexel University*

**Efficacy of Acceptance-Based and Environment Enhancements to Behavioral Weight Loss Treatment**

*Meghan Butryn, Drexel University*

*Evan Forman, Drexel University*

*Michael Lowe, Drexel University*

*Amy Gorin, University of Connecticut*

*Fengqing Zang, Drexel University*

**The Utility of an Acceptance-Based Behavioral Approach for Weight Regain Following Bariatric Surgery**

*Lauren Bradley, Rush Medical Center*

*Evan Forman, Stephanie Kerrigan, Stephanie Goldstein, Meghan Butryn, Drexel University*

*Graham Thomas, Brown University*

*James Herbert, Drexel University*

*David Sarwer, Temple University*

Symposium 20

**Rethinking Extinction and Developing Novel Treatments for Fear**

CHAIRS: *H. Blair Simpson, M.D., Ph.D., Columbia University*  
*Joseph Dunsmoor, Ph.D., New York University*

DISCUSSANT: *H. Blair Simpson, M.D., Ph.D., Columbia University*

Primary Category: 2016 Program Theme - Neuroscience and Psychological Treatment

Key Words: *Translational Research*

**Cannabinoid Facilitation of Exposure-Based Learning: A Novel Target to Advance PTSD and Anxiety Treatments**

*Christine Rabinak, Wayne State University*

**Rethinking Extinction: Utilizing Advances in Computational Learning Theory and Neuroscience to Augment Traditional Fear Extinction Protocols**

*Joseph Dunsmoor, New York University*

**Targeting Memory Reconsolidation to Enhance Exposure Therapy for Fear of Flying**

*Barbara Rothbaum, Emory University*

**Noradrenergic Manipulation of Fear Memory Reconsolidation: A New Treatment for Anxiety Disorders**

*Merel Kindt, University of Amsterdam*

**Symposium 21**

**Combining Cognitive Risk Factors in Explaining Depression: Novel Approaches**

CHAIRS: *Ernst H.W. Koster, Ph.D.*, Ghent University  
*Igor Marchetti, Ph.D.*, Ghent University

DISCUSSANT: *Christopher G. Beevers, Ph.D.*, University of Texas at Austin

Primary Category: 2016 Program Theme - Cognitive Science and Transdiagnostic Principles

Key Words: *Cognitive Vulnerability, Cognitive Processes*

**Unveiling the Structure of Cognitive Vulnerability for Depression: Specificity and Overlap**

*Igor Marchetti*, Ghent University  
*Lauren Alloy*, Temple University  
*Ernst Koster*, Ghent University

**The Emotional Pull of Rumination: Differential Effects of Worry and Rumination Inductions on Attention to Emotional Stimuli**

*Elizabeth Lewis, Jutta Joormann*, Yale University

**Cognitive Biases Modulate Emotion Regulation Habits Related to Depressive Symptoms**

*Jonas Everaert, Ivan Grahek, Wouter Duyck, Ernst Koster*, Ghent University

**Integration of Cognitive and Inflammatory Models of Depression in Adolescence**

*Elissa J. Hamlat, Samantha Connolly, Evan Burdette*, Temple University  
*Lyn Abramson*, University of Wisconsin, Madison  
*Lauren Alloy*, Temple University

## Mini Workshop 4

# Guided Discovery Strategies: Practical Strategies to Overcome Common Pitfalls

Scott H. Waltman, *Psy.D.*, ABPP, University of Pennsylvania

Brittany Hall, *Ph.D.*, UT Southwestern Medical Center, Moncrief Cancer Institute

Lynn McFerr, *Ph.D.*, Harbor UCLA Medical Center

Moderate level of familiarity with the material

Primary Category: Professional Issues

Key Words: *Training / Training Directors*

One of the most challenging CBT skills to learn 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 learn (Clark & Egan, 2015; Padesky, 1993). Common problems encountered by clinicians learning Socratic questioning include not knowing which questions to ask, trying to get the client to arrive at specific conclusions, or trying to convince the client. This mini-workshop will focus on demystifying the process of guided discovery and presenting a practical framework for implementation of Socratic strategies. Essential components such as identifying the key cognitions to target, gathering more information, curiously listening, providing a summary, and tying it all together will be reviewed and practiced. Mini-workshop participants will leave with an understanding of how to use two specific Socratic strategies. This mini-workshop is geared towards frontline clinicians, supervisors, and trainers and will focus on the strategies that have been found to be successful in two separate large-scale CBT implementation initiatives. Experiential methods of learning will be emphasized.

You will learn:

- How to identify key cognitions to targets with Socratic strategies.
- How to use a framework to conceptualize the process of guided discovery.
- How to use two specific Socratic strategies.

**Recommended Readings:** Clark, G. I., & Egan, S. J. (2015). The Socratic method in cognitive behavioural therapy: A narrative review. *Cognitive Therapy and Research*, 39, 863-879. Padesky, C. A. (1993). Socratic questioning: Changing minds or guiding discovery. Paper presented at the keynote address delivered at the European Congress of Behavioural and Cognitive Therapies, London. Retrieved from: <http://padesky.com/newpad/wp-content/uploads/2012/11/socquest.pdf>

## Mini Workshop 5

# Managing the Environment for Adolescents Evidenced to Abuse Drugs Utilizing Stimulus Control Strategies Within the Context of Family Behavior Therapy

Brad C. Donohue, Ph.D., University of Nevada, Las Vegas

Yulia Gavrilova, Ph.D., University of Nevada, Las Vegas

Christopher P. Plant, Ph.D., University of Nevada, Las Vegas

Marina Galante, Ph.D., University of Nevada, Las Vegas

Advanced level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Evidence-Based Practice, Alcohol, Prevention*

Family Behavior Therapy (FBT) is a comprehensive behavioral intervention that has demonstrated positive effects in substance abuse, conduct disorder, depression, life satisfaction, family discord, truancy and other problem behaviors in youth across multiple uncontrolled case studies and controlled trials funded by the National Institute on Drug Abuse and National Institute of Mental Health. Developed by Bradley Donohue, Nate Azrin, and his research team, this intervention is listed in several national clearinghouses, including California's Evidence Based Clearinghouse and Clearinghouse for Military Family Readiness. Anonymous reviewers in SAMHSA's National Registry of Evidence-based Practices and Programs rated FBT 3.8 on a 0 to 4 scale in its ability to be disseminated. In this workshop, we teach attendees to implement several innovative interventions to guide behavioral goals. Specifically, attendees will be taught to assist adolescents in managing their environment to assist goal accomplishment. This intervention component was empirically developed within the context of FBT, but has widespread applicability given that it incorporates well-established stimulus control strategies that are evidence supported. The intervention component is particularly relevant to mental health providers within various therapeutic communities, such as counseling, juvenile detention centers, substance abuse counseling, social work, and private practice. Workshop participants will gain valuable hands-on experience implementing interventions through modeling and role-playing techniques. Standardized handouts and worksheets will be provided.

You will learn:

- To implement stimulus control strategies to reduce alcohol use, drug use, and substance-related negative consequences.
- To use modeling and role-playing techniques to teach components of a supportive-other based therapy.
- A comprehensive and well-supported evidence-based treatment applicable to a variety of mental health concerns.

**Recommended Readings:** Donohue, B., & Allen, D.A. (2011). *Family Behavior Therapy: A step-by-step approach to adult substance abuse*. Hoboken, NJ: John Wiley & Sons. Donohue, B., & Azrin, N. H. (2012). *Family Behavior Therapy: A step-by-step approach to adolescent substance abuse*. Hoboken, NJ: John Wiley & Sons.



## SIG Meeting

# Parenting and Families

Key Words: *Parenting, Families*

The Parenting and Families SIG welcomes existing and new members to join this meeting to discuss exciting changes and additions added this past year; to honor past Parenting and Families SIG trailblazers with a panel of “Tales from the Trenches: the past, present and future of parenting and families research and clinical knowledge”; to honor this year’s recipient of the student award in research excellent; and to vote on the executive committee positions for the upcoming year.

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11:30 a.m. – 1:00 p.m.

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Marquis Ballroom, Floor 9

## Panel Discussion 5

# Dissemination and Implementation of Evidence-Based Practices in Schools: Lessons Learned

MODERATOR: *Erica H. Lee, Ph.D.*, Harvard University

PANELISTS: *Molly C. Adrian, Ph.D.*, University of Washington

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

*Golda S. Ginsburg, Ph.D.*, University of Connecticut

*Kristina L. Metz, Ph.D.*, Harvard University

*Wendy M. Reinke, Ph.D.*, University of Missouri

*Kevin D. Stark, Ph.D.*, University of Texas at Austin

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *Evidence-Based Practice, Implementation, School*

Epidemiologic research consistently shows a high and increasing prevalence of mental health problems among school-age youths that impact their social, emotional and academic functioning. The prevalence of student mental health problems helps explain why an estimated 70-80% of U.S. child mental health care is provided in schools. While there is a growing need for mental health services located in everyday settings for youth, there is also a well-documented gap between science and practice in schools that lowers the potential of evidence-based practices (EBPs) to promote youth mental health. Thus, clinical researchers have become increasingly interested in investigating the effectiveness of school-based mental health interventions, with widespread agreement that treatment quality and outcomes improve with clinicians’ use of EBPs.

Identified challenges to effective dissemination, implementation and sustainability of EBPs in schools include school resource levels, interdisciplinary collaboration, implementation fidelity, effective evaluation, and cultural factors. In order to translate research into practice, researchers and practitioners should discuss effective methods for delivering, evaluating and sustaining EBPs in schools. This dialogue can support the field's efforts to capitalize on the rich potential school contexts offer to promote youth mental health and learning.

This panel consists of six clinical and school psychologists with distinguished backgrounds in the dissemination and implementation of EBPs in schools. Topics will include the potential and best practices for conducting treatment research in schools; which school-based EBPs have been found to be most effective in improving emotional, behavioral and academic outcomes; navigating partnerships between researchers and clinicians in school settings; delivering EBPs in schools with varying levels of resources; and helpful tips for researchers and clinicians utilizing EBPs in schools with complex, multi-problem youth. Overall, the panel aims to provide researchers and clinicians with a forum to discuss experiences, challenges and outcomes related to increasing access to quality mental health care in real-world settings for youth.

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11:45 a.m. – 1:15 p.m.

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**Juilliard & Imperial, Floor 5**

## **Symposium 22**

### **Early Detection and Prevention of Psychosis**

CHAIR: *Mark van der Gaag, Ph.D., VU University Amsterdam*

DISCUSSANT: *Kim T. Mueser, Ph.D., Boston University*

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *Psychosis / Psychotic Disorders, Prevention, Randomized Controlled Trial*

#### **Preventing a First Episode of Psychosis in the Netherlands**

*Mark van der Gaag, VU University Amsterdam*

#### **Stage-Dependent Prognostic Model to Predict Psychosis and Cost-Effectiveness of CBT for Preventing First-Episode Psychosis**

*Helga Ising, Parnassia Psychiatric Institute*

#### **Patient and Caregiver Perspectives on CBT for Ultra-High Risk Patients**

*Yulia Landa, Icahn School of Medicine at Mount Sinai*

*Rachel Jespersen, Icahn Medical School at Mount Sinai*

**Clinical Roundtable 1**

**CBT in Probation: Diverse Perspectives on Interviews  
With Three Justice-Involved Clients**

MODERATOR: *Damon Mitchell, Ph.D.*, Central Connecticut State University

PANELISTS: *Amie Zarling, Ph.D.*, Iowa State University

*Denise Davis, Ph.D.*, Vanderbilt University

*Christopher Martell, Ph.D.*, University of Massachusetts Amherst

*Raymond Chip Tafrate, Ph.D.*, Central Connecticut State  
University

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

Primary Category: Criminal Justice / Forensics

Key Words: *Criminal Justice, Risky Behaviors, Case Conceptualization / Formulation*

Approximately 1 in 33 adults in the United States are under some type of criminal justice system supervision. Overall, justice involvement among the general population occurs at about the same rate as Panic and Generalized Anxiety Disorders. Budget woes and social justice concerns have shifted criminal justice policy and practice from mass incarceration toward increased use of community supervision. Therefore, most offenders serve all, or a portion, of their sentences in the community rather than in prison. Increasingly, probation agencies are being asked to do more than temporarily monitor the offenders under their authority ~ they are expected to positively influence behavior and reduce reoffending.

Probation has the potential to be a more rehabilitative and cost-effective alternative to incarceration. Unfortunately, high rates of probation violation and reoffending are the norm. One bright spot in the forensic treatment literature is that meta-analyses have found CBT interventions to be the most effective approach for reducing re-offending, with several recent initiatives focused specifically on training probation officers (POs) to use CBT skills to reduce their client's criminal risk behavior.

This clinical roundtable focuses on the dissemination of CBT in probation supervision to support behavior change among justice-involved clients. The discussion is organized around brief recorded interviews with three probation clients. Five panelists, representing five perspectives: acceptance and commitment therapy (Amie Zarling), Beck's cognitive therapy (Denise Davis), behavioral activation therapy (Christopher Martell), rational-emotive behavior therapy (Ray DiGiuseppe), and forensic CBT (Raymond Chip Tafrate), will provide recommendations for applying CBT in probation supervision. Attention will be focused on three critical issues: (1) the challenge of helping POs establish productive working relationships with their clients, (2) the role of instilling hope and optimism in clients, and (3) conceptualizing supervision interventions around criminal risk behaviors.



ticket

Workshop 3

## Written Exposure Therapy: A Brief Treatment Approach for PTSD

Denise M. Sloan, Ph.D., VA Boston Healthcare System

Brian P. Marx, Ph.D., National Center for PTSD

Basic level of familiarity with the material

Primary Category: PTSD

Key Words: PTSD (Posttraumatic Stress Disorder)

Although effective treatments for PTSD are available, many of those who receive these treatments drop out prematurely. Other research indicates that providers infrequently use these front-line treatments, even after receiving training, due to time constraints and other implementation barriers. Thus, there is a grave need for alternative evidence-based PTSD treatments that are better able to engage patients and that are less susceptible to the implementation barriers of the currently available treatments. One recently developed treatment that potentially meets these criteria is written exposure therapy (WET), a 5-session treatment protocol that promotes recovery through writing about the traumatic stressor as well as one's thoughts and feelings about it without any assigned homework. Prior work has shown that WET produces large between-group effect sizes that are comparable with Prolonged Exposure and Cognitive Processing Therapy (Sloan et al., 2012; Sloan et al., 2013). Unlike these treatments, however, WET has very little treatment dropout (e.g., 4-9%). In this workshop, the development of WET and its underlying theory will be described. Next, the WET treatment protocol and the data that support its efficacy will be presented. Recorded treatment sessions and role-plays will be used to demonstrate the delivery of WET. Finally, there will be a review of commonly asked questions about WET as well as solutions to clinical challenges, such as working with clients who dissociate or who have personality disorders, that arise when using WET.

You will learn:

- The limitations of currently available evidence-based treatments for PTSD.
- Critical elements of effective PTSD treatment, which are incorporated in written exposure therapy.
- The efficacy data associated with written exposure therapy and how the treatment is delivered.

**Recommended Readings:** Sloan, D. M., Marx, B. P., Bovin, M. J., Feinstein, B. A., & Gallagher, M. W. (2012). Written exposure as an intervention for PTSD: A randomized controlled trial with motor vehicle accident survivors. *Behaviour Research and Therapy*, 50, 627-635. Sloan, D. M., Marx, B. P., & Epstein, E. M. (2005). Further examination of the exposure model underlying written emotional disclosure. *Journal of Consulting and Clinical Psychology*, 73, 549-554. Sloan, D. M., Marx, B. P., & Greenberg, E. M. (2011). A test of written emotional disclosure as an intervention for posttraumatic stress disorder. *Behaviour Research and Therapy*, 49, 299-304.

Participants in this course can earn 3 continuing education credits.

Research and Professional Development 2

## How Community-Based Participatory Research Can Improve Science and Meet Community Needs

MODERATOR: *Natalie R. Holt, Ph.D.*, University of Nebraska-Lincoln

PANELISTS: *Debra A. Hope, Ph.D.*, University of Nebraska-Lincoln

*Shelley L. Craig, Ph.D.*, University of Toronto

*Joshua C. Eyer, Ph.D.*, University of Alabama

*Erum Nadeem, Ph.D.*, Yeshiva University

*Conall M. O’Cleirigh, Ph.D.*, Massachusetts General Hospital/  
Harvard University

*Steven A. Safren, Ph.D.*, ABPP, University of Miami

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *Community-Based Assessment / Intervention, Diversity, Research Methods*

Community based participatory research (CBPR) is a methodological approach that formulates research question and topics by including perspectives from community members who are equitable members of the research team. Academic researchers and community members work in collaboration to share knowledge and experiences to best serve the needs of the community. CBPR is advantageous when working with traditionally marginalized populations to address mental health disparities by ensuring evidence-based practices are developed and adapted to be culturally sensitive and also creates an immediate population for dissemination. As multiple stakeholders can collaborate in CBPR, there are also opportunities to better translate research into practice by involving local practitioners who work with the community. Creating long-lasting CBPR relationships is possible, but not without challenges. Community members must be included throughout the research process and understood by researchers as knowledgeable informants that understand how to best disseminate products of the community-research partnership. The panel will consider the advantages and challenges to using CBPR and discuss how CBPR can further enable researchers to partner with communities to best adapt and support cognitive-behavior therapies. The panelists have experience implementing CBPR principles into their research and clinical work with minority and underserved groups. Dr. Shelley Craig, Ph.D., M.S.W. uses a CBPR approach to develop affirmative interventions for sexual and gender minority youth. Dr. Joshua Eyer, Ph.D. has extensive expertise in CBPR and has adapted chronic pain interventions for low-literacy rural populations. Dr. Erum Nadeem, Ph.D. has received NIH funding to work with community stakeholders to improve treatment for PTSD in urban schools. Dr. Conall O’Cleirigh, Ph.D. has developed and adapted cognitive-behavioral interventions with people living with HIV as well as LGBT populations. Finally, Dr. Steven Safren, Ph.D. will discuss his HIV prevention interventions for men who have sex with men (MSM) in India. These diverse perspectives reflect the many possible uses of CBPR and include best practices to improving research and meeting community needs.

You will learn:

- Discuss community based participatory research as a method to adapt and disseminate cognitive-behavioral therapies.
- Examine the advantages and challenges of establishing beneficial community partnerships.
- Explore the diverse communities engaged through CBPR and current ongoing research.

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Friday, 12:00 p.m. – 1:30 p.m.

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**Shubert & Uris, Floor: 6**

**SIG Meeting**

## **Military Psychology**

Key Words: *Military*

Military Psychology

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12:15 p.m. – 1:15 p.m.

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**Astor Ballroom, Floor 7**

## **Postdoc Meet and Greet**

*Kristen P. Lindgren, Ph.D., ABPP, University of Washington*

*Jeanette Hsu, Ph.D., VA Palo Alto Health Care System*

Primary Category: Professional Issues

Key Words: *College Students, Education and Training - Graduate*

For description please see Postdoctoral Paths for Professional Development session.

Symposium 23

**Dissemination and Implementation of Cognitive-Behavioral Interventions for Older Adults**

CHAIRS: *Patricia Marino, Ph.D.*, Weill Cornell Medical College  
*Victoria Wilkins, Ph.D.*, Weill Cornell Medical College

DISCUSSANT: *Richard Zweig, Ph.D.*, Ferkauf Graduate School of Psychology,  
Yeshiva University

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *Depression, Aging / Older Adults, Dissemination*

**An Adaptation of CBT for a Medically Ill Older Adult Population**

*Patricia Marino*, Weill Cornell Medical College

*Jo Anne Sirey*, Weill Cornell Medical College

*Alyssa DePasquale*, Fairleigh Dickinson University

*Elmira Raeifar*, LIU Brooklyn

**Integrating Evidence-Based Mental Health Into Elder Abuse Services to Serve Vulnerable Older Adults**

*Jo Anne Sirey*, Weill Cornell Medical College

*Jackie Berman*, NYC Department of Aging

*Aurora Salamone*, NYC Department of Aging

*Jean Fulton*, Weill Cornell Medical College

*Patrick Raue*, Weill Cornell Medical College

**Perceived Disability and Social Support in Older Adults Treated for Poststroke Depression**

*Victoria Wilkins*, *Megan Martin*, *George Alexopoulos*, Weill Cornell Medical College

**Shared Decision Making and Treatment Engagement in Elderly Depressed Primary Care Patients**

*Patrick Raue*, Weill Cornell Medical College

*Charles Schulberg, Ph.D.*, Weill Cornell Medical College

*Maria Espejo*, NYCHHC Lincoln Hospital

*Malay Das*, New York Presbyterian Hospital

*Brian Liles*, Weill Cornell Medical College

*Sara Romero*, NYCHHC Lincoln Hospital

*Idalia Catalan*, New York Presbyterian Hospital

*Martha Bruce*, Weill Cornell Medical College

*Patrick Raue*, Weill Cornell Medical College

## A Cognitive Reappraisal Intervention for Suicide Prevention in Middle-Age and Older Adults

Dimitris Kiosses, Weill Cornell Medical College

Greg Hajcak, Stony Brook University

James Gross, Stanford University

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Friday, 12:15 p.m. – 1:45 p.m.

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Harlem, Floor: 7

### SIG Meeting

## Bipolar Disorders

Key Words: *Bipolar Disorder*

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 inaugural Johnson Youngstrom Prize for Outstanding Student Poster.

Panel Discussion 6

## Looking Forward: A Panel Discussion on Diversity in Clinical Psychological Science

MODERATOR: *Adam B. Miller, Ph.D.*, University of North Carolina at Chapel Hill

PANELISTS: *David Rosmarin, Ph.D.*, McLean Hospital, Harvard Medical School

*Juliette Iacovino*, Washington University in St. Louis

*Kamilla Venner, Ph.D.*, University of New Mexico

*Anna Bardone-Cone, Ph.D.*, The University of North Carolina at Chapel Hill

*Kristen P. Lindgren, Ph.D., ABPP*, University of Washington

*Leah Adams, Ph.D.*, George Mason University

Primary Category: Ethnic / Cultural Diversity

Key Words: *Diversity, Cross Cultural / Cultural Differences, Professional Issues*

Looking backwards, the past five decades have seen unparalleled advancement in clinical psychological science. We have developed evidence-based behavioral treatments for previously difficult to treat disorders, and claimed a prestigious position within the worlds of science and medicine. Looking forward, however, the future of research and clinical work requires that we pay much closer attention to diversity. While respect for diversity is woven into the ethics codes and mission statements for many organizations (including ABCT), our field remains largely homogenous, and evaluation of our treatments has historically been conducted with largely monolithic samples. Thus, we have a long way to go before we can consider ourselves truly diverse (Hall et al, 2016; Huey et al, 2014). These concerns are not inconsequential when one considers that according to the US Census Bureau, more than 50% of American children are ethnic minorities and by 2060 minority racial groups will constitute a majority. This panel – which is being organized by the Diversity Committee of the Society for a Science of Clinical Psychology (SSCP: APA Division 12, Section 3) – will involve a thoughtful discussion about the status of diversity within our field. Panelists are a diverse group of clinical scientists ranging in both experience (from advanced graduate students to established leaders in diversity science) and their areas of expertise, which include racial inequalities in mental health (Juliette Iacovino, Washington University), HIV/AIDS prevention and minority health (Leah Adams, George Mason University), spiritual/religious issues in mental health and treatment (David H. Rosmarin, McLean Hospital/Harvard Medical School), dissemination of treatments to low- and middle-resource countries across the globe (Kristen Lindgren, University of Washington), culturally adapting EBTs for Native Americans (Kamilla Venner, University of New Mexico), and diversity training within graduate programs in clinical psychology (Anna Bardone-Cone, UNC-Chapel Hill). We will engage in an open conversation about practical steps to move from etic, monocultural perspectives to emic, multicultural and diverse perspectives towards treatment, research, and teaching.

Broadway Ballroom, Floor 6

## Lifetime Achievement Award Address: How to Make Effective Psychological Therapies more Widely Available to the Public: Science, Economics & Politics

David M. Clark, D.Phil., University of Oxford

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *Dissemination, Implementation, Anxiety*



DAVID CLARK

In the 50 years since ABCT was founded, cognitive-behavior therapists have made enormous progress in developing effective treatments for a wide range of mental health problems. Many of these treatments now figure prominently in national and international clinical guidelines. However, in most countries the majority of people who could potentially benefit from the treatments have no chance of receiving them. How can we solve this problem? This talk focuses on two complimentary approaches. The first approach is to develop delivery methods (such as internet assisted therapy) that require less therapist time and have a wider geographical reach without loss of effectiveness. This approach is illustrated by describing the development and evaluation of a version of cognitive therapy for social anxiety (iCTSAD) that delivers all the key features (including video feedback) of this complex therapy over the internet. iCTSAD is well received by patients, generates therapeutic alliance ratings as high as routine face-to-face therapy with experts, and achieves excellent outcomes. The second approach is to create a radical national programme that trains large numbers of new therapists and deploys them in evidence-based services with universal outcome monitoring and public transparency. This approach is illustrated with the English Improving Access to Psychological Therapies (IAPT) programme, one of the world's largest attempts to disseminate evidence-based psychological therapies to the general public. Currently IAPT treats around 550,000 people with depression and/or anxiety disorders each year and obtains pre and post treatment outcome data on 97% of these individuals. On average 49% of patients with depression/anxiety meet strict double criteria for recovery (dropping below the clinical threshold for depression and anxiety) and around two thirds show reliable improvement. We will discuss the origins of IAPT, the scientific and economic arguments on which it is based, the training and clinical service models, progress to date, and future developments. By collecting data for over 200 different IAPT services, we have been able to identify substantial regional variation in the outcomes that IAPT services achieve and have made some progress in understanding the determinants of that variability. This work has revealed that in addition to delivering the right therapy, we can greatly improve the outcomes that our patients achieve by also paying attention to the way we organize our services. Although every country is different, it is likely that some of the lessons from IAPT will be helpful to clinicians and researchers in other countries as they strive to work with politicians, commissioners, local communities and others in order to increase public access to effective psychological therapies.

You will learn:

- To increase knowledge of delivery methods (such as internet assisted therapy) that require less therapist time and have a wider geographical reach without loss of effectiveness.
- To increase knowledge of a radical national programme that trains large numbers of new therapists and deploys them in evidence-based services with universal outcome monitoring and public transparency.
- To discuss progress in these areas to date and future developments.

**Recommended Readings:** Layard, R. & Clark, D. M. (2015). *Thrive: How better mental health care transforms lives and saves money*. Princeton, NJ: Princeton University Press. Clark, D. M. (2012). *The English Improving Access to Psychological Therapies (IAPT) Program*. In R. K. McHugh & D. H. Barlow (Eds.), *Dissemination and implementation of evidence-based psychological interventions* (pp. 61-77). New York: Oxford University Press. Clark, D. M., Layard, R., Smithies, R., Richards, D. A., Suckling, R., & Wright, B. (2009). Improving access to psychological therapy: Initial evaluation of two UK demonstration sites. *Behaviour Research and Therapy*, 47(11), 910-920.

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1:00 p.m. – 2:30 p.m.

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**Winter Garden & Palace, Floor 6**

## **Symposium 24**

# **Cortisol as a Resource Mobilizer: Implications for Stress and Internalizing Disorders**

CHAIRS: *Suzanne Vrshek-Schallhorn, Ph.D., University of North Carolina at Greensboro*

*Catherine Stroud, Ph.D., Williams College*

DISCUSSANT: *Kate L. Harkness, Ph.D., Queen's University*

Primary Category: Adult Depression / Dysthymia

Key Words: *Stress, Psychophysiology, Depression*

## **High or Low: Reconciling Divergent Findings in the Cortisol Literature Using the Cortisol Reactivity Threshold Model**

*Suzanne Vrshek-Schallhorn, Bradley Avery, Maria Ditcheva, Vaibhav Sapuram, University of North Carolina at Greensboro*

## **Interpersonal Orientation Predicts Cortisol Response to an Acute Social-Evaluative Stressor**

*Lori M. Hilt, Lawrence University*

*Vera Vine, Yale University*

## **Genetic Variation in Serotonin 2c Receptor and Cortisol Response to Stress: Paradoxical Effects in Males and Females**

*Bradley Avery, University of North Carolina at Greensboro*

*Suzanne Vrshek-Schallhorn, Northwestern University, University of North Carolina-Greensboro*



**Individual Differences in Early Adolescents' Latent Trait Cortisol (LTC):  
Relation to Early Adversity and Recent Stress**

Catherine B. Stroud, Williams College

Frances R. Chen, University of Pennsylvania

Leah D. Doane, Arizona State University

Douglas A. Granger, Arizona State University, Institute for Interdisciplinary Salivary  
Bioscience Research, The Johns Hopkins University

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1:00 p.m. – 4:00 p.m.

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**Plymouth & Royale, Floor 6**

ticket

**Workshop 4**

## **Creating Effective Behavioral Experiments: Uniting Heart and Mind**

James Bennett - Levy, Ph.D., University of Sydney, Australia

All level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Exposure*

Behavioral experiments are a key component of most effective CBT packages and one of the most powerful methods to bring about therapeutic change. Behavioral experiments and exposure share many features in common. However, there are also subtle differences in theory and approach, which the workshop will address. Behavioral experiments represent one of the most creative and fascinating aspects of being a CBT therapist. Setting them up effectively requires sophisticated understanding, flexibility, and initiative on the part of the therapist and the ability to elucidate the principles simply and enthusiastically to the client. Based on the strategies outlined in the *Oxford Guide to Behavioural Experiments in Cognitive Therapy* (Bennett-Levy et al., 2004), this workshop will provide an A to Z of behavioral experiments: how to design and set them up; how to carry them out; how to observe the results without distortion; and how to reflect on the meaning of the experience so that the client may gain maximum benefit. The style of the workshop will be practical, engaging, and experiential—with a certain amount of amusement expected along the way!

You will learn:

- To apply a set of coherent frameworks for creating effective behavioral experiments.
- To utilize different strategies for creating behavioral experiments.
- How to design and implement effective behavioral experiments.

**Recommended Readings:** Bennett-Levy, J., Butler, G., Fennell, M.J.V., Hackmann, A., Mueller, M. & Westbrook, D. (Eds.). (2004). *The Oxford guide to behavioural experiments in cognitive therapy*. Oxford: Oxford University Press. Bennett-Levy, J., Thwaites, R., Haahrhoff, B., & Perry, H. (2015). *Experiencing CBT from the inside out: A self-practice/self-reflection workbook for therapists*. New York: Guilford Press. McMillan, D. & Lee, R. (2010). A systematic review of behavioural experiments vs. exposure alone in the treatment of anxiety disorders: A case of exposure while wearing the emperor's new clothes? *Clinical Psychology Review*, 30, 467–478.

Participants in this course can earn 3 continuing education credits.

**Symposium 26**

**Wagging the Dog: How the Biomedical Model Has Affected Funding Priorities, Scientific Agendas, and Endorsement of Chemical Imbalance Myth**

CHAIR: *Brett J. Deacon, Ph.D.*, University of Wollongong

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

Primary Category: 2016 Program Theme - Neuroscience and Psychological Treatment

Key Words: *Neuroscience, Research Funding*

**Changing Funding Trends From the National Institute of Mental Health: 1997-2015**

*Dean McKay*, Fordham University

*Dianne Chambless*, University of Pennsylvania

*Bethany Teachman*, University of Virginia

*Lauren Mancusi, Evan Holloway, Justyna Jurska, Stephanie Grossman*, Fordham University

**Cognitive Functioning and Psychopathology: A Systematic Review of Meta-Analyses Across DSM Conditions**

*Amitai Abramovitch*, Texas State University

*Sean Minns*, University of Texas at Austin

*Abigail Stark*, Suffolk University

*Tatiana Short*, Texas State University

**Endorsement of the Chemical Imbalance Myth by ABCT Members, Community Members, and Psychotherapy Clients**

*Brett J. Deacon*, University of Wollongong

**Symposium 25**

**Direct-to-Consumer Marketing of Psychological Treatments: Consumer Preferences and Attitudes Toward Evidence-Based Practice**

CHAIR: *Jacqueline R. Bullis, Ph.D., Boston University*

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

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *Dissemination, Implementation, Evidence-Based Practice*

**The Impact of an Evidence-Based Partial Hospitalization Program on Patients' Beliefs About Evidence-Based Psychological Treatments**

*Jacqueline R. Bullis, Boston University*

*Courtney Beard, McLean Hospital/Harvard Medical School*

*Thröstur Björgvinsson, McLean Hospital/Harvard Medical School*

**Evaluating Knowledge and Attitudes About CBT: Can We Use Neuroscientific Allure to Help Promote Positive Perceptions?**

*Casey A. Schofield, Skidmore College*

*Henry Weis, Skidmore College*

*Gabriella Ponzini, Skidmore College*

*R. Kathryn McHugh, McLean Hospital/Harvard Medical School*

**How Do Parents Prefer to Receive Information About Treatment for Adolescent Substance Use?: A Direct-to-Consumer Market Research Survey**

*Sara Becker, Brown University*

**Patient and Stakeholder Preferences on Transdiagnostic Mental Health Treatment for Trauma-Exposed Veterans**

*Cassidy A. Gutner, National Center for PTSD, VA Boston Healthcare System; Boston University Medical School*

*Stephanie A. Vento, National Center for PTSD at VA Boston Healthcare System*

*David H. Barlow, Boston University*

*Denise M. Sloan, National Center for PTSD at VA Boston Healthcare System*

*Shannon Wiltsey Stirman, National Center for PTSD at VA Boston Healthcare System*

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Friday, 1:15 p.m. – 2:45 p.m.

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**Brecht, Floor: 4**

**SIG Meeting**

**Clinical Psychology at Liberal Arts Colleges**

Key Words: *Clinical Trial*

Our SIG is devoted to developing community and sharing resources among clinical psychology faculty, students, and alumni of liberal arts colleges. This year's meeting will involve a review of SIG business and developments, our Student Poster Award, introduction of new officers, planning for 2017, and networking opportunities!

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Friday, 1:15 p.m. – 2:45 p.m.

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**Odets, Floor: 4**

**SIG Meeting**

**ADHD**

Key Words: *ADHD - Adult*

A leader in the field will present on his or her current research. Recent speakers included Russell Barkley, Howard Abikoff, and Marc Atkins. SIG activities and plans will be discussed, including a report on our annual Preconference Research and Practice Exchange (PRECON). Winners of the student poster competition will also be recognized.

FRIDAY

Panel Discussion 7

## Implementing Evidence-Based Interventions in Schools Following Hurricanes Katrina and Sandy

MODERATOR: *Juliet Vogel, Ph.D.*, Hofstra-Northwell School of Medicine

PANELISTS: *Peter J. D'Amico, Ph.D.*, Hofstra-Northwell School of Medicine

*Howard J. Osofsky, M.D., Ph.D.*, LSU Health Science Center

*Joy D. Osofsky, Ph.D.*, LSU Health Science Center

*Anthony Speier, Ph.D.*, LSU Health Science Center

*Rebecca Schwartz, Ph.D.*, Hofstra-Northwell School of Medicine

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *Implementation, Trauma, School*

Collaborations between groups affiliated with National Child Traumatic Stress Network (NCTSN) have provided near ideal conditions for greatly enhanced opportunities for disaster response intervention. Site specific and shared models of implementation have contributed to a growing bank of evidence based approaches to meeting the immediate and long term needs of communities and individuals affected by large scale disasters. Panelists were chosen to discuss ongoing collaborations between NCTSN affiliates in New Orleans and New York and to present their unique and shared experiences about the stages of intervention in schools following Hurricanes Katrina and Sandy. Initial discussions will focus on community disaster preparation, FEMA/state-sponsored funding, and pre-existing relationships in the community and schools as primary systems for provision of services following community wide disasters. Next, historical contributions and current best practices will be presented for disseminating trauma education and training of mental health professionals for immediate crisis response (Psychological First Aid) and community-wide resiliency programming. Our experiences with formal mental health screening and specifically PTSD screening (NCTSN Hurricane Assessment Tool), and how it plays a critical role in treatment selection will be shared. Examples of treatments that will be presented are Trauma-Focused Cognitive Behavior Therapy (TF-CBT), which follows a traditional individual/family therapy model and Cognitive-Behavior Intervention for Trauma in Schools (CBITS), which is a group based model. Informally, we will also discuss the importance of supporting crisis response workers and school staff, and combating compassion fatigue. Finally, we will describe some of the difficulties in conducting research, constructing program evaluations and data gathering in a post-disaster school setting.

ticket

Master Clinician Seminar 3

## Problem-Solving Therapy for Suicide Prevention and Treatment

Arthur M. Nezu, Ph.D., DHL, ABPP, Drexel University

Christine Maguth-Nezu, Ph.D., ABPP, Drexel University

Intermediate level of familiarity with the material

Key Words: *Problem-Solving Therapy, Suicide*

Problem-Solving Therapy (PST) is a transdiagnostic, evidence-based intervention that enhances one's ability to effectively cope with major stressful life circumstances and chronic daily problems. Attendees will learn to apply PST specifically as an approach to reduce suicidal ideation and prevent suicidal behaviors. According to this approach, suicide is defined as a behavioral response to high levels of stress resulting from a person's inability or intense difficulty to identify and effectively implement appropriate solution-goal combinations other than to "end it all." More specifically, stressful life events, elevated emotional reactivity to such stress, and ineffective problem-solving ability, all serve as major vulnerability factors for high levels of suicidal ideation, which can then lead to an actual suicide attempt. Moreover, certain general barriers exist that can potentially impede one's ability to effectively handle such stress and emotional arousal, including: (a) "brain overload" (difficulties dealing with multiple cognitive and emotional stimuli simultaneously while under stress), (b) emotional dysregulation (i.e., inability to handle high levels of emotional reactivity), (c) biased cognitive processing of emotion-related information, (d) feelings of hopelessness, and (e) ineffective problem-solving/critical thinking ability. Within this context, PST teaches individuals experiencing high levels of suicidal ideation an array of skills aimed at overcoming each of these barriers in order to ultimately prevent suicidal attempts. Whereas attendees will learn the conceptual and empirical underpinnings of this approach, the major focus will be on teaching the clinical skills. A particular focus will be on veterans and active-duty service members, individuals exhibiting high levels of suicidality.

You will learn:

- A model of suicidality based on a problem-solving framework.
- The conceptual and empirical underpinnings of a PST approach for suicidality.
- How to apply PST to reduce suicidal ideation and prevent suicidal attempts.

**Recommended Readings:** Nezu, A.M., Nezu, C.M., & D'Zurilla, T.J. (2014). *Problem-solving therapy: A treatment manual*. New York: Springer.

FRIDAY

Symposium 28

**Brief Behavioral Therapy for Anxiety and Depression:  
Results of a Multisite Randomized Trial in Pediatric  
Primary Care**

CHAIR: *V. Robin Weersing, Ph.D., SDSU-UCSD JDP in Clinical Psychology*

DISCUSSANT: *Joel Sherrill, Ph.D., National Institute of Mental Health/NIH*

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *Child Anxiety, Adolescent Depression, Primary Care*

**Brief Behavioral Therapy for Anxiety and Depression in Pediatric Primary Care:  
Design and Primary Outcomes**

*V. Robin Weersing, SDSU-UCSD JDP in Clinical Psychology*

*David Brent, University of Pittsburgh*

*Michelle Rozenman, UCLA Semel Institute for Neuroscience and Human Behavior*

*Araceli Gonzalez, California State University, Long Beach*

*Megan Jeffreys, SDSU-UCSD JDP in Clinical Psychology*

*Giovanna Porta, Western Psychiatric Institute and Clinic*

**Brief Behavioral Therapy for Anxiety and Depression in Pediatric Primary Care:  
Moderators of Effects**

*Michelle Rozenman, UCLA Semel Institute for Neuroscience and Human Behavior*

*Araceli Gonzalez, California State University, Long Beach*

*Giovanna Porta, Western Psychiatric Institute and Clinic*

*David Brent, University of Pittsburgh*

*V. Robin Weersing, SDSU-UCSD JDP in Clinical Psychology*

**Brief Behavioral Therapy for Anxiety and Depression in Pediatric Primary Care:  
Evaluation of Treatment Services Use**

*John Dickerson, Kaiser Permanente Center for Health Research*

*Frances Lynch, Center for Health Research, Kaiser Permanente Northwest*

*Michelle Rozenman, UCLA Semel Institute for Neuroscience and Human Behavior*

*Giovanna Porta, Western Psychiatric Institute and Clinic*

*Megan Jeffreys, SDSU-UCSD JDP in Clinical Psychology*

*David Brent, University of Pittsburgh*

*V. Robin Weersing, SDSU-UCSD JDP in Clinical Psychology*

**Symposium 29**

**Investigating Shared and Differential Mediators of Cognitive-Behavioral Group Therapy Versus Mindfulness-Based Interventions for SAD**

CHAIR: *Philippe R. Goldin, Ph.D.*, University of California, Davis

DISCUSSANT: *Richard Heimberg, Ph.D.*, Temple University

Primary Category: Adult Anxiety - Social

Key Words: *Social Anxiety, Mindfulness, Mediation / Mediators*

**Trajectories of Social Anxiety, Emotion Regulation, and Mindfulness During a Random Controlled Trial of CBT Versus Mindfulness-Based Stress Reduction for SAD**

*Amanda Morrison*, Stanford University

**Self-Compassion and Social Anxiety: Impact of Group Therapy on Treating Oneself Kindly**

*Nancy Kocovski*, Wilfrid Laurier University

**Investigating Mediators of Treatment Response for Cognitive-Behavioral Group Therapy Versus Mindfulness-Based Stress Reduction in Adults With SAD**

*Philippe R. Goldin*, University of California, Davis

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Friday, 1:30 p.m. – 2:30 p.m.

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**Wilder, Floor: 4**

**SIG Meeting**

**Couples Research and Treatment**

Key Words: *Couple Therapy, Couples / Close Relationships*

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.

FRIDAY



**Symposium 27**

**Technology-Enhanced Access to Empirically Supported Treatments: From Innovation to Integration**

CHAIR: *Patrick L. Kerr, Ph.D.*, West Virginia University School of Medicine

DISCUSSANT: *Margo Adams Larsen, Ph.D.*, Virtually Better, Inc

Primary Category: 2016 Program Theme - Technology and Treatment

Key Words: *Technology / Mobile Health, Health Psychology, Behavioral Medicine*

**Telehealth Implementation of CBT for Patients With Chronic Medical Conditions**

*Aimee Peters*, AbilTo, Inc.

*Loren Dent*, Columbia University Counseling and Psychological Services

*Patrick Kerr*, West Virginia University School of Medicine

*Heidi Mochari-Greenberger*, AbilTo, Inc

*Reena Pande*, AbilTo, Inc

**POET: An Internet-Based Intervention for the Psychological Treatment of Chronic Low Back Pain**

*Rosa Maria Banos Rivera*, Universitat de València

*Eva del Rio*, Jaume I University

*Azucena Garcia-Palacios*, Jaume I University

*Julio Domenech*, Arnau de Vilanova Hospital

*Cristina Botella*, Jaume I University

*Lourdes Peñalver*, Arnau de Vilanova Hospital

**Efficacy of an Internet-Based Psychological Intervention for the Treatment of Depression in Primary Care**

*Cristina Botella*, Universitat Jaume

*Azucena Garcia-Palacios*, Jaume I University

*Margalida Gili*, Universitat de les Illes Balears

*Fermín Mayoral*, Regional University Hospital of Malaga

*Rosa Banos*, Universitat de Valencia

*Javier Garcia-Campayo*, Universidad de Zaragoza

**The Stepping Stone Program: Reaching Homeless Youth Through Smartphone-Delivered Interventions**

*Stephen Schueller*, Feinberg School of Medicine, Northwestern University

*Claire Dowdle*, Rush University Medical Center

*Niranjani Karnik*, Rush University Medical Center

*Alyson Zalta*, Rush University Medical Center

Systems-Level Implementation of Evidence-Based Practice: Data From an Integrated Health Care System

Andrew Bertagnolli, Kaiser Permanente

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Friday, 1:30 p.m. – 3:00 p.m.

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O'Neill, Floor: 4

**SIG Meeting**

**Addictive Behaviors**

Key Words: *Addictive Behaviors*

During this meeting we present our annual report, welcome our incoming SIG Leader (2017-2019), enjoy a talk given by our Early Career Award recipient, display selected student posters, present the Outstanding Student Poster award, and socialize with old and new friends who share our interest in addictive behaviors

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1:30 p.m. – 3:00 p.m.

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Juilliard & Imperial, Floor 5

**Panel Discussion 8**

**Can Evidence-Based CBT Interventions for Hoarding Be Disseminated to Multidisciplinary Human Service Professionals for Community Implementation?**

MODERATOR: *Gail Steketee, Ph.D.*, Boston University

PANELISTS: *Christiana Bratiotis, Ph.D.*, Portland State University  
*Michael Tompkins, Ph.D.*, San Francisco Bay Area Center for Cognitive Therapy  
*Jordana Muroff, Ph.D.*, M.S.W., Boston University  
*Jackson Sherratt, M.S.W.*, Educational Alliance  
*Sheila Woody, Ph.D.*, University of British Columbia

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *Dissemination, Implementation, Hoarding*

Hoarding disorder (HD) is a serious psychiatric condition defined in the DSM-5 (APA, 2013) as “persistent difficulty discarding” ordinary items and excessive clutter that interferes with the use of space and impairs daily functioning. Occurring in 2-5% of US adults, HD poses profound public health and safety risks (Tolin et al, 2008) such as tripping hazards, excessive combustible materials, and infestations that can be a serious threat to the individual who hoards, their family and neighboring community (Frost, Steketee, Williams, 2000). HD specific CBT treatment is associated with significant improvement in hoarding symptoms, yet many do not access clinical services for hoarding and a lack of

trained providers persists. Human service professionals from multiple disciplines encounter and assist people who hoard (Bratiotis et al., 2011); many lack empirical knowledge and refined skill to guide their interventions. In this panel discussion, the assembled experts discuss the advantages and challenges associated with disseminating the latest evidence-based CBT for hoarding treatment interventions to professionals from multiple disciplines and settings.

Christiana Bratiotis will open the discussion illuminating how HD is a clinical problem for which multi-disciplinary collaboration is essential for effective intervention. She will examine the dialectics of mental health clinicians collaborating with non-clinician community colleagues, specifically the role of expert. Michael Tompkins will discuss establishing relationship and assessing the needs of community providers and their organizational setting to guide the selection of CBT strategies for training. Jordana Muroff will share specific CBT strategies often disseminated to community providers and the methods used to train those skills. Jack Sherratt will discuss disseminating CBT strategies for hoarding to human service graduate students, a subgroup of non-clinician providers who implement interventions. Sheila Woody will provide insights into the role of a clinical consultant assisting community-based organizations to collect and use outcome data to guide intervention implementation. Gail Steketee will serve as moderator for the panel discussion.

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Friday, 1:45 p.m. – 3:15 p.m.

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Times Square, Floor: 7

### SIG Meeting

## Study of Gay, Lesbian, Bisexual, and Transgendered Issues

Key Words: L / G / B / T

Study of Gay, Lesbian, Bisexual and Transgendered Issues

**Symposium 30**

**New Developments in Virtual Reality Exposure Therapy**

CHAIR: *Heidi Zinzow, Ph.D.,* Clemson University

DISCUSSANT: *Greg M. Reger, Ph.D.,* VA Puget Sound Health Care System/  
University of Washington

Primary Category: 2016 Program Theme - Technology and Treatment

Key Words: *Technology / Mobile Health, Prolonged Exposure, Psychotherapy Outcome*

**Virtual Reality Exposure Therapy to Treat the Fear of Flying**

*Barbara Rothbaum,* Emory University

*Lydia Odenat,* Private Practice

*Jessica Maples,* Emory University

*Kathryn Breazeale,* Emory University

*Loren Post,* Emory University

*Robin Gross,* Emory University

*Matthew Price,* University of Vermont

**The Temporal Relationship Between Changes in Posttraumatic and Depressive Symptoms During Virtual Reality Exposure Therapy Combined With D-Cycloserine**

*Melissa Peskin,* Weill Cornell Medical College

*Katarzyna Wlka,* City University of New York School of Public Health and Health Policy/Weill Cornell Medical College

*Judith Cukor,* Weill Cornell Medical College

*Megan Olden,* Weill Cornell Medical College

*Margaret Altemus,* Weill Cornell Medical College

*Francis Lee,* Weill Cornell Medical College

*JoAnn Difede,* Weill Cornell Medical College

**Virtual Reality Exposure Therapy for Driving Anxiety and Aggression in Veterans**

*Heidi Zinzow, Johnell Brooks, Patrick Rosopa, Casey Jenkins, Julia Seanner, Stephanie Jeffirs,* Clemson University

**Symposium 31**

**Moderators and Mediators of Youth Treatment Outcomes: Where to, From Here?**

CHAIRS: *Marija Maric, Ph.D.*, University of Amsterdam  
*Thomas H. Ollendick, Ph.D.*, Virginia Tech

DISCUSSANT: *Stephen P. Hinshaw, Ph.D.*, University of California, Berkeley

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *Evidence-Based Practice, Therapy Process, Clinical Utility*

**Addressing Interfering Anxiety in Youth: The Search For Moderators and Mediators of Outcomes**

*Philip C. Kendall*, Temple University

**Mediators and Moderators of Treatments for Youth With Depression**

*V. Robin Weersing*, SDSU-UCSD JDP in Clinical Psychology

*Karen Schwartz*, San Diego State University

*Carl Bolano*, San Diego State University

**Mediators and Moderators of CBT for Youth Exposed to Traumatic Stress: The Complex Role of Parents**

*Carl Weems*, Iowa State University

*Erin Neill*, Iowa State University

*Michael Scheeringa*, Tulane University School of Medicine

**Moderators and Mediators of Treatments for Youth With Autism Spectrum Disorder**

*Matthew D. Lerner*, Stony Brook University

*Susan White*, Virginia Tech University

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Friday, 2:30 p.m. – 4:00 p.m.

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Harlem, Floor: 7

**SIG Meeting**

**Functional Analytic Psychotherapy**

Key Words: *FAP (Functional Analytic Psychotherapy)*

Functional Analytic Psychotherapy

Invited Panel 2

## 50th Anniversary Invited Panel: Cognitive Science and Transdiagnostic Principles

CHAIR: *Steven Hollon, Ph.D., Vanderbilt University*

PANELISTS: *Emily Holmes, Ph.D., DCLinPsych, MRC Cognition and Brain Sciences Unit, Cambridge*

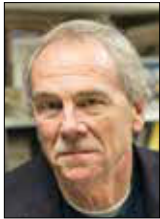
*Jutta Joormann, Ph.D., Yale University*

*Matthew K. Nock, Ph.D., Harvard University*

*Bethany Teachman, Ph.D., University of Virginia*

Primary Category: 2016 Program Theme - Cognitive Science and Transdiagnostic Principles

Key Words: *Cognitive Processes, Transdiagnostic, Information Processing*



STEVEN  
HOLLON



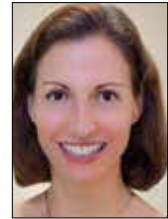
EMILY  
HOLMES



JUTTA  
JOORMANN



MATTHEW  
NOCK



BETHANY  
TEACHMAN

This Invited Panel brings together world-renowned leaders in the field of cognitive science and transdiagnostic principles. The panelists will not only present their research, but will participate in a moderated discussion about the current state of the field and where we are heading. Chair and Moderator, **Dr. Steven Hollon**, focuses on the application of cognitive information processing to the treatment process, primarily in depression but with high rates of comorbidity. As noted by Dr. Hollon, much of what is done for one disorder is cross-cutting and applies (with minor modifications) for nearly all. **Dr. Emily Holmes** examines mental imagery. As described by Dr. Holmes, mental imagery includes 'seeing in the mind's eye' and 'hearing in the mind's ear.' It opens up a rich area of transdiagnostic therapeutic potential because, a) Psychological therapies tend to focus on verbal language; b) Mental imagery has a more powerful impact on emotion than verbal thought; and c) Cognitive science offers new insights for imagery treatment innovation. **Dr. Jutta Joormann** explores how basic cognitive processes and individual differences in emotion regulation increase risk for the onset of psychopathology, particularly depression and anxiety disorders. Dr. Joormann's work has implications for the development of novel psychological interventions such as the modification of cognitive biases and cognitive control deficits. **Dr. Matthew Nock** works to advance the understanding, prediction, and pre-

vention of suicidal behavior. He examines why people behave in ways that are harmful to themselves, using a range of methodological approaches including principles and models of cognitive science. **Dr. Bethany Teachman** asks questions such as, How can we understand why an intelligent, normally rational person with a spider phobia has refused to go down to her basement for 10 years, or why a person with panic disorder is convinced that the 500th panic attack is the one that will bring on a heart attack? Each of these seemingly irrational beliefs and behaviors is likely fueled by some aspect of biased thinking, whereby anxious individuals interpret cues in a threatening way. Dr. Teachman explores how cognitive training programs can help change this thinking to relieve anxiety.

You will learn:

- Recent scientific advances in the domain of cognitive science and transdiagnostic principles.
- Current open questions and debates concerning cognitive science and transdiagnostic principles.
- Visions from luminary speakers on where the field of cognitive science and transdiagnostic principles is heading.

**Recommended Readings:** Hollon, S. D. (2015). The efficacy and acceptability of psychological interventions for depression: Where we are now and where we are going. *Epidemiology and Psychiatric Sciences*, 25(4), 295-300. Hollon, S. D., & Kriss, M. R. (1984). Cognitive factors in clinical research and practice. *Clinical Psychology Review*, 4(1), 35-76. Holmes, E. A., & Mathews, A. (2010). Mental imagery in emotion and emotional disorders. *Clinical Psychology Review*, 30(3), 349-362. Joormann, J., Hertel, P. T., LeMoult, J., & Gotlib, I. H. (2009). Training forgetting of negative material in depression. *Journal of Abnormal Psychology*, 118(1), 34-43. Nock, M. K., Park, J. M., Finn, C. T., Deliberto, T. L., Dour, H. J., & Banaji, M. R. (2010). Measuring the "suicidal mind:" Implicit cognition predicts suicidal behavior. *Psychological Science*, 21(4), 511-517. Teachman, B. A., Marker, C. D., & Smith-Janik, S. B. (2008). Automatic associations and panic disorder: Trajectories of change over the course of treatment. *Journal of Consulting and Clinical Psychology*, 76(6), 988-1002.

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2:45 p.m. – 4:15 p.m.

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**Wilder, Floor 4**

### Mini Workshop 6

## Alliance-Focused Training for CBT: Strategies for Identifying, Addressing, and Repairing Ruptures in the Therapeutic Alliance in CBT

*Jeremy D. Safran, Ph.D., New School Research Institute*

*John Christopher Muran, Ph.D., Adelphi University*

*Catherine F. Eubanks, Ph.D., Yeshiva University*

Basic level of familiarity with the material

Key Words: *Training / Training Directors, Supervision*

Successful treatment requires a healthy working alliance between therapist and client. There is increasing evidence in the research literature that problems, or ruptures, in the alliance are common challenges faced by many therapists. When therapists are unable to

repair a rupture, the likelihood of premature termination or poor outcome is increased. This mini-workshop will endeavor to equip participants with empirically supported strategies for resolving alliance ruptures by presenting Alliance-Focused Training (AFT), a supervision approach based on Safran and Muran's NIMH-funded research on the alliance. Markers of withdrawal and confrontation ruptures that are commonly observed in CBT will be presented to facilitate identification of ruptures when they occur. Rupture resolution strategies, in particular the strategy of metacommunication, or communication about the client-therapist interaction, will be demonstrated. AFT targets the skills of therapist self-awareness, affect regulation, and interpersonal sensitivity; the role of mindfulness exercises in enhancing these skills will be discussed. The mini-workshop will also include experiential exercises to aid participants in attending to their own feelings as important sources of information about the interaction with the client.

You will learn:

- Markers of alliance ruptures that are commonly observed in CBT.
- Exercises for increasing self-awareness in the context of alliance ruptures.
- Strategies for resolving alliance ruptures.

**Recommended Readings:** Muran, J.C., Safran, J.D., & Eubanks-Carter, C. (2010). Developing therapist abilities to negotiate alliance ruptures. In J.C. Muran & J.P. Barber (Eds.), *The therapeutic alliance: An evidence-based approach to practice and training* (pp. 320-340). New York: Guilford Press. Safran, J.D., & Muran, J.C. (2000). *Negotiating the therapeutic alliance: A relational treatment guide*. New York: Guilford Press. Safran, J.C., Muran, J.C., & Eubanks-Carter, C. (2011). *Repairing alliance ruptures*. In J.C. Norcross (Ed.), *Psychotherapy relationships that work: Evidence-based responsiveness* (2nd ed., pp. 224-238). New York: Oxford University Press. doi: 10.1093/acprof:oso/9780199737208.003.0011

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3:00 p.m. – 4:30 p.m.

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**Empire Complex, Floor 7**

## **Clinical Grand Rounds: The Inhibitory Learning Approach to Exposure Therapy: Principles and Practice**

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

Primary Category: Treatment - CBT

Key Words: *Exposure, Anxiety*



JONATHAN  
ABRAMOWITZ

Research on learning and memory has recently refined how we think about and implement exposure therapy for fear-based problems such as panic and OCD. Some of these new concepts and methods challenge traditional approaches. This novel “inhibitory learning approach” is geared towards maximizing longer-term outcomes and preventing relapse. In this clinical grand rounds, I will contrast traditional and newer approaches and describe strategies derived from the inhibitory learning framework that can be applied in the treatment of most fear-based problems. Specifically, I will address: (a) how and why to promote fear tolerance as opposed/in addition to habituation during exposure; (b) the best way to combine cognitive therapy with exposure; (c) the timing and spacing of exposure sessions; (d) and the



pros and cons of using an exposure hierarchy. I will discuss the latest research on these conceptual and clinical developments.

You will learn:

- How and why to promote fear tolerance as opposed/in addition to habituation during exposure.
- How to combine cognitive therapy with exposure.
- Factors to consider in the timing and spacing of exposure sessions, and the pros and cons of using an exposure hierarchy.

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3:00 p.m. – 4:30 p.m.

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**Odets, Floor 4**

### **Mini Workshop 7**

## **Creatively Adapting Behavioral Approaches for Treating Feeding and Eating Disorders**

*Deborah R. Glasofer, Ph.D.*, Columbia Center for Eating Disorders, NY State Psychiatric Institute

*Joanna E. Steinglass, M.D.*, Columbia Center for Eating Disorders, NY State Psychiatric Institute

*Elizabeth Blake. Zakarin, Ph.D.*, Columbia University Clinic for Anxiety and Related Disorders

*Ali M. Mattu, Ph.D.*, Columbia University Medical Center

Moderate level of familiarity with the material

Primary Category: Eating Disorders

Key Words: *Rumination, Exposure, Habit Reversal*

There are well-established psychotherapies to treat problems like bulimia nervosa (BN) and binge eating disorder (BED). However, effective treatments for anorexia nervosa (AN) remain elusive and conclusive data on psychotherapies for new DSM-5 diagnoses, including rumination disorder and avoidant restrictive food intake disorder (ARFID), are not yet available. For these conditions, creative adaptations of existing evidence-based behavioral treatment techniques found to be useful in BN, BED and other diagnostic groups (such as anxiety disorders and tic disorders) are essential. This mini-workshop aims to illustrate the use of behavioral treatment principles, such as habit-reversal, stimulus control, and exposure therapy, across feeding and eating disorders. Case examples of the real-world application of these techniques to individuals with rumination disorder and ARFID will be provided. Two treatment approaches developed and tested in individuals with AN will be described; these include (a) Exposure Therapy and Response Prevention for AN and (b) Regulating Affect and Changing Habits (REACH) in AN. The value of collaboration across the field of behavioral therapy practitioners, with regards to case conceptualization as well as the modification of specific treatment strategies, will be emphasized.

You will learn:

- Novel approaches to behavioral change in rumination disorder.

- Application of exposure and response prevention techniques for restrictive eating behavior in AN and ARFID.
- Use of habit reversal theory and techniques in AN.

**Recommended Readings:** Foerde, K., Steinglass, J., Shohamy, D., & Walsh B.T. (2015). Neural mechanisms supporting maladaptive food choices in anorexia nervosa. *Nature Neuroscience*, 18(11), 1571-1573. Glasofer, D.R., Albano, A.M., Simpson, H.B., & Steinglass, J.E. (2015). Overcoming fear of eating: A case study of Exposure and Response Prevention for Anorexia Nervosa. In H. Thompson-Brenner (Ed.), *Casebook of evidence-based therapy for eating disorders* (pp. 15-42). New York: Guilford Press. Walsh, B.T. (2013). The enigmatic persistence of anorexia nervosa. *American Journal of Psychiatry*, 170(5), 477-484.

3:00 p.m. – 4:30 p.m.

**Ziegfeld, Floor 4**

## Panel Discussion 9

# Preparing the Next Generation of Scientist-Practitioners: Disseminating Principles of CBT Through Undergraduate Teaching

MODERATOR: *Christopher M. Lootens, Ph.D., High Point University*

PANELISTS: *Kathryn Bell, Ph.D., Capital University*

*Kerstin Blomquist, Ph.D., Furman University*

*Laura Knouse, Ph.D., University of Richmond*

*Sarah M. Markowitz, Ph.D., Wells College*

*Lauren A. Stutts, Ph.D., Davidson College*

Primary Category: Education and Training - Graduate / Undergraduate

Key Words: *Education and Training - Undergraduate, Dissemination, Implementation*

Cultivating the next generation of scientist-practitioners begins at the *undergraduate* level. During this time, students are introduced to the scientist-practitioner model and evidence-based practice. How undergraduates are taught has meaningful implications for their theoretical orientation and selection of graduate training programs. Therefore, it is important that they receive effective instruction concerning evidence-based practices and the future of CBT.

Panelists include faculty with expertise in teaching clinical psychology across a variety of settings. A general goal is to emphasize that teaching is a primary route through which knowledge about evidenced-based practices can be disseminated. More specifically, our panelists will address teaching related to implementation of CBT, transdiagnostic processes, and technology-assisted treatment.

Our first two panelists will discuss novel strategies for teaching real-world implementation of CBT. Dr. Bell will present a creative case analysis assignment that encourages students to approach clinical cases as scientist-practitioners and implement evidence-based treatments. Next, Dr. Blomquist's talk introduces a clinical course project that involves reviewing articles related to treatment outcomes and thinking critically about what constitutes "evidence" that a treatment is effective. Our third and fourth panelists provide an

overview of teaching strategies concerned with transdiagnostic processes. Dr. Knouse will speak on teaching anxiety disorders from a transdiagnostic perspective (with emphasis on the neuroscientific factors involved), and Dr. Markowitz will discuss teaching mindfulness as a transdiagnostic treatment approach grounded in cognitive science. Finally, teaching students how technology can enhance treatment is essential to preparing the next generation of scientist-practitioners. Therefore, our last panelist (Dr. Stutts) will address teaching technology-assisted CBT (including suggestions for innovative uses of technology in the classroom as well). The applications reviewed here not only inform the teaching of students, but also provide viable suggestions for technology-related therapy resources to panel attendees.

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3:15 p.m. – 4:45 p.m.

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**Juilliard & Imperial, Floor 5**

## **Symposium 32**

### **Current Research Advances in Pediatric OCD: Novel Treatment Approaches and Factors Associated With Outcome**

CHAIR: *Monica S. Wu, M.A., University of South Florida*

DISCUSSANT: *Eric A. Storch, Ph.D., University of South Florida*

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *OCD (Obsessive Compulsive Disorder), Dissemination*

#### **Internet-Delivered, Family-Based Treatment for Early-Onset OCD: A Pilot Randomized Trial**

*Jonathan S. Comer, Florida International University*

*Jami Furr, Florida International University*

*Abbe Garcia, Brown University*

*Jennifer Freeman, Brown University*

#### **Stepped Care CBT for Pediatric OCD**

*Adam B. Lewin, Brittney Dane, Monica Wu, Elysse Arnold, Robert Selles, Tanya Murphy,*

*Eric Storch, University of South Florida*

#### **A Meta-Analysis of CBT and Medication for Child OCD: Moderators of Treatment Efficacy, Response, and Remission**

*Joseph F. McGuire, University of California, Los Angeles*

*John Piacentini, UCLA*

*Adam Lewin, Erin Brennan, Tanya Murphy, Eric Storch, University of South Florida*

#### **Parental and Child Anxiety Sensitivity Predicts Outcome Symptom Outcome in Pediatric OCD**

*Dean McKay, Fordham University*

Symposium 33

**Two Heads Are Better Than One: Novel Approaches to the Study and Treatment of Individual Psychopathology in a Couple Context**

CHAIR: *Steffany J. Fredman, Ph.D., Pennsylvania State University*

DISCUSSANT: *Keith D. Renshaw, Ph.D., George Mason University*

Primary Category: *Couples / Close Relationships*

Key Words: *Couples / Close Relationships, Couple Therapy*

**Giving Support and Caregiver Burden in Romantic Partners of Military Service Members**

*Sarah P. Carter, Keith Renshaw, Sarah Campbell, George Mason University*

**Parenting Stress Mediates the Association Between Neuroticism and Harsh Parenting: A Dyadic Approach**

*Yunying Le, Steffany Fredman, Mark Feinberg, Pennsylvania State University*

**Impact of Patient and Partner Insight Into Anorexia Nervosa on Patient Treatment Outcome: Highlighting the Pivotal Role of Romantic Partners**

*Kimberly Z. Pentel, Donald Baucom, University of North Carolina at Chapel Hill*

**A Couple-Based Intervention for Binge-Eating Disorder: How to Adapt Well-Established Couple Interventions to Address a Specific Disorder**

*Donald H. Baucom, University of North Carolina at Chapel Hill*

*Jennifer Kirby, University of North Carolina at Chapel Hill*

*Cristin Runfola, University of North Carolina at Chapel Hill*

*Brian Baucom, University of Utah*

*Melanie Fischer, University of North Carolina at Chapel Hill*

*Cynthia Bulik, University of North Carolina at Chapel Hill*

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Friday, 3:15 p.m. – 4:45 p.m.

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O'Neill, Floor: 4

### SIG Meeting

## Forensic Issues and Externalizing Behaviors

Key Words: *Forensic Psychology*

In addition to a brief update of SIG business, this year's meeting will feature guest speaker Dr. Damon Mitchell. Dr. Mitchell is a Professor of Criminology and Criminal Justice at Central Connecticut State University and an internationally recognized expert in forensic treatment. The title of his invited talk is: *Taking the right fork in the road with justice-involved clients: Targeting risk rather than symptoms.*

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Friday, 3:15 p.m. – 4:45 p.m.

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Brecht, Floor: 4

### SIG Meeting

## Behavioral Medicine and Integrated Primary Care

Key Words: *Behavioral Medicine, Primary Care*

Accomplishments of the SIG over the past year (successful conference submissions, growth in membership, etc.). Managerial business (dues, adding new members, changes in leadership, etc.). Generating ideas for next year's conference submission. Increasing SIG visibility and activity outside of annual conference (e.g., via Facebook page, etc.).

**Panel Discussion 10**

**The Present and Future of Behavior Therapy and Addictive Behaviors**

MODERATOR: *Barbara S. McCrady, Ph.D., University of New Mexico*

PANELISTS: *Barbara S. McCrady, Ph.D., University of New Mexico*  
*Brian Bosari, Ph.D., San Francisco VA Medical Center*  
*Stephen Maisto, Ph.D., Syracuse University*  
*Jeremiah Weinstock, Ph.D., Saint Louis University*  
*Carlo DiClemente, Ph.D., UMBC*  
*Katie Witkiewitz, Ph.D., University of New Mexico*

Primary Category: Addictive Behaviors

Key Words: *Alcohol, Substance Abuse, Addictive Behaviors*

The last 50 years have seen a remarkable evolution in the field of treatment and research on substance use disorders (SUDs) and the basic scientific approaches that underpin those treatments. The proposed panel includes presenters with long experience in the field (Drs. DiClemente, Maisto, and McCrady), and investigators who are newer to the field (Drs. Bosari, Weinstock, and Witkiewitz). The panel discussion will address the current state of behavioral approaches to treatment and current issues in health care delivery, current challenges, and future directions in research and practice to address these challenges. Each panelist will discuss his or her perspectives on the current evidence base for behavioral approaches, promising novel treatments, and the status of dissemination of these approaches to the field. Panelists will then address perceived challenges such as the lack of an educated work force to provide SUD treatment combined with the influx of potential clients with the expansion of access to services associated with the Affordable Care Act; the increasing diversity of the US populations; the high rates of individuals with co-occurring disorders and homelessness; the continuing role of the criminal justice system in ‘managing’ persons with SUDs; and the continuing development of commercial products and regulatory statutes that have increased access to potentially addictive behaviors (e.g., e-cigarettes, expansion of access to gambling, the proliferation of sexually explicit sites on the Internet). Panelists will then discuss potential strategies to address these challenges, through both program development and research, considering the roles and types of relevant basic science (e.g., behavioral neuroscience, genetics), populations of interest, treatment approaches and care in non-traditional care settings, alternative service delivery system approaches (e.g., smartphone apps), prevention and population based approaches, novel research questions and methodologies, dissemination research, the integration of behavioral and pharmacological treatments, and the expansion of models to non-consumption addictive behaviors such as gambling. Finally, each panelist will make one bold prediction about “the next 50 years.”

Panel Discussion 11

## Internet Delivery of Psychosocial Interventions and Assessments of Mood Disorders

MODERATOR: *Lauren Weinstock, Ph.D.*, Alpert Medical School of Brown University

PANELISTS: *Louisa Sylvia, Ph.D.*, Massachusetts General Hospital  
*Thilo Deckersbach, Ph.D.*, Massachusetts General Hospital  
*Lisa Uebelacker, Ph.D.*, Alpert Medical School of Brown University  
*David J. Miklowitz, Ph.D.*, UCLA Semel Institute for Neuroscience and Human Behavior

Primary Category: 2016 Program Theme - Technology and Treatment

Key Words: *Internet, Bipolar Disorder, Technology / Mobile Health*

Nearly 90% of Americans are internet users and thus, more often rely on the internet to get information and seek mental health treatment. Yet, most of the empirical evidence for the psychosocial treatment for mood disorders rests on the face-to-face delivery of these modalities. We are at a critical juncture in the evolution of psychosocial treatment in that online delivery of these interventions could reduce many of the typical barriers to care (therapist training, cost of treatment, treatment integrity, availability of therapists), but we must ensure that the critical, effective aspects of these treatments are not lost when transitioning to their online dissemination. The aim of this panel is to discuss leveraging technology (website infrastructures, applications, online assessments, automated reminders) to maximize the efficacy of the current face-to-face interventions. Specifically, Dr. Sylvia will review MoodNetwork, an infrastructure to conduct online psychosocial studies for mood disorders. She will also present aggregated data on MoodNetwork's current members (nearly 2,500 individuals). Dr. Deckersbach is conducting a study on MoodNetwork that will use a phone application to monitor phone use activities (e.g., calls, texting, voice parameters) and their association with mood to investigate whether phones are sensitive to predicting relapse. Dr. Uebelacker will discuss pilot data on the first online study of yoga for individuals with mood disorders (implemented on MoodNetwork). Finally, Dr. Miklowitz will present data on an online mood monitoring system called "True Colours" that queries mood symptoms weekly. Dr. Weinstock will moderate the discussion as well as review the challenges of conducting online psychosocial studies for individuals at risk for suicide. Questions for the panel to consider with the audience are: What are the challenges of investigating the efficacy of online interventions? Would you recommend online psychosocial interventions? Why or why not? Would you administer online interventions if the reimbursements rates were lower? Do you think that internet-based interventions could be more effective than face-to-face administration? What are your concerns about transitioning to internet-based interventions?

Panel Discussion 12

## Developing and Fostering Community-Academic Partnerships: Partnering With Agencies, Communities, and Systems in the Implementation of Evidence-Based Practice

MODERATORS: *Laura Skriver, M.S., University of Pennsylvania*

*Courtney B. Wolk, Ph.D., University of Pennsylvania*

PANELISTS: *Kimberly E. Hoagwood, Ph.D., New York University School of Medicine*

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

*Bruce F. Chorpita, Ph.D., University of California, Los Angeles*

*Rinad S. Beidas, Ph.D., University of Pennsylvania*

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *Implementation, Dissemination, Community-Based Assessment / Intervention*

The dissemination and implementation of evidence-based practices (EBPs) has been identified as a national priority (e.g., Institute of Medicine, 2001). Generating partnerships with relevant stakeholders is increasingly recognized as essential to the implementation process (Chambers & Azrin, 2013). Researchers have advocated for the importance of cultivating personal relationships with stakeholders to promote communication, information sharing, and problem solving (Glisson et al., 2010). Researchers new to or with limited training in conducting community-based participatory research are increasingly eager to contribute to advancing this emerging field of research. However, establishing partnerships and maintaining effective and collaborative relationships with stakeholders is challenging (Garland et al., 2006).

This panel brings together researchers experienced in the implementation of EBPs in a variety of settings including large state- and county-wide systems, school districts, and community agencies. They will discuss (1) their experiences in identifying potential community partners, (2) establishing relationships with stakeholders, (3) strategies for maintaining effective, collaborative partnerships with agencies, communities, and systems, and (4) lessons learned along the way.

Dr. Kimberly Hoagwood, Director of the Center for Implementation-Dissemination of Evidence-Based Practices Among States (IDEAS Center), will discuss her experience partnering with states and school-systems around EBP implementation. Dr. Marc Atkins, who has extensive expertise in the development of services for youth and families living in underserved communities, will present his experience partnering with urban school systems to implement mental health care. Dr. Bruce Chorpita, an intervention developer and implementation researcher, will discuss his partnerships with large mental health systems based on his collaborations with the state of Hawaii and Los Angeles county. Finally, Dr. Rinad Beidas, who has expertise in implementing EBPs in community settings, will discuss her experience partnering with the city of Philadelphia to conduct naturalistic mixed-methods research around their system-wide implementation of EBPs.



ticket

Workshop 5

## Mechanistically Guided Neurofeedback/ Neurostimulation for CBT

Greg J. Siegle, Ph.D., University of Pittsburgh

Kate Nooner, Ph.D., University of North Carolina at Wilmington

Ruth A. Lanius, M.D., Ph.D., Western University of Canada

Kymerly D. Young, Ph.D., University of Pittsburgh

Basic level of familiarity with the material

Key Words: *Neurocognitive Therapies*

This workshop will introduce the use of mechanically targeted neurofeedback and neurostimulation as adjuncts or pretreatments for cognitive and behavioral interventions. The goal will be to present a soup-to-nuts picture of the field with introductory presentations by the chairs on the promise and theoretical aspects of this approach (Siegle) and considerations in choosing technologies, particularly for developmentally appropriate use (Nooner). The objective is also to provide a principled account of neurofeedback and neurostimulation with a critical eye to the challenges and limitations associated with integrating neurophysiology in a cognitive behavioral framework. There will then be a series of presentations to discuss and explain (with either live demonstrations or narrated videos) the use of different neurofeedback (electroencephalography and fMRI) and neurostimulation (transcranial direct and alternating current stimulation, transcranial magnetic stimulation) technologies for domain-specific populations, including PTSD (Lanius), ADHD (Nooner), depression (Young), and rumination (Siegle). Equipment for live EEG neurofeedback demonstrations will be made available for workshop participants to try at the end of the presentations. This workshop takes an evidence-based approach in detailing how neurofeedback and neurostimulation can be pragmatically integrated with cognitive and behavioral interventions.

You will learn:

- The theoretical basis of neurofeedback and neurostimulation as it applies to cognitive behavioral interventions.
- To identify appropriate technologies for specific populations throughout the lifespan and how they may interface with cognitive behavioral techniques.
- To evaluate various neurofeedback technologies in live domain-specific presentations and demonstrations.

**Recommended Readings:** 1) Ros, T., Baars, B. J., Lanius, R. A., & Vuilleumier, P. (2014). Tuning pathological brain oscillations with neurofeedback: A systems neuroscience framework. *Frontiers in Human Neuroscience*, 8. 2) Sonuga-Barke, E. J., Brandeis, D., Cortese, S., Daley, D., Ferrin, M., Holtmann, M., ... Dittmann, R. W. (2014). Nonpharmacological interventions for ADHD: Systematic review and meta-analyses of randomized controlled trials of dietary and psychological treatments. *American Journal of Psychiatry*, 170, 275-289.

Participants in this course can earn 3 continuing education credits.



**SIG Meeting**

**Asian American Issues in Behavior Therapy and Research**

Key Words: *Asian Americans*

Asian American Issues in Behavior Therapy and Research

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3:45 p.m. – 5:45 p.m.

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**Broadhurst & Belasco, Floor 5**

**ticket**

**Master Clinician Seminar 4**

**Overcoming Roadblocks in CBT**

*Robert L. Leahy, Ph.D.*

Basic level of familiarity with the material

Key Words: *Therapy Process*

CBT is a proactive, problem-solving, goal-oriented therapy that emphasizes changing thoughts and behaviors in the present. However, some clients get stuck in problematic responses to change and any attempts by therapists to insist on change may lead to greater noncompliance. In this presentation we will focus on two roles that clients get stuck in—Validation Demands and Victim Roles. Problematic validation demands include beliefs that the therapist must understand and agree with everything and that attempts to change are invalidating and humiliating. Validation demands include expressive rumination, escalation, distancing, splitting the therapist against others, and persistent somatic complaints. Relatedly, clients who get stuck in victim roles focus on past or current “injury” or unfairness, while viewing attempts to change as “taking sides” with those who have injured the client. We will discuss how the therapist can identify these therapy-interfering behaviors and roles, help clients understand that therapy is a dilemma that balances validation with change, and reorient the focus to positive goals. The client’s assumptions about perfect “mirroring,” the history of invalidation, and the implications of failure in invalidation will be examined. In addition, a model of empowerment and resilience that focuses on future behavior, goals, personal accountability, pride in overcoming obstacles, constructive discomfort, and valued action can help mitigate the resentments and past-focus of those stuck in the victim role.

You will learn:

- How to identify Validation Demands and Victim Roles
- How to evaluate problematic assumptions that underpin these demands and roles and address these assumptions
- How to negotiate the balance between validation, compassion, and change
- How to refocus to a model of resilience and empowerment

**Recommended Readings:** Leahy, R. L. (2001). *Overcoming resistance in cognitive therapy*. New York: Guilford. Leahy, R. L. (Ed.). (2003). *Roadblocks in cognitive-behavioral therapy: Transforming challenges into opportunities for change*. New York: Guilford. Leahy, R.L. (2015) *Emotional Schema Therapy*. New York: Guilford. Leahy, R.L. (2015). *Emotional schema therapy*. In J. Livesley, G. Dimmagio, & J. Clarkin (Eds.), *Integrated treatment for personality disorders*. New York: Guilford.

Participants in this course can earn 2 continuing education credits.

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Friday, 4:15 p.m. – 5:15 p.m.

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Harlem, Floor: 7

## SIG Meeting

# Child and Adolescent Depression

Key Words: *Depression*

The Child and Adolescent Depression SIG will conduct its annual membership meeting. We will update members on SIG projects and discuss upcoming initiatives. Dikla Eckshtain, PhD will be our guest speaker. We encourage you to join us and share ideas and connect with colleagues.

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4:15 p.m. – 6:15 p.m.

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Astor Ballroom, Floor 7

## Membership Panel Discussion 1

# Getting in and Succeeding in Graduate School in Psychology

*Debora Bell, Ph.D., University of Missouri - Columbia*

*Karen Christoff, Ph.D., University of Mississippi*

Basic to Moderate level of familiarity with the material

Primary Category: Education and Training - Graduate / Undergraduate

Key Words: *Education and Training - Graduate, Professional Development*

This panel will provide general information about graduate school and specific information about individual graduate programs to prospective and early-career graduate students, similar to that provided to prospective interns in the annual internship panel. This panel consists of faculty and graduate students from a variety of clinical psychology Ph.D. programs in the US and Canada.

Panelists will provide information about the graduate school application process, including, how undergraduate students and other prospective applicants can: (1) select a graduate degree and graduate program that meets their training and career goals, (2) best prepare themselves to be successful applicants to graduate programs, and (3) effectively navigate the application process. Panelists will also discuss how, once enrolled in gradu-

ate school, students can capitalize on the skills that got them there by focusing on their work ethic, love of learning, 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 careers ~ coursework, thesis, practicum experiences, comprehensive examinations, and dissertation.

The panel will be followed by a question and answer session and by a “graduate programs on parade” session where representatives of graduate programs will be available to discuss their particular programs with interested applicants.

This session is not eligible for continuing education credit.

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4:30 p.m. – 6:00 p.m.

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Wilder, Floor 4

### Mini Workshop 8

## When Anxiety Traps Emerging Adults and Their Parents: Developmentally Informed CBT for “Failure”

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

*Shannon Bennett, Ph.D.*, Weill Cornell Medical College

*Bridget Poznanski, B.Sc.*, Florida International University

Moderate level of familiarity with the material

Primary Category: Adult Anxiety

Key Words: Anxiety

Anxiety disorders reach onset in childhood and persist through adolescence, leading to comorbidity, serious distress, disability, and functional impairment. Most notably, anxiety impairs a youth’s ability achieve independent functioning as it solidifies extended dependence on family and safety persons. CBT and medication are effective treatments for anxiety in adolescents and children; however, long-term remission through the transition to adulthood is not maintained for nearly half of effectively treated youth (Ginsburg et al., 2014). Consequently, we developed the Launching Emerging Adults Program (LEAP), integrating the core components of effective CBT for anxiety in adolescents and young adults with novel components designed to address patient-caretaker dependency, role transitions, and attainment of behaviors necessary for independent functioning. LEAP is a developmentally informed treatment aimed at both syndrome relief and improved functioning, based on our experiences in treating transition-aged youth and informed by critical reviews of the developmental psychology of emerging adulthood (e.g., Arnett, 2004). The first 2 hours will focus specifically on the LEAP-specific assessment (developmental tasks) and treatment protocol using clinical case examples illustrating core CBT and novel components, including: negotiating the developmental hierarchy, planning for parental “letting go” while engaging and addressing core beliefs and fears of the parents and their emerging adult child, and engaging youth in community-based group exposures. Session-by-session modules will be presented. The final hour will provide guidance in setting up higher-level exposures to facilitate anxiety management while increasing engagement in adult-transition and role behavior. Attendees will receive copies of our treatment manuals and materials.

You will learn:

- To recognize the tasks of development necessary for adolescents to transition to adulthood.
- Strategies for addressing parental overinvolvement and adolescent dependency including family communication and problem solving.
- To develop exposures that maximize the use of context and address developmental stage issues to increase ecological validity and reduce or develop tolerance of anxiety.

**Recommended Readings:** Arnett, J. J. (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., . . . Kendall P.C. (2014). Naturalistic follow-up of youths treated for pediatric anxiety disorders. *JAMA Psychiatry*, 71, 310-318. 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, & M. Marttunen (Eds.), *Social anxiety and phobia in adolescents*. New York: Springer.

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4:30 p.m. – 6:30 p.m.

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**Plymouth & Royale, Floor 6**

**ticket**

**Master Clinician Seminar 5**

## **Cognitive Therapy for OCD: Beyond Exposure and Response Prevention**

*Adam S. Radomsky, Ph.D.*, Concordia University

Intermediate level of familiarity with the material

Key Words: *Cognitive Therapy, OCD, Behavioral Experiments*

Obsessive-compulsive disorder (OCD) is a heterogeneous disorder; common symptoms include washing and checking behaviour, as well as primary obsessions (i.e., repugnant, unwanted, intrusive thoughts, images, and impulses). There has been a surge in recent research on each of these forms of OCD, with publications often based solidly in a variety of cognitively based models. Although these models differ to some extent in their explanation of obsessional and compulsive phenomena, they share a number of important features that are consistent with broad cognitive principles. These have enabled a new, primarily cognitive conceptualization of contamination-based OCD, building on recent cognitive formulations of obsessions and of compulsive checking. We will begin with a review of the theoretical and empirical work conducted on the psychopathology and treatment of different manifestations of OCD. The seminar will continue with practical instruction on the cognitive-behavioral assessment and treatment of a variety of forms of the disorder, with particular emphasis on obsessions, compulsive checking, and contamination-based OCD (mental contamination). Attendees will learn about cognitive case formulation, the importance of ongoing assessment, and specific therapeutic interventions (with emphasis on behavioral experiments), all following from cognitive-behavioral models of OCD. Although OCD remains a serious and often debilitating disorder, our ability to substantially improve the lives of those suffering from the problem has dramatically increased in recent years. This seminar will capitalize on these recent improvements through the emphasis of new cognitive and behavioral treatment strategies for this challenging disorder.

You will learn:

- Theory and evidence supporting a cognitive approach to understanding and treating OCD.
- Novel behavioral experiments designed to help clients struggling with a range of obsessions and compulsions.

**Recommended Readings:** Rachman, S. (1998). A cognitive theory of obsessions: Elaborations. *Behaviour Research & Therapy*, 36, 385-401. Rachman, S., Shafran, R., Coughtrey, A.E., & Radomsky, A.S. (2015). Oxford guide to the treatment of mental contamination. Oxford: Oxford University Press. Radomsky, A.S., Shafran, R., Coughtrey, A.E., & Rachman, S. (2010). Cognitive-behavior therapy for compulsive checking in OCD. *Cognitive and Behavioral Practice*, 17(2), 119-131.

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4:45 p.m. – 6:15 p.m.

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**Ziegfeld, Floor 4**

**Symposium 34**

**Mechanisms of Sexual Victimization and Sexual Aggression: Pathways to Campus Rape Interventions**

CHAIR: *RaeAnn E. Anderson, Ph.D., Kent State University*

DISCUSSANT: *Brian P. Marx, Ph.D., National Center for PTSD*

Primary Category: Violence / Aggression

Key Words: *Violence / Sexual Assault, Women's Issues, Prevention*

**The Importance of Substance-Related Rape: Impact of Victimization and Substance Use on Risk Perception in Female College Students**

*Lee Eshelman, Terri Messman-Moore, Miami University*

**Association Among Sexual Victimization History, Posttraumatic Stress Symptoms, and Women's Decision Making in Risky Social Situations: The Moderating Effect of Ethnicity**

*Elizabeth Yeater, University of New Mexico*

*Tim Hoyt, Army*

*Kari Leiting, University of New Mexico*

*Gabriela Lopez, University of New Mexico*

**Styles and Predictors of Self-Defense Behavior Among College Women With a History of Reported Sexual Victimization**

*RaeAnn E. Anderson, Kent State University*

*Shawn Cahill, University of Wisconsin-Milwaukee*

*Douglas Delahanty, Kent State University*

**Cognitions About Consent as Mediating Mechanisms in the Relation Between Sexual Violence Risk Factors and Perpetration: A Longitudinal Study of College Men**

*Heidi Zinzow, Martie Thompson, Clemson University*

FRIDAY

**Symposium 35**

**The Measurement and Modification of Clinically Relevant Cognitive Biases**

CHAIR: *Elaine Fox, Ph.D.*, University of Oxford

DISCUSSANT: *Colin MacLeod, DPhil*, University of Western Australia

Primary Category: Cognitive-Affective Processes

Key Words: *Cognitive Biases / Distortions, Anxiety, Attention*

**Conceptualization of Attention Bias in Relation to Cognitive-Behavioral Theory**

*Anne-Wil Kruijt*, University of Oxford

*Andy Field*, University of Sussex

*Elaine Fox*, University of Oxford

**The Modification of Anxiety-Linked Attentional Bias: The Importance of Distinguishing Process and Procedures**

*Ben Grafton, Colin MacLeod*, University of Western Australia

**The Role of Attentional Control in the Degree of Attentional Bias Change Obtained Through Attentional Bias Modification**

*Lies Notebaert, Julian Basanovic, Patrick Clarke*, University of Western Australia

**Does Impulsivity Moderate the Role of Cognitive Biases to Food and Maladaptive Eating?**

*Desiree B. Spronk, Elaine Fox*, University of Oxford

**The Role of Emotional Biases and Working Memory in Frequent Worrying**

*Maud Grol*, University of Oxford

*Anne Schwenzfeier*, Radboud University

*Johannes Stricker*, University of Trier

*Alexander Temple McCune*, University of York

*Nazanin Derakhshan*, Birkbeck University of London

*Colette Hirsch*, Kings College London

*Eni Becker*, Radboud University

*Elaine Fox*, University of Oxford

Mini Workshop 9

## Bridging Evidence-Based Treatment and Mhealth: Two Mobile App Adaptations of Behavioral Activation

Jennifer Dahne, M.S., University of Maryland at College Park

Carl W. Lejuez, Ph.D., University of Maryland

Basic level of familiarity with the material

Primary Category: Treatment - Other

Key Words: *Evidence-Based Practice, Behavioral Activation*

Although evidence-based psychotherapies have proven effective for the treatment of depression and related comorbidities (e.g., anxiety, substance use, chronic pain), current health care system structures cannot support the number of individuals experiencing impairment due to psychopathology. This supply/demand struggle calls for a shift in intervention research and clinical practice with a focus on widespread dissemination of evidence-based treatments. Mobile technologies offer one strategy to meet widespread dissemination needs. In recent years, mobile technologies broadly and mobile phones more specifically have dramatically increased in both affordability and ubiquity, with current estimates suggesting that there are over 2 billion mobile phone users worldwide. The integration of evidence-based treatments with mobile technologies offers a low-cost method for (a) enhancing fidelity to evidence-based treatment and (b) making treatment available to individuals who might otherwise not receive mental health care. Brief Behavioral Activation (BA) is a widely used, evidence-based treatment for depression and related disorders that has recently been adapted for mHealth delivery. Specifically, two BA mobile apps have been developed: (a) Behavioral Appivation, a mobile app adjunct to traditional BA treatment, which is comprised of a therapist website and a patient mobile app, and (b) Moodivate, a fully self-help BA mobile app. This min-workshop will provide a brief overview of BA, focusing on empirical support for the treatment. Moreover, the development and testing of both Behavioral Appivation and Moodivate will be discussed, focusing on bridging evidence-based treatment and mHealth and utilizing both apps with patients.

You will learn:

- About the empirical support for Brief Behavioral Activation.
- The potential benefits of utilizing mHealth resources in clinical practice.
- To utilize two Brief Behavioral Activation mobile apps, Behavioral Appivation and Moodivate, in clinical practice.

**Recommended Readings:** Lejuez, C. W., Hopko, D. R., Acierno, R., Daughters, S. B., & Pagoto, S. L. (2011). Ten year revision of the brief behavioral activation treatment for depression: Revised treatment manual. *Behavior Modification*, 35(2), 111-161. Morris, M. E., & Aguilera, A. (2012). Mobile, social, and wearable computing and the evolution of psychological practice. *Professional Psychology: Research and Practice*, 43(6), 622-626. Steinhubl, S. R., Muse, E. D., & Topol, E. J. (2013). Can Mobile Health Technologies Transform Health Care? *JAMA*, 310(22), 2395-2396.



Panel Discussion 13

## African Americans and Schizophrenia

MODERATOR: *Arundati Nagendra, B.S., University of North Carolina at Chapel Hill*

PANELISTS: *Amy Pinkham, Ph.D., University of Texas at Dallas*  
*Kayla Gurak, M.S., University of Miami*  
*William Spaulding, Ph.D., University of Nebraska - Lincoln*  
*Enrique W. Neblett, Jr., Ph.D., University of North Carolina at Chapel Hill*  
*Khalima A. Bolden, Ph.D., UCLA/SDSU*

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *Schizophrenia, African Americans, Severe Mental Illness*

African Americans are three to four times more likely than Caucasians to receive a diagnosis of schizophrenia. Once diagnosed, African Americans are slower to seek treatment, more likely to underutilize mental health services, tend to display lower rates of medication adherence, and respond more slowly to psychosocial interventions. While prior research has demonstrated that African Americans are disproportionately affected by schizophrenia, few studies have examined how these disparities arose, why they continue to exist, and ways to address them. Evidence suggests that race and culture may play potent roles in clinician diagnostic biases, unique schizophrenia symptom profiles, and distinct treatment outcomes in African Americans.

The panel is designed to stimulate discussion and awareness of African Americans with schizophrenia, and identify important research and clinical targets moving forward. Arun Nagendra will begin with an overview of research on African Americans with schizophrenia. Khalima Bolden, M.A., will discuss clinician bias regarding African Americans with psychosis spectrum disorders, as well as issues of cultural validity and sensitivity in several widely used clinical measures. Kayla Gurak, M.S., will review her research on the paradoxical relationship between high levels of Expressed Emotion and less severe patient symptomatology in African American families. Amy Pinkham, Ph.D., will present data from a large-scale psychometric study that highlights the need to consider race when assessing social cognitive abilities in African Americans with schizophrenia. Will Spaulding, Ph.D., will bring his perspective as Articles Editor of American Journal of Orthopsychiatry on the converging issues of psychopathology, mental health policy and social justice. Enrique Neblett, Ph.D., will outline cultural considerations for cognitive-behavioral models, measures, and treatments for African Americans with schizophrenia. Panelists will synthesize the presented information and discuss research and clinical implications, as well as barriers to conducting studies on this population. The panelists will conclude by generating key questions and recommendations for researchers and clinicians.

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5:00 p.m. – 6:00 p.m.

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Marquis Ballroom, Floor 9

## Awards Ceremony- Congratulations to the 2016 ABCT Award Recipients

Key Words: *Professional Development*

**Lifetime Achievement:** *Marsha M. Linehan, Ph.D., ABPP, University of Washington, Seattle*  
**Outstanding Contribution By An Individual For Training/Education:** *Christine Maguth Nezu, Ph.D., ABPP, Drexel University*

**Outstanding Mentor:** *Evan M. Forman, Ph.D., Drexel University*

**Outstanding Service To ABCT:** *Patrick L. Kerr, Ph.D., West Virginia, University School of Medicine*

**Distinguished Friend To Behavior Therapy:** *Patrick J. Kennedy*

**Anne Marie Albano Early Career Award For Excellence In The Integration Of Science And Practice:** *Nicole Caporino, Ph.D., American University*

**Virginia Roswell Student Dissertation Award:** *Emily Georgia, M.S., University of Miami*

**Leonard Krasner Student Dissertation Award:** *Tomislav Damir Zbozinek, M.A., UCLA*

**John R. Z. Abela Student Dissertation Award:** *Faith Orchard, Ph.D., University of Reading*

**2016 President's New Research Award:** *Cara C. Lewis, Ph.D., MacColl Center for Health-care Innovation, Group Health Research Institute, Seattle WA*

**Student Travel Award:** *Skye Fitzpatrick, Ryerson University*

**Elsie Ramos Memorial Student Research Awards:** *Morten Hvee negard, University of Copenhagen; Ashley Isaia, University of Illinois at Chicago; Katerina Rnic, University of Western Ontario*

**ADAA Travel Career Award:** *Daniel Glenn, Ph.D., San Diego Veterans Affairs Health Services; Shari Steinman, Ph.D., Columbia University Medical Center*

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5:00 p.m. – 6:30 p.m.

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O'Neill, Floor 4

## Symposium 36

### Promoting Decentering as a Potential Key Mechanism of Change

CHAIR: *Sarah A. Hayes-Skelton, Ph.D., University of Massachusetts Boston*

DISCUSSANT: *Debra A. Hope, Ph.D., University of Nebraska-Lincoln*

Primary Category: *Adult Anxiety*

Key Words: *Change Process / Mechanisms, Mindfulness, L / G / B / T*

**The Relationship to Internal Experiences Scale (RIES): The Development and Validation of a Self-Report Measure of Cognitive Fusion and Decentering**  
*Shannon Sorenson, Massachusetts Mental Health Center*

**Norms and Indications of Decentering as a Key Cognitive Process in SAD**  
*Lauren Page. Wadsworth, Sarah Hayes-Skelton, University of Massachusetts Boston*

**Changes in Decentering Across Cognitive-Behavioral Group Therapy for SAD**  
*Sarah A. Hayes-Skelton, University of Massachusetts Boston*

**Coping With Internalized Heterosexism: The Moderating Effects of Decentering**  
*Jae Puckett, University of South Dakota*  
*Heidi Levitt, University of Massachusetts Boston*  
*Sharon Horne, University of Massachusetts Boston*

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5:00 p.m. – 6:30 p.m.

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**Lyceum, Carnegie, & Alvin, Floor 5**

**Symposium 37**

**Pathophysiology of Irritability: Integrating Clinical Psychology and Developmental Neuroscience**

CHAIR: *Melissa A. Brotman, Ph.D., Emotion and Development Branch, NIMH*

DISCUSSANT: *Amy K. Roy, Ph.D., Fordham University*

Primary Category: 2016 Program Theme - Neuroscience and Psychological Treatment

Key Words: *Anger / Irritability, fMRI (Function Magnetic Resonance Imaging), Child*

**Investigating the Pathophysiology of Irritability in Young Adults**

*Christen Deveney, Wellesley College*

**Reduced Nucleus Accumbens Volume Is Associated With Irritability in Early-Adolescent Girls**

*Kathryn L. Humphreys, Matthew Sacchet, M. Catalina Camacho, Ian Gotlib, Stanford University*

**Alternative Pathways to Emotion Dysregulation in Childhood**

*Mariah DeSerisy, Abigail Collins, Sheina Godovich, Amy Roy, Fordham University*

**Neural Correlates of Threat Bias in Irritability and Anxiety**

*Katharina Kircanski, Lauren White, Wan-Ling Tseng, Emotion and Development Branch, NIMH*

*Jillian Wiggins, San Diego State University*

*Heather Frank, Stefanie Sequeira, Daniel Pine, Ellen Leibenluft, Melissa Brotman, Emotion and Development Branch, NIMH*

**Irritability in Youth: A Translational Model**

*Melissa A. Brotman, Katharina Kircanski, Argyris Stringaris, Daniel Pine, Ellen Leibenluft, Emotion and Development Branch, NIMH*

**Symposium 38**

**Going Beyond the Basics: Identifying Modifiable and Clinically Useful Predictors of Attrition From Cognitive-Behavioral Treatment**

CHAIR: *Clair Cassiello-Robbins, M.A., Boston University*

DISCUSSANT: *David H. Barlow, Ph.D., Boston University*

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *Dissemination, Implementation, Evidence-Based Practice*

**Interpersonal Aggression and Attrition in Cognitive-Behavioral Treatment for Panic Disorder: A Potential Early Treatment Target?**

*Clair Cassiello-Robbins, Boston University*

*Laren Conklin, Chalmers P. Wylie VA Ambulatory Care Center*

*Ujumwa Anakwenze, Center for Social Innovation*

*Jack Gorman, Franklin Behavioral Health Consultants*

*Scott Woods, Department of Psychiatry, Yale University School of Medicine*

*M. Katherine Shear, Columbia University*

*David Barlow, Boston University*

**Exploring Modifiable and Dynamic Predictors of Attrition in a Large Clinical Trial Comparing the Unified Protocol Transdiagnostic Treatment to Single Diagnosis Protocols for Anxiety**

*Kate Bentley, Boston University*

*Jaqueline Bullis, McClean Hospital*

*Matthew Gallagher, University of Houston*

*Clair Cassiello-Robbins, Boston University*

*Shannon Sauer-Zavala, Boston University*

*Todd Farchione, Boston University*

*David Barlow, Boston University*

**Dropout in Treatment of PTSD: Examining the Role of Timing in Clinical Trials**

*Cassidy A. Gutner, National Center for PTSD, VA Boston Healthcare System; Boston University Medical School*

*Denise Sloan, National Center for PTSD, VA Boston Healthcare System*

*Matthew Gallagher, University of Houston*

*Patricia Resick, National Center for PTSD, VA Boston Healthcare System*

**Motivation: The Key to Unlocking the Risk of Death by Sedentary Lifestyle?**

*Louisa Sylvia*, Massachusetts General Hospital

*Weilynn Chang*, Bipolar Clinical and Research Program, Massachusetts General Hospital

*Alexandra Gold*, Bipolar Clinical and Research Program, Massachusetts General Hospital

*Emily Bernstein*, Harvard University

*Kristen Ellard*, *Thilo Deckersbach*, *Andrew Nierenberg*, Bipolar Clinical and Research Program, Massachusetts General Hospital

**Modifiable Study Design Elements as Predictors of Dropout From a Meta-Analysis of Randomized Clinical Trials of Psychotherapy for Depression**

*Laren Conklin*, Chalmers P. Wylie Veterans Administration Ambulatory Care Center

*Andrew Cooper*, Case Western Reserve University

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5:00 p.m. – 6:30 p.m.

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**Winter Garden & Palace, Floor 6**

**Symposium 39**

**Expanding the Vulnerability Model for Hoarding:  
Recent Advances in Research on Genetics and Decision  
Making**

CHAIR: *Kiara Timpano, Ph.D.*, University of Miami

DISCUSSANT: *Randy O. Frost, Ph.D.*, Smith College

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: *Hoarding, Risk / Vulnerability Factors, Cognitive Processes*

**A Genomewide Association Study of Hoarding Traits in a Community-Based Sample of Children and Adolescents**

*Christie Burton*, Hospital for Sick Children

*Jennifer Crosbie*, Hospital for Sick Children

*Lauren Erdman*, University of Toronto

*Annie Dupuis*, Hospital for Sick Children

*Andrew Paterson*, Hospital for Sick Children

*Lisa Strug*, Hospital for Sick Children

*Noam Soreni*, McMaster University

*Carol Mathews*, University of Florida

*Russell Schachar*, Hospital for Sick Children

*Paul Arnold*, Mathison Centre for Mental Health Research & Education

**Dopamine and Serotonin Pathway Candidate Genes, Early Social Adversity, and Hoarding**

*Kiara Timpano*, *Charles Carver*, University of Miami

**Making Decisions About Objects: Information Seeking in Compulsive Hoarding**  
Kirstie Kellman-McFarlane, Sheila Woody, University of British Columbia

**Value-Based Decision Making in Hoarding and Comorbid Obsessive-Compulsive and Hoarding Disorders**

Helen Pushkarskaya, Yale University School of Medicine

David Tolin, Anxiety Disorders Center, The Institute of Living

Daniel Henick, Yale University

Lital Ruderman, Yale University School of Medicine

Christopher Pittenger, Yale University

Ifat Levy, Yale School of Medicine

**Hoarding and the Psychology of Ownership**

Sheila Woody, University of British Columbia

Grace Truong, University of British Columbia

Daniel Bartels, University of Chicago

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5:00 p.m. – 6:30 p.m.

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Columbia & Duffy, Floor 7

FRIDAY

## Symposium 40

### Peering Into the Black Box: Are We Getting Closer to Unpacking the Learning Collaborative Implementation Model?

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

DISCUSSANT: Sonja Schoenwald, Ph.D., Medical University of South Carolina

Primary Category: 2016 Program Theme - Dissemination and Implementation

Key Words: *Community-Based Assessment / Intervention, Dissemination, Implementation*

**Which Aspects of a Learning Collaborative Are Associated With Fidelity to and Adaptation of an Evidence-Based Psychotherapy?**

Shannon Stirman, National Center for PTSD, Department of Psychiatry and Behavioral Sciences, Stanford University Department of Psychiatry

Norman Shields, Veterans Affairs Canada, Operational Stress Injuries National Network

Kera Mallard, National Center for PTSD and Stanford University

Tasoula Masina, Department of Psychology, Ryerson University

Rachel Haine-Schalgel, Department of Child and Family Development, San Diego State University

Candice Monson, Department of Psychology, Ryerson University

**Implementation Strategies to Increase Interprofessional Collaboration and Support-Sustained Use of Trauma-Focused Evidence-Based Therapies for Youth**  
*Rochelle Hanson, Angela Moreland, Benjamin Saunders, Sonja Schoenwald, Medical University of South Carolina*

*Jason Chapman, Oregon Social Learning Center*  
*Heidi Resnick, Medical University of South Carolina*

**An Examination of the Content of and Engagement in Consultation Calls Following Training in Trauma-Focused CBT**

*Ashley Smith, Amanda Jensen-Doss, University of Miami*

**Cost-Effectiveness of Learning Collaboratives in the Dissemination of an Evidence-Based, Trauma-Focused Treatment for Youth**

*Alex Dopp, University of Missouri*  
*Rochelle Hanson, Medical University of South Carolina*  
*Clara Dismuke, Ralph H. Johnson VA Medical Center*

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5:00 p.m. – 6:30 p.m.

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**Cantor & Jolson, Floor 9**

## Symposium 41

### **Novel Strategies for Enhancing CBT: D-Cycloserine, Oxytocin, and Exercise**

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

DISCUSSANT: *Thilo Deckersbach, Ph.D., Massachusetts General Hospital/Harvard Medical School*

Primary Category: 2016 Program Theme - Neuroscience and Psychological Treatment

Key Words: *Neurocognitive Therapies, Neuroscience, Translational Research*

#### **Augmentation of Cognitive Behavior Therapy With D-Cycloserine in Pediatric OCD: A Randomized Controlled Trial**

*Eric A. Storch, University of South Florida*  
*Sabine Wilhelm, Massachusetts General Hospital/Harvard Medical School*  
*Susan Sprich, Massachusetts General Hospital/Harvard Medical School*  
*Aude Henin, Massachusetts General Hospital*  
*Jamie Micco, Massachusetts General Hospital*  
*Brent Small, School of Aging Studies, University of South Florida*  
*Joseph McGuire, Semel Institute, University of California, Los Angeles*  
*P. Jane Mutch, College of Medicine Pediatrics*  
*Adam Lewin, University of South Florida*  
*Tanya Murphy, College of Medicine Pediatrics, University of South Florida*  
*Daniel Geller, Massachusetts General Hospital*

## Effect of Intranasal Oxytocin Administration on Psychiatric Symptoms: A Meta-Analysis of Placebo-Controlled Studies

Angela Fang, Massachusetts General Hospital/Harvard Medical School

Stefan G. Hofmann, Boston University

Daniel Brager, Pacific University

## The Promise of Oxytocin as an Intervention for Individuals With Autism Spectrum Disorder

Aude Henin, Dina Hirshfield-Becker, Jamie Micco, Sophie Baron, Massachusetts General Hospital

## Efficacy of Acute Aerobic Exercise for Enhancing Virtual Reality Exposure Therapy for Acrophobia

Jolene Jacquart, University of Texas at Austin

David Rosenfield, Southern Methodist University

Mark Powers, University of Texas at Austin

Jasper Smits, University of Texas at Austin

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5:00 p.m. – 6:30 p.m.

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Times Square, Floor 7

### Research and Professional Development 3

## Broad Considerations and Concrete Strategies for Interprofessional Training in CBTs

MODERATOR: *Barbara W. Kamholz, Ph.D.*, VA Boston Healthcare System

PANELISTS: *Pooja Dave, Ph.D.*, University of Chicago

*Amy E. Lawrence, Ph.D.*, VA Boston Healthcare System

*Gabrielle Liverant, Ph.D.*, Suffolk University

*Cory F. Newman, Ph.D.*, University of Pennsylvania

*Donna M. Sudak, M.D.*, Drexel University

*Shona Vas, Ph.D.*, University of Chicago

Primary Category: Education and Training - Graduate / Undergraduate

Key Words: *Education and Training - Graduate, Training / Training Directors, Supervision*

Training non-psychologists to competence in cognitive-behavioral therapies (CBTs) is an important issue at the intersection of clinical training and dissemination for evidence-based psychotherapies. Thus, 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 professionals from a broad range of backgrounds and disciplines to their membership and meetings. In addition, key competencies for CBT education and practice have been widely discussed (e.g. Klepac et al., 2012; Newman, 2012; Roth & Piling, 2008), and are critical to the goal of expanding CBT training. Still, within mental health, psychiatry residents, social work students, and other professionals approach CBT theory and practice from distinct perspectives. Despite the importance of broad CBT training across these professions, formal discussion of training



approaches, challenges, assessments, and benchmarks is limited. Unfortunately, the Accreditation Council for Graduate Medical Education and the Council on Social Work Education guidelines 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) key considerations for basic, and more advanced, competencies in CBTs, (2) the application of these concepts to CBT curriculum development and clinical training, and (3) assessment of competencies.

You will learn:

- Factors to consider in developing and/or executing a CBT curriculum for non-psychologist trainees.
- Considerations for CBT competency in non-psychologist trainees.
- Metrics for assessment of CBT competency among non-psychologist trainees.

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5:00 p.m. – 6:30 p.m.

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**Soho Complex, Floor 7**

## **Panel Discussion 14**

### **Behavioral Parent Training Trailblazers: Origin Stories and Future Directions for the Next 20 Years**

MODERATOR: *Camilo Ortiz, Ph.D.*, Long Island University

PANELISTS: *Marion S. Forgatch, Ph.D.*, Implementation Sciences International Inc

*Robert J. McMahon, Ph.D.*, Simon Fraser University

*Sheila Eyberg, Ph.D.*, University of Florida

*Matthew R. Sanders, Ph.D.*, University of Queensland

Primary Category: Parenting / Families

Key Words: *Parent Training, Parenting*

This exciting panel discussion will bring together the developers of four of the best known and most scientifically supported behavioral parent training interventions for the prevention and treatment of disruptive behavior problems in children and adolescents. These four trailblazers will share their wealth of expertise and experience in addressing the conference theme of ABCT's 50<sup>th</sup>. We will honor the past by having each panelist share with the audience how they became involved in the field of behavioral parent training and what led to the development and widespread use of each of the interventions they are associated with. Dr. Eyberg will discuss the roots of Parent Child Interaction Therapy (PCIT). Dr. Forgatch will review the development of the Parent Management Training-Oregon (PMTO) approach. Dr. Sanders will talk about the development of Triple P (Positive Parenting Program). Finally, Dr. McMahon will discuss the development of Helping the Noncompliant Child (HNC).

After this rich historical presentation, we will shift gears into a more interactive discussion of how each of our innovators envisions the path that behavioral parent training will take over the next few decades. Specifically, the discussion will focus on theoretical and practical developments that each presenter hopes to see explored by the field in order to continue to advance what is perhaps the greatest success story in the field of youth psychopathology treatment.

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Friday, 5:30 p.m. – 6:30 p.m.

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**Brecht, Floor: 4**

**SIG Meeting**

## **Obesity and Eating Disorders**

Key Words: *Obesity / Overweight, Eating Disorders*

OED SIG will hold a business meeting followed by a presentation from the recipient of our Graduate Student Research Award. The meeting will conclude with a research presentation and discussion.

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Friday, 5:30 p.m. – 6:30 p.m.

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**Harlem, Floor: 7**

**SIG Meeting**

## **Clinical Research Methods and Statistics**

Key Words: *Research Methods*

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 2017 conference.

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Friday, 6:30 p.m. - 8:30 p.m.

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**Broadway Ballroom, Floor: 6**

## **Friday Night Welcome Cocktail Party/SIG Exposition**

Come and join your colleagues and friends at the first official networking event of 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 along with your printed program, 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 Convention.

Support the ABCT Student Awards by participating in the "Secure Our Future" fundraiser in conjunction with the Welcome Cocktail Party and SIG Expo. Participate in the Gold Challenge, bid on some artwork or take a group photo at the Photo Corner. All donations, in any amount, are greatly appreciated.

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