

APPTC

ANNUAL MEETING

resources and resilience

2024

MARCH 14 - MARCH 17

san diego, california



table of contents

CONFERENCE CHAIR WELCOME 3

ABOUT APTC 4

EXECUTIVE COMMITTEE 5

HOTEL & AREA INFO 6

CONFERENCE INFO 7

SCHEDULE 9

PRESENTATION DESCRIPTIONS 14

SPONSORS 23

welcome



A MESSAGE FROM THE CONFERENCE CHAIR

I am thrilled to welcome all of you to the 2024 APTC conference. Last year in Albuquerque, we (re)learned how beneficial and wonderful it can be to spend three days in person with each other, and we are so excited to be able to host this event once again in San Diego. We are particularly enthusiastic about welcoming our many new APTC members. It is always great to meet new directors and bring them into our "APTC family". We hope that you will find our conference inviting and informative, and that you will leave with new perspectives and ideas to take back to your clinics.

For those of you who are old friends, this conference will be an excellent opportunity to catch up and bond with each other. Although many of us connect online all year, we've all missed being together (without a screen) to share common experiences over a bite or a drink. Indeed, many of us consider APTC to be more of a professional home than our universities because there's nowhere else to find people who "get" the unique work we do!

This year's conference theme is "Resources and Resilience" (the APTC version of R&R.) During our time together, we will explore how we made our clinics thrive, and we will exchange ideas about preserving and enhancing ourselves so we can provide the best care possible for our patients, and the most advanced training for our students.

So once again, welcome to the 2024 APTC conference! I hope that over the next three days, you can relax, connect, and reinvigorate (while someone else takes care of your clinic). If you're an APTC veteran, look for some new faces and make them feel welcome. If you're new to APTC, don't be shy, and introduce yourself to the people around you and make some new friends.

I am SO HAPPY to (finally) "CUinSD"*.

Warmly,

William Salton, Ph. D.
Chair, APTC Conference Committee
Member at Large, APTC
President Elect, APTC



*See you in San Diego.

THE ASSOCIATION OF PSYCHOLOGY TRAINING CLINICS

The Association of Psychology Training Clinics (APTC) is a professional organization for directors of doctoral-level psychology training clinics and interested associates and affiliates. The organization is affiliated with the American Psychological Association (APA).

mission statement

APTC has established a multipurpose mission and specifically seeks to promote high standards of professional psychology training and practice in psychology training clinics; facilitate the exchange of information and resources among psychology training clinics that provide doctoral-level practicum training in professional psychology; and interface with related professional groups and organizations to further the goals of APTC, including influencing the establishment of standards and guidelines on service delivery and training of future psychologists.

Diversity statement

APTC is dedicated to furthering cultural awareness, competency, and humility through supportive learning opportunities and environments.

We are committed to engaging in training activities which increase an understanding of individual and cultural diversity, and focus on the interplay between contextual factors and intersectionality among all people. We respect and celebrate awareness, appreciation, and sensitivity toward all and encourage an appreciation of how political, economic, and societal influences affect individuals' behaviors, particularly those from disadvantaged and marginalized groups.

executive committee



PRESIDENT

SCOTT GUSTAFSON, PH.D., ABPP
2022-2024



PRESIDENT-ELECT

JENNIFER SCHWARTZ, PH.D.
2022-2024



PAST PRESIDENT

LETICIA FLORES, PH.D.
2022-2024



PRESIDENT EMERITUS

ROBERT HATCHER, PH.D.
2022-2024



TREASURER

RISA BROUDY, PH.D.
2022-2026



SECRETARY

JENNIFER HAMES, PH.D.
2023-2024 & 2024-2026



MEMBER-AT-LARGE

WILLIAM SALTON, PH.D.
2022-2024



MEMBER-AT-LARGE

STEPHANIE MCWILLIAMS, PH.D.
2023-2024 & 2024-2026



EARLY CAREER MEMBER-AT-LARGE

JACQUELINE HERSH, PH.D.
2022-2024

INCOMING EXECUTIVE COMMITTEE OFFICERS

PRESIDENT: Jennifer Schwartz
PAST PRESIDENT: Scott Gustafson
PRESIDENT ELECT: William Salton
SECRETARY: Jennifer Hames

MEMBER-AT-LARGE: Stephanie McWilliams
MEMBER-AT-LARGE: Robyn Mehlenbeck:
EARLY CAREER MEMBER-AT-LARGE: Kristy McRaney

hotel and transportation



hotel

THE WESTIN SAN DIEGO BAYVIEW

400 W Broadway Street

San Diego, CA, 92101

[Hotel Website](#)

P. 619-239-4500

[Hotel Map on Page 24](#)

area info

Click [HERE](#) to explore things to do and places to see in San Diego!



transportation

AIRPORT TRANSPORTATION

The [San Diego airport \(SAN\)](#) is about 2 miles from the Westin San Diego Bayview.

Free hotel shuttle available 5:00am-11:00pm approx. every 30 minutes at the top/bottom of the hour.

Call the hotel 619-239-4500 AFTER retrieving luggage for pickup instructions. Look for a white shuttle with Westin San Diego Bayview on the hood and sides.

Cab fare for up to 2 people is about \$25. Uber and Lyft also service the airport; fees vary.

RIDESHARE/CAB DROP OFF ADDRESS

The Westin San Diego Bayview,
1051 Columbia Street,
San Diego, CA, 92101

PARKING

Hotel: Valet parking is \$56/day.

Nearby parking alternatives at [ParkWhiz.com](#).

QUESTIONS? PLEASE CONTACT KRIS MORGAN AT KRIS@KMJASSOCIATES.COM

join our conference app!

We are excited to use a new technology this year! Be sure to join our APTC BAND if you haven't already.

You can easily access BAND from your phone or computer, and it is a great way to connect with colleagues while at the conference without having to open up your email. That's right, we said it - set the out-of-office message and don't check that email!

We will be posting all our communication in the app. You'll also be able to sign up for dinners and activities in the app!

Never used BAND before? We have you covered. It is as simple as clicking a link, downloading the app, and creating a profile! We even have the steps laid out below.

BAND

1 CLICK THE INVITE LINK OR SCAN THE QR CODE

It's really important you click this specific link so that you get the invitation to join our specific BAND group for the APTC conference.

2 DOWNLOAD APP

The link should prompt you to download the app on your mobile device.

3 CREATE ACCOUNT

You can create an account using your email or phone number.

4 VERIFY & UPDATE

Verify your account with the verification code sent to your email or phone (depending on what you selected). Then update your profile information!

5 ACCEPT INVITATION

When you see the group invitation, be sure to select ACCEPT!

6 YOU ARE ALL SET!

Have fun! You can access BAND on your phone or computer! Connect with colleagues, check the schedule, sign up for dinners and activities!



MORE DETAILED INSTRUCTIONS CAN BE FOUND [HERE](#).

ce credit information

APTC is delighted to offer continuing education credits for our 2024 conference programming with the assistance of CARD-BU. All of our sessions offering CE credit are identified in the program schedule in the left column. CE programming for this conference is intended for psychology training clinic directors in any phase of their career; as such the CE content provided targets an introductory level clinic director. CE credits are provided at no additional cost to conference attendees. Attendees will be issued a unique QR code which will be on their registration badge, and attendees will scan their QR code for each CE presentation.

SEE PAGE 22 FOR CE FAQs.

**FOR ANY QUESTIONS, CONCERNS OR GRIEVANCES ABOUT CE PROGRAMMING OFFERED THIS YEAR,
PLEASE CONTACT KRISTYNC@BU.EDU.**



The Center for Anxiety and Related Disorders at Boston University (CARD-BU) is approved by the American Psychological Association to sponsor continuing education for psychologists. CARD-BU maintains responsibility for this program and its content.

conference planning committee

SPECIAL THANKS TO THE MEMBERS OF THE CONFERENCE PLANNING COMMITTEE FOR THEIR SERVICE!

Committee Chair: William Salton

| | | |
|------------------|------------------|-------------------|
| Kristin Austin | Stephanie Graham | Kathy Ocampo |
| Risa Broudy | Scott Gustafson | Dinelia Rosa |
| Erin Bullett | Jen Hames | Leslie Rudy |
| Colby Chlebowski | Jackie Hersh | Jennifer Schwartz |
| Kristy Cuthbert | Katie Kennedy | Lisa Smith |
| Lettie Flores | Melany Maldonado | Kimberly Zlomke |
| Natasha Gouge | Kristy McRaney | Kris Morgan |
| | Robyn Mehlenbeck | |

thursday

MARCH 14, 2024

9:00 - 11:00

TOPAZ ROOM

EXECUTIVE COMMITTEE MEETING

Current & Incoming Executive Council Officers

2:00

OUTSIDE EMERALD
BALLROOM

REGISTRATION DESK OPENS & WILL REMAIN OPEN UNTIL 5PM

2:45-4:45

1.0 CE

EMERALD BALLROOM

NEW DIRECTOR PROGRAMMING ■

FOR DIRECTORS WITH LESS THAN 3 YEARS OF EXPERIENCE, ALTHOUGH EVERYONE IS WELCOME!

NEW DIRECTOR PANEL + DISCUSSION | 2:45 - 3:45

PANELISTS: Stephanie Graham, PhD (Uni. of Wisconsin-Madison), & Robyn Mehlenbeck, PhD, ABPP (George Mason Uni.), Colleen Byrne, PhD (Uni. of Maryland-College Park), Leticia Flores, PhD (Uni. of Tennessee), & William Salton, PhD (Yeshiva Uni.)

COMMITTEES ON PARADE | 3:45 - 4:45

Committees on Parade with our committee representatives! Learn about how to get more involved in APTC.

ALL MENTORS OF NEW DIRECTORS ARE REQUESTED TO JOIN US AT 4:35

3:30-4:30

1.0 CE

TOPAZ ROOM

MID-LEVEL DIRECTOR PROGRAMMING – RESILIENCE! ■

FOR DIRECTORS WITH 3 TO 8 YEARS OF EXPERIENCE OR ANYONE INTERESTED!

Join Lisa Smith, PhD (Boston Uni.) and Rob Heffer, PhD (Texas A&M Uni.), both very experienced training clinic directors for an informal discussion on potential topics such as: promotion, staying relevant in times of budget crisis, do I want to do something else in my life, how do I respond to changes in higher education, building my resilience!

FILL OUT THE APTC LISTSERV SURVEY SENT BY LISA SMITH TO SHARE YOUR IDEAS ON WHAT YOU WOULD LIKE TO DISCUSS.

5:15-6:30

POOL DECK, LEVEL 3

WELCOME RECEPTION

Join us as our president welcomes you to San Diego!

**SHORTLY AFTER
HAPPY HOUR**

BAND APP

DINNER ON YOUR OWN OR WITH OTHER APTC MEMBERS

SEE BAND APP OR REGISTRATION TABLE FOR SIGN-UP SHEETS FOR DINNER OPTIONS WITH FELLOW APTC MEMBERS

■ PANEL ▲ PRESENTATION

Friday morning

MARCH 15, 2024

REGISTRATION DESK AT EMERALD BALLROOM OPEN FROM BREAKFAST TO CLOSING OF LAST SESSION

6:00 - 7:00

BAND APP

MORNING ACTIVITIES

Looking to get a workout in or get your day started with other APTCers? Check out the signup sheets on our BAND conference group!

7:45 - 8:45

DIAMOND ROOM

BREAKFAST

9:00 - 9:15

EMERALD BALLROOM

ANNOUNCEMENTS

9:15 - 10:30

1.25 CE

EMERALD BALLROOM

KEYNOTE

INTEGRATING DIGITAL TOOLS INTO CLINICAL PRACTICE: CONSIDERATIONS FOR TRAINING AND PRACTICE OF CLINICAL PSYCHOLOGY IN THE 21ST CENTURY ▲

Stephen Schueller, PhD (Uni. of California-Irvine)

10:30 - 10:45

BREAK

POSTER PRESENTERS TO SET UP POSTERS IN TOPAZ ROOM AT THIS TIME

10:45 - 12:30

1.5 CE

EMERALD BALLROOM

RESOURCES: FINANCES

BALANCING ACTS: COLLABORATIVE DISCUSSION OF BUILDING SUSTAINABLE CLINIC FINANCES (45 MIN.) ■

Robyn Mehlenbeck, PhD, ABPP (George Mason Uni.), Jennifer Langhinrichsen-Rohling, PhD (Uni. of North Carolina-Charlotte), Hannah Ekstrom, PsyD (Uni. of Alaska-Anchorage), & Sara Boghosian, PhD (Utah State Uni.)

AND

IF YOU PAY US, THEY WILL COME: CREATING STABLE CLINIC INCOME THROUGH ON-CAMPUS CONTRACTS (45 MIN.) ■

Erin S. Bullett, PhD (Uni. of Missouri - Columbia), Linnea Burk, PhD (Uni. of Wisconsin-Madison), Kathleen Kennedy, PhD (Uni. of Vermont), & Kristy McRaney, PhD (Uni. of Southern Mississippi)

AND

TREASURER'S REPORT

■ PANEL ▲ PRESENTATION

POSTERS WILL BE DISPLAYED IN THE TOPAZ ROOM FROM
10:45AM ON FRIDAY UNTIL 3:45PM ON SATURDAY.

Friday afternoon

MARCH 15, 2024

12:30 - 2:00

DIAMOND ROOM

LUNCH WITH BREAKOUT TABLE DISCUSSIONS

SEE BAND APP FOR TABLE DISCUSSION OPTIONS
(Dietary restrictions - Contact Kris Morgan)

2:00 - 3:00

1.0 CE

EMERALD BALLROOM

RESOURCES: SUSTAINABILITY

CURRENT STATUS OF PSYCHOLOGY TRAINING CLINICS: RESULTS OF THE 2024 APTC MEMBER SURVEY (30 MIN.) ■

Jacqueline Hersh, PhD (Appalachian State Uni.) & Ryan Farmer, PhD (Uni. of Memphis)

AND

MONEY DOESN'T GROW ON TREES: PERSPECTIVES ON FUNDING TRAINING CLINICS (30 MIN.) ■

Kristin Austin, PhD, ABPP (Uni. of Mississippi), Scott Gustafson, PhD, ABPP (Florida Institute of Technology), William Salton, PhD (Yeshiva Uni.), & Natasha Gouge, PhD (East Tennessee State Uni.)

3:00 - 3:30

EMERALD BALLROOM

AWARDS

3:30 - 3:45

BREAK

3:45 - 4:00

EMERALD BALLROOM

LIAISON REPORTS

4:00 - 5:00

1.0 CE

EMERALD BALLROOM

RESILIENCY: MENTORSHIP

MENTORSHIP THROUGHOUT YOUR CAREER: NAVIGATING CHALLENGES AND OPPORTUNITIES ■

Stephanie R. McWilliams, PhD (West Virginia Uni.), Jacqueline Hersh, PhD (Appalachian State Uni.), Jennifer Schwartz, PhD (Uni. of North Texas), & Robyn Mehlenbeck, PhD, ABPP (George Mason Uni.)

5:00 - 5:15

EMERALD BALLROOM

DAY CLOSING

5:15-6:30

POOL DECK, LEVEL 3

HAPPY HOUR

Join us to connect and unwind from a day of learning!

**SHORTLY AFTER
HAPPY HOUR**

BAND APP

DINNER ON YOUR OWN OR WITH OTHER APTC MEMBERS

SEE BAND APP OR REGISTRATION TABLE FOR SIGN-UP SHEETS FOR DINNER OPTIONS WITH FELLOW APTC MEMBERS

■ PANEL ▲ PRESENTATION

saturday morning

MARCH 16, 2024

REGISTRATION DESK AT EMERALD BALLROOM OPEN FROM BREAKFAST TO CLOSING OF LAST SESSION

6:00 - 7:00

BAND APP

MORNING ACTIVITIES

Looking to get a workout in or get your day started with other APTCers? Check out the signup sheets on our BAND conference group!

7:45 - 8:45

DIAMOND ROOM

BREAKFAST

9:00 - 9:15

EMERALD BALLROOM

ANNOUNCEMENTS

9:15 - 10:15

1.0 CE

EMERALD BALLROOM

ETHICS, INTERSECTIONALITY, AND COMPETENCY, OH MY!: WHAT TO DO WHEN STUDENT TRAINING GETS TRICKY ■

Caitlin Williams, PhD (Uni. of Tennessee), Leticia Flores, PhD (Uni. of Tennessee), & Robyn Mehlenbeck, PhD, ABPP (George Mason Uni.)

10:15-10:45

TOPAZ ROOM

POSTER SESSION

10:45-11:45

1.0 CE

EMERALD BALLROOM

RESOURCES: TRAINING

PREPARING TRAINEES FOR REAL-WORLD ASSESSMENT PRACTICE: A WIN-WIN-WIN MODEL FOR THE CLINIC, COMMUNITY, AND COMPETENCIES (30 MIN.) ■

Natasha Gouge, PhD (East Tennessee State Uni.), Cheston West, MA (East Tennessee State Uni.), Mara Sindoni, BA (East Tennessee State Uni.), Rachel Miller-Slough, PhD (East Tennessee State Uni.), & Meredith Ginley, PhD (East Tennessee State Uni.)

AND

SUPPORTING STUDENT ACCOUNTABILITY, PROFESSIONALISM, AND PROGRESS: DEVELOPING RESOURCES (30 MIN.) ■

Rebecca R. Kulzer, PhD (Pace Uni.), Adam Stacey, PsyD (Uni. of Saskatchewan), Katrina Ostmeyer, PhD (Uni. of Kansas), & Stephanie R. McWilliams, PhD (West Virginia Uni.)

11:45 - 1:15

BAND APP

LUNCH ON YOUR OWN

Want to grab lunch with other APTCers? Check out BAND app to find lunch groups to join other APTCs for lunch!

■ PANEL ▲ PRESENTATION

saturday afternoon

MARCH 16, 2024

1:15 - 2:15

1.0 CE

EMERALD BALLROOM

RESILIENCY: SUPPORTING STUDENT CLINICIANS

BRIDGING THE GAP: SUPPORTING UNDERREPRESENTED STUDENTS IN TRAINING CLINICS (25 MIN.) ■

Pa Her, PhD (Uni. of Wisconsin-Madison) & Stephanie R. Graham, PhD (Uni. of Wisconsin-Madison)

AND

CULTURALLY RESPONSIVE SUPERVISION WITH FIRST GENERATION LATINX STUDENTS: IDEAS AND APPROACHES TO CLINICAL TEACHING AND SUPERVISION (20 MIN.) ▲

Cynthia Cavazos Gonzalez, PhD (Uni. of Texas-Rio Grande Valley)

AND

SUPPORTING THE MENTAL HEALTH OF GRADUATE STUDENT CLINICIANS IN A CANADIAN PSYCHOLOGY TRAINING CLINIC (15 MIN.) ■

Martin Phillips-Hing, PhD (Simon Fraser Uni.), Megan McLarnon, PhD (Simon Fraser Uni.), Robert Ley, PhD (Simon Fraser Uni.), & Sharon Arnold, PhD (Simon Fraser Uni.)

2:15 - 2:30

BREAK

2:30 - 3:45

1.25 CE

EMERALD BALLROOM

KEYNOTE

DIVERSITY TOWN HALL WITH DR. AKBAR ▲

Maysa Akbar, PhD, ABPP (American Psychological Association)

3:45 - 4:00

BREAK

POSTER PRESENTERS TO TAKE DOWN POSTERS IN TOPAZ ROOM AT THIS TIME

4:00 - 5:00

1.0 CE

EMERALD BALLROOM

RESILIENCY: ACTION & ADVOCACY

FROM WORDS TO ACTIONS: ENGAGING IN AND TEACHING ADVOCACY AS A COMPETENCY IN PSYCHOLOGY (30 MIN.) ■

Kristy Cuthbert, PhD (Boston Uni.), Leticia Flores, PhD (Uni. of Tennessee), Lisa Smith, PhD (Boston Uni.), & Adam Stacey, PsyD (Uni. of Saskatchewan)

AND

BUILDING RESILIENCE THROUGH PURPOSEFUL ACTION: POLICIES, PRACTICES, AND BRAINSTORMING FOR THE FUTURE (30 MIN.) ■

Erin S. Bullett, PhD (Uni. of Missouri-Columbia), Katheryn Ocampo, PhD (Indiana State Uni.), & Anne Stevens, PhD (Uni. of Wyoming)

5:00 - 5:30

EMERALD BALLROOM

CLOSING REMARKS & RECOGNITION OF PRESIDENTIAL SERVICE

sunday morning

MARCH 17, 2024

8:00-11:00am

Pearl Room, Level 3

EXECUTIVE COMMITTEE MEETING

Current & Incoming Executive Council Officers

Friday KEYNOTE

March 15, 2024
9:15 - 10:30



Stephen Schueller, PhD

INTEGRATING DIGITAL TOOLS INTO CLINICAL PRACTICE: CONSIDERATIONS FOR TRAINING AND PRACTICE OF CLINICAL PSYCHOLOGY IN THE 21ST CENTURY

The future of psychology is digital. In recent years technology has led to virtual care platforms, text message-based psychotherapy, AI-powered chatbots, and a multitude of mental health apps and digital therapeutics. However, despite these advances, few providers are trained to use these tools in their practice. This presentation will provide an overview of digital mental health tools including identifying some common features and capabilities of such tools. We will also discuss competencies related to the use of these in clinical practice. These include how to evaluate digital mental health tools and consider aspects such as credibility, user experience, and data security and privacy, and how to incorporate digital mental health tools into clinical practice flows. Lastly, we will consider opportunities for the use of these tools in clinical training and ways in which these tools might change the future of clinical practice.

Dr. Stephen Schueller is an Associate Professor of Psychological Science and Informatics at UC Irvine. He directs the Technology and Mental Health (TEAM) Lab and is a member of UCI's Connected Learning Lab and the Jacobs CERES Center. He received his bachelor's degree in psychology from the University of California, Riverside, his PhD in clinical psychology from the University of Pennsylvania and completed his clinical internship and postdoctoral fellowship at the University of California, San Francisco. As a clinical psychologist and mental health services researcher, Dr. Schueller's work focuses on how technology can improve mental health services by expanding access and improving accessibility. This includes the development, evaluation, and implementation of digital mental health products in diverse settings and populations.

10:45 AM | RESOURCES: FINANCES

BALANCING ACTS: COLLABORATIVE DISCUSSION OF BUILDING SUSTAINABLE CLINIC FINANCES

Robyn Mehlenbeck, PhD, ABPP (George Mason Uni.), **Jennifer Langhinrichsen-Rohling, PhD** (Uni. of North Carolina-Charlotte), **Hannah Ekstrom, PsyD** (Uni. of Alaska-Anchorage), & **Sara Boghosian, PhD** (Utah State Uni.)

This panel will address several aspects of clinic finances, including presenters from vastly different geographical locations and perspectives. First, we will start with discussing efforts to build and finance a fledgling psychology training clinic (BeHealthier). While balancing two mottos ("If you build it, they will come" and "When the bones are good, the rest don't matter"), this clinic supports our infrastructure development with a mix of strategies: one-time state crisis grants, scaling up our ADHD assessments, offering two new student-centered topic courses, creatively developing low-cost pop-up clinic services, and strategically collaborating with campus partners to increase our reach and attract potential philanthropy. Second, we will share lessons learned from building financial/billing policies at a small training clinic and the process of developing a sliding fee scale. Strategies and lessons will explore balancing sustainable income with mission-driven decision making. In addition, we will share pros/cons of late and no-show fees implemented within a psychology training clinic that sits within a larger clinical services building on campus. We will share the impact of these changes on revenue and operations. Finally, we will introduce the ABC's of fundraising from grassroots to development supported events. We will also address how to get your college development folks to support you.

IF YOU PAY US, THEY WILL COME: CREATING STABLE CLINIC INCOME THROUGH ON-CAMPUS CONTRACTS

Erin S. Bullett, PhD (Uni. of Missouri - Columbia), **Linnea Burk, PhD** (Uni. of Wisconsin-Madison), **Kathleen Kennedy, PhD** (Uni. of Vermont), & **Kristy McRaney, PhD** (Uni. of Southern Mississippi)

As training clinic directors, we are tasked with balancing multiple, and sometimes competing, responsibilities to our students, clients, the broader community, and our departments. One example of competing demands includes keeping the training clinic in good financial standing while taking into account the real financial needs of the clients we serve. This has been especially salient in our recent economy. As the costs of living rise, raising the prices/rates we charge our clients only creates additional barriers to client care. Additionally, as departmental resources constrict, clinics may be expected to generate funding for themselves. The solutions to these issues require creativity and collaboration. We will describe several ways in which we have developed contracts with other entities on campus to provide services at no- or low-cost to clients while also providing steady revenue to our clinics. Presenters will provide examples of specific contracts that have been applied successfully within their training clinics. The goal is to discuss current projects and to engage with the audience to generate ideas for additional resource/revenue creating lines of work among other campuses. Examples of in place programs include: block grants, wellness presentations, subsidized assessments, and skills groups for students. Example entities that have provided funding include: School of Law, School of Pharmacy, Disability office, School of Medicine, University Hospital.

2:00 PM | RESOURCES: SUSTAINABILITY

CURRENT STATUS OF PSYCHOLOGY TRAINING CLINICS: RESULTS OF THE 2024 APTC MEMBER SURVEY

Jacqueline Hersh, PhD (Appalachian State Uni.) & **Ryan Farmer, PhD** (Uni. of Memphis)

Psychology training clinics play a unique role in the development of health service psychologists and face unique challenges providing clinical services from within the context of academic departments. Given that one of the main functions of membership in APTC is to provide support and guidance to clinic directors to facilitate the successful operation of their clinics, data is needed regarding the practices used to meet the objectives of training clinics, particularly as we continue to move forward following the onset of the COVID-19 pandemic. The present study will summarize the results of a survey distributed to APTC members, including identifying adaptations to training in response to the pandemic and thereafter; summarizing common role expectations for trainees, supervisors, and clinic directors; and establishing base rates for various training and administrative practices. Quantitative and qualitative data will assist clinic directors in identifying current best practices, facilitating the successful operation of their clinics, and advocating for vital resources and support from their home institutions.

MONEY DOESN'T GROW ON TREES: PERSPECTIVES ON FUNDING TRAINING CLINICS

Kristin Austin, PhD, ABPP (Uni. of Mississippi), **Scott Gustafson, PhD, ABPP** (Florida Institute of Technology), **William Salton, PhD** (Yeshiva Uni.), & **Natasha Gouge, PhD** (East Tennessee State Uni.)

Training clinics are critical for graduate programs in clinical and counseling psychology to provide both a space for students to learn under supervision and for community members to receive cost-effective care. Indeed, cost of mental health services is often cited as a barrier to receiving care (e.g., Rowan et al., 2013; U.S. Department of Health and Human Services, 1999). Training clinic directors are often challenged to provide these services within a limited budget coming from a variety of sources. For example, some clinics rely exclusively on funding from fees generated from client services while other clinics are funded through multiple sources including department and university support as well as donations or grants (e.g., Austin, 2023; Taber-Thomas et al., 2023). Directors on this panel will describe different funding models, discuss shared and unique challenges experienced, and identify issues related to sustainability in their clinics.

FRIDAY, MARCH 15, 2024

4:00 PM | RESILIENCY: MENTORSHIP

MENTORSHIP THROUGHOUT YOUR CAREER: NAVIGATING CHALLENGES AND OPPORTUNITIES

Stephanie R. McWilliams, PhD (West Virginia Uni.), **Jacqueline Hersh, PhD** (Appalachian State Uni.), **Jennifer Schwartz, PhD** (Uni. of North Texas), & **Robyn Mehlenbeck, PhD, ABPP** (George Mason Uni.)

Mentorship comes in all sorts of shapes and sizes. No matter what form it takes, mentorship is an essential component to growth, especially in a professional setting. Initially, mentorship is unidirectional, in that the “expert” is providing guidance to the “novice”. As clinic directors, a primary role we serve is to mentor students to become better clinicians and professionals. More competent and more confident in their skills, our students can do great things. How do we navigate giving the (necessary) tough advice? How can we put our own needs aside to guide students in an unbiased manner? How can we ensure students remain motivated or provide a pick-me-up when things go awry?

Equally important is the mentorship we receive as clinic directors and faculty members. Early and strong support for junior faculty can lead to better retention, reduced burnout, and an overall greater sense of community. When this exists within the context of a wider psychology department, it can help combat the isolation or professional loneliness clinic directors often feel and ensure fellow faculty understand the importance and role the director serves.

Lifelong mentorship can emerge from the mentorship we provide as well as the mentorship we receive. Having reasonable expectations of ourselves and our mentors allows for a free-flowing environment of support and ideas. We don't ever stop being mentors and those who mentor us never truly stop. Learning to appreciate the bi-directional opportunities that mentorship relationships can provide is a resource we must learn to appreciate and cultivate.

SATURDAY, MARCH 16, 2024

9:15 AM

ETHICS, INTERSECTIONALITY, AND COMPETENCY, OH MY!: WHAT TO DO WHEN STUDENT TRAINING GETS TRICKY

Caitlin Williams, PhD (Uni. of Tennessee), **Leticia Flores, PhD** (Uni. of Tennessee), & **Robyn Mehlenbeck, PhD, ABPP** (George Mason Uni.)

Graduate student training has always required supervisors to have awareness of students' personal and intersecting identities as well as mindfulness of how these identities impact the trainees' therapeutic and supervisory relationships (Bucky, Marques, Daly, Alley & Karp, 2010.) In some cases, students need ongoing support around recognizing and navigating values conflicts (Forest, 2012). Clinic directors are in an increasingly challenging position for addressing these situations due, in part, to the multiple roles they occupy – clinic director, direct supervisor, departmental faculty member, and mentor. Programs may have guidance about how to support students developmentally as they work through values conflicts, but specificity of that guidance varies widely. APA's Multicultural Guidelines (APA, 2017) offer direction, in addition to the Ethics Code (APA, 2002), but how do we synthesize these professional codes with clinical best practices, clinic/departmental policies and procedures, and university policies? In this presentation, we will share case examples, pose discussion questions, and attempt to integrate varied, complex, and sometimes conflicting sources intended to guide decision-making (Training and Education in Professional Psychology, 2015; Behnke, 2012). In addition to navigating values conflicts, giving feedback to students has become increasingly tricky due to many of the same factors outlined above, as well as generational differences, mismatched identity intersections between students and supervisors, and ongoing world events. How do we navigate providing feedback when students are increasingly sharing that discomfort they experience upon receiving feedback is equated with psychological harm? Addressing their concerns ethically, while continuing to give feedback and train students in accordance with APA's competencies, seems to be an increasingly complex issue. In this presentation, we will also discuss providing feedback, ethical considerations related to student training, and the broader changing landscape of training programs.

SATURDAY, MARCH 16, 2024

10:15 AM

POSTER SESSION

A CLINIC DIRECTOR'S GUIDE TO FOSTERING COMMUNITY COLLABORATIONS: AN AWARD-WINNING FORMULA

Emily S.H. Stafford, Ph.D. (Mississippi State Uni.) & Michael R. Nadorff, Ph.D. (Mississippi State Uni.)

BEHIND YOU: PARTNERING WITH THE SOUTHERN SMOKE FOUNDATION TO ENHANCE CLINICAL TRAINING AND ACCESSIBLE MENTAL HEALTH CARE

Matthew Calamia, PhD (Louisiana State Uni.)

BUILDING RESOURCES & FOSTERING RESILIENCY IN CLINICAL SUPERVISION: A QUALITY IMPROVEMENT PROJECT

Kelly Daniel, MA (East Tennessee State Uni.) & Natasha Gouge, PhD (East Tennessee State Uni.)

DEVELOPING ASSESSMENT BATTERIES RESPONSIVE TO REFERRAL CONCERNS

Miriam Eady Thompson, PhD (UC Santa Barbara), Lakhvir Kaur, EdS (UC Santa Barbara), Meghan Evans, MA (UC Santa Barbara) & Amaranta Ramirez, MA (UC Santa Barbara)

DISMANTLING IMPOSTER SYNDROME & DEVELOPING RESILIENCE IN DOCTORAL PSYCHOLOGY PROGRAMS

Heidi A. Zetzer, PhD (UC Santa Barbara) & Miriam Eady Thompson, PhD (UC Santa Barbara)

ENHANCING CLINICAL PRACTICE THROUGH INTEGRATION OF DIGITAL ASSESSMENT

Kacey Gilbert, PhD (Oklahoma State Uni.) & Braden Calvin, MS (Oklahoma State Uni.)

MEASUREMENT BASED CARE: AN EVIDENCE-BASED PRACTICE FOR IMPROVING CLINICAL TRAINING, SERVICE DELIVERY, AND OUTCOMES WITH HISTORICALLY MARGINALIZED COMMUNITIES

Shannon Johnson, PhD (Dalhousie Uni.), Alissa Pencer, PhD (Dalhousie Uni.), & Debbie Emberly, PhD (Dalhousie Uni.)

PHQ-2 AND PHQ-9 AS PREDICTORS OF PREMATURE TREATMENT TERMINATION IN AN OUTPATIENT UNIVERSITY-BASED PSYCHOLOGY TRAINING CLINIC (PTC)

Alisha Wray, PhD (Baylor Uni.), Regina Hiraoka, PhD (Baylor Uni.), & Christine Limbers, PhD (Baylor Uni.)

THE EFFECT OF THE VERTICAL TEAM MODEL ON THE QUALITY OF PSYCHOLOGY UNDERGRADUATE STUDENTS' CLINICAL EXPERIENCES

Stephanie R. McWilliams, PhD (West Virginia Uni.)

**POSTERS WILL BE DISPLAYED IN THE TOPAZ ROOM FROM
10:45AM ON FRIDAY UNTIL 3:45PM ON SATURDAY.**

10:45 AM | RESOURCES: TRAINING

PREPARING TRAINEES FOR REAL-WORLD ASSESSMENT PRACTICE: A WIN-WIN-WIN MODEL FOR THE CLINIC, COMMUNITY, AND COMPETENCIES

Natasha Gouge, PhD (East Tennessee State Uni.), **Cheston West, MA** (East Tennessee State Uni.), **Mara Sindoni, BA** (East Tennessee State Uni.), **Rachel Miller-Slough, PhD** (East Tennessee State Uni.), & **Meredith Ginley, PhD** (East Tennessee State Uni.)

Psychological assessment is at the core of the clinical psychologist identity and a distinguishing feature between clinical psychologists and other mental health providers (Wright, 2021), but there are few guidelines for training programs in how to achieve assessment competencies, resulting in variability in modalities by training site (Mihura et al., 2017). Beyond training opportunities for students, assessment practicum experiences also serve the community, as many training clinics are a low-cost option for the underserved and underresourced (Thompson, et al., 2017). Access to care has been further impacted by the recent global pandemic, forcing many providers to stop or limit in-person practice, leading to long waitlists for the community and pandemic-affected cohorts being behind on training experiences. The aim of the present study was to examine our own program evaluation data in order to streamline, update, and improve assessment-focused training. We then implemented a "real world" capstone clinical assessment practicum experience with a start-to-finish turnaround time of one week (compared to a previous average of 15 weeks). A goal of this course revision was to ensure topic-centered and competency-based assessment skill development, determine our students' overall experience of the course, and explore the impact of our new capstone assessment practicum model on our clinic (e.g., operations, logistics, supervision restructuring, revenue) and community (e.g., number and types of clients served). This presentation will discuss three years worth of program evaluation data pre-pandemic, and three years of responsive program development data post-pandemic and its win-win-win on the clinic, community, and competencies.

SUPPORTING STUDENT ACCOUNTABILITY, PROFESSIONALISM, AND PROGRESS: DEVELOPING RESOURCES

Rebecca R. Kulzer, PhD (Pace Uni.), **Adam Stacey, PsyD** (Uni. of Saskatchewan), **Katrina Ostmeyer, PhD** (Uni. of Kansas), & **Stephanie R. McWilliams, PhD** (West Virginia Uni.)

Training centers and their directors wear multiple hats in graduate programs. They provide students with vital clinical experience and help them develop professionalism, ethics, and legal skills. Balancing student training with patient care is challenging, as students juggle various demands as well, impacting timely patient case management. Managing multiple trainee clinicians poses challenges for directors, especially in tracking student progress and providing feedback. The key issue is efficiently ensuring student accountability and professionalism while maintaining ethical patient care.

The presentation will explicitly review tangible strategies that can be employed by training center directors to support student accountability. Objectives of the presentation are to present practical methods and strategies to support and assess student accountability by: 1) intentional culture building in practicums that nurtures accountability, professionalism, and developmental progress 2) using audits, interviews, mentorship, and response effort assessments and finally, 3) comparing current use of both manual and automated audits systems, including the presentation of student database resources designed to support student accountability and track student progress through a program.

1:15 PM | RESILIENCY: SUPPORTING STUDENT CLINICIANS

BRIDGING THE GAP: SUPPORTING UNDERREPRESENTED STUDENTS IN TRAINING CLINICS

Pa Her, PhD (Uni. of Wisconsin-Madison) & **Stephanie R. Graham, PhD** (Uni. of Wisconsin-Madison)

This presentation will discuss a ten-year partnership between the Counseling Psychology Training Clinic and University Health Services, which aims to support underrepresented students' mental health on campus. Research demonstrated that underrepresented students face unique challenges and barriers in higher education institutions, contributing to higher rates of mental health issues (Frost et al., 2020). However, despite the need for mental health services, these students are less likely to seek help, mainly due to obstacles such as lack of perceived needs, stigma associated with seeking services, and a shortage of providers with similar identities (Frost et al., 2020; Kook et al., 2003). As such, this partnership was designed to address underrepresented students' mental health needs and bolster students' utilization of counseling services by funding two BIPOC student clinicians housed in the Counseling Psychology Training Clinic to work with underrepresented students in a biweekly model (Bruijniks et al., 2015; Frost et al., 2020). In addition, the student clinicians provide outreach services to students from underrepresented backgrounds through their academic support programs in addition to supporting administrative staff across campus. The presentation will describe the model, highlight ten years of utilization data, and discuss the benefits and challenges of the partnership.

CULTURALLY RESPONSIVE SUPERVISION WITH FIRST GENERATION LATINX STUDENTS: IDEAS AND APPROACHES TO CLINICAL TEACHING AND SUPERVISION

Cynthia Cavazos Gonzalez, PhD (Uni. of Texas-Rio Grande Valley)

The University of Texas Río Grande Valley (UTRGV) has a student population of almost 32,000 students of which 91% are Mexican American and Latinx and 66% are first-generation students with even a higher rate of first generations pursuing advanced graduate degrees. UTRGV is a regional university serving the lower Río Grande Valley of Texas and one of the largest Hispanic Serving Institutes in the United States. The Clinical Psychology Doctoral program has a predominantly nontraditional Latinx enrollment of graduate students ranging from international students, dual Mexico citizenship students, and first generation students. These nontraditional students often have very strong family ties and commitments which can serve as both protective and/or risk factors when pursuing higher education. While in school, students may combat higher levels of stress, depression, and isolation during their transformation and development in the program to becoming research scientists and practitioners in the field of psychology. There are unique challenges in mentoring and supervising first generation students to help them with their unique and cultural formation. Findings suggest that culturally responsive supervisory practices may play an important role in developing cultural competence and strengthening the supervisory relationship, particularly in cross-cultural supervisory dyads.

SUPPORTING THE MENTAL HEALTH OF GRADUATE STUDENT CLINICIANS IN A CANADIAN PSYCHOLOGY TRAINING CLINIC

Martin Phillips-Hing, PhD (Simon Fraser Uni.), **Megan McLarnon, PhD** (Simon Fraser Uni.), **Robert Ley, PhD** (Simon Fraser Uni.), & **Sharon Arnold, PhD** (Simon Fraser Uni.)

Graduate training in professional psychology is a demanding course of study typically involving a heavy workload, high performance expectations, competing demands on limited time, and financial pressures. A substantial proportion of graduate students in professional psychology programs report mental health difficulties that impact their learning and their ability to deliver psychological services to their clients. Trainees are well-versed in the imperative to attend to their own mental health. However, practical and perceived barriers impact upon graduate students' ability to access suitable supports to mitigate these difficulties.

Barriers to accessing mental health supports for professional psychology graduate students share some features with those experienced by the general population, including financial considerations, time pressure, and accessibility of appropriate services. Psychology graduate students also face unique barriers, including perceived stigmatization and risks to confidentiality. Removing barriers to service access is an important consideration for professional psychology programs in supporting graduate students' mental health. We report on a collaborative process involving students, staff, and faculty, initiated within the training clinic setting of our clinical psychology doctoral program. This process centered on assessing student needs, proposing and exploring potential solutions, and implementing a program to provide financial support for graduate students to access mental health services. We will review and discuss the practical and ethical considerations encountered in the planning phases of this project, initial reflections on the program and process so far, and plans for monitoring and outcome evaluation.

saturday
KEYNOTE
March 16, 2024
2:30 - 3:45



Maysa Akbar, PhD, ABPP

DIVERSITY TOWN HALL

The "Diversity Town Hall" on Saturday from 2:30 to 3:45 will be led by Dr. Maysa Akbar, APA Chief Diversity Officer. After presenting new diversity initiatives in the APA, Dr. Akbar will initiate and lead a conversation about allyship, and its important role in training clinics. She will also help us explore the various vicissitudes of the supervisor/student relationship from within this new APA equity, diversity, and inclusion (EDI) framework, including issues of power dynamics and supervisor-supervisee fit. It is hoped that many APTC clinic directors will participate in this stimulating conversation.

Maysa (MY-SA) Akbar is a respected scientist-practitioner and APA's Chief Diversity Officer (CDO) and Chief of Psychology in the Public Interest. She is charged with infusing equity, diversity, and inclusion into the fabric of the association's work. As the leading architect of APA's evolving EDI framework, Dr. Akbar works with APA staff, leaders, and members to refine and build consensus for an overall plan, operationalize its goals and establish metrics to monitor and ensure progress. The CDO also serves as a spokesperson and advocate for EDI in the field of psychology, both within and outside the association. Before assuming the CDO post, she was the founder and chief executive officer of a clinical practice based in New Haven, Connecticut, which specialized in race-based trauma. She created a consulting firm and educational network focused on organizational cultural transformation. Her firm delivered cutting-edge programs anchored in EDI to city governments, public schools and, court systems, among other entities. Dr. Akbar's areas of specialty include racial identity development, racism, urban trauma and, allyship, topics on which she has authored research articles, books, and book chapters. Dr. Akbar is an experienced instructor and master trainer in EDI for both the medical and the broader community.

SATURDAY, MARCH 16, 2024

4:00 PM | RESILIENCY: ACTION & ADVOCACY

FROM WORDS TO ACTIONS: ENGAGING IN AND TEACHING ADVOCACY AS A COMPETENCY IN PSYCHOLOGY

Kristy Cuthbert, PhD (Boston Uni.), **Leticia Flores, PhD** (Uni. of Tennessee), **Lisa Smith, PhD** (Boston Uni.), & **Adam Stacey, PsyD** (Uni. of Saskatchewan)

Advocacy has been identified as a critical competency in psychology, but it has not received sufficient attention in training programs (Singh et al., 2023). This competency can be applied at individual, institutional, community, systems, and societal levels, but professional psychologists report feeling uncertain and unaware of how to use core advocacy skills (Singh et al., 2023). However, when graduate students observed higher social justice endorsements among their peers and faculty members in their training programs, they reported significantly more engagement in their own advocacy activities (Keum et al., 2022). Training directors therefore need to both model and teach advocacy skills as a core competency in psychology. This panel will identify critical advocacy skills, discuss potential competency criteria and assessment methods for educating students on advocacy, and discuss advocacy techniques at the systems (e.g., school, community) and public (e.g., public policy, media) levels. Panelists will further distinguish between advocacy activities that take place within the organization (e.g. training program guidelines, student financial aid programs) and outside of the organization (e.g., licensing issues, EPPP costs, public policy that impacts access to care, media campaigns; Kozan & Blustein, 2018). Panelists will identify current barriers to engaging in advocacy and resources to support students and training directors as they learn the core competencies of advocacy.

BUILDING RESILIENCE THROUGH PURPOSEFUL ACTION: POLICIES, PRACTICES, AND BRAINSTORMING FOR THE FUTURE

Erin S. Bullett, PhD (Uni. of Missouri-Columbia), **Katheryn Ocampo, PhD** (Indiana State Uni.), & **Anne Stevens, PhD** (Uni. of Wyoming)

The COVID-19 pandemic caused universal stress and strain on individual and system resources. While the pandemic is now in a phase of waxing and waning, stress and need for resilience are no less needed. We will discuss the balance of providing sufficient and robust training with a need to engage in care for the clinician as a person and professional. We will review the U.S. General's Framework for Workplace Mental Health and Well-Being (as presented by Dr. Smart at last year's conference) and discuss how each of our clinics are engaging in purposeful steps that align with the Five Essentials for Workplace Mental Health and Well-Being to improve the well-being, and thus resiliency of our trainees (and selves). Each strategy discussed will be explicitly linked back to the Protection from Harm, Connection & Community, Work-Life Harmony, Mattering at Work, and/or Opportunity for Growth. Steps taken among the clinics represented include development and implementation of a Pause for Self-Care Policy, weekly check-ins for burnout/functioning, self-care day(s), mindfulness built into team meetings, trainee "personal distress plans," opportunities for anonymous feedback, improved compensation for conference travel/trainings, purposeful building of inclusion and community, especially for those with historically underrepresented identities, and revising how cases are "counted." The presentation will also allow time for feedback and generation of additional ideas to be implemented into other clinics.

questions answered

Q WHAT ARE THE 3 WAYS I CAN SIGN IN FOR ATTENDING A SESSION?

- A**
1. Use your smart phone to scan the QR code on your name badge. You will be directed to a web page that confirms you have signed in for the session.
 2. Have a friend scan your QR code using their smart phone. The QR code is unique to you and will sign you in, regardless of which phone you use to scan in.
 3. Paper and pen sign-ups will be available in the room if you have trouble with your code.
-

Q HOW OFTEN DO I NEED TO SCAN IN?

- A** You must scan in at the beginning of each talk or block of talks. We will do head counts to insure all sign-ins are present at the conference.
-

Q WHAT DO YOU MEAN BY A "BLOCK OF TALKS"? DO I HAVE TO ATTEND THE WHOLE BLOCK TO GET CE CREDITS?

- A** APA requires that CE programs run for a minimum of 1 hour. This means that some presentations are grouped into blocks by topic in the program. For example, there is a 1-hour block from 2-3 pm on Friday afternoon that focuses on sustainability of resources. There are two 30-minute panels in that block. You must scan in at the beginning of the first panel and attend both panels to receive 1 CE credit. You will not receive any CE credits for attending only one of the panels. Note: This is a change from last year based on direct feedback from APA.
-

Q HOW DO I GIVE FEEDBACK?

- A** Your feedback is very important to us. We will send an end-of-day feedback survey to your APTC conference registration email, and we will include a link on the BAND app at the end of each day, totaling 3 surveys. We hope this will allow you to fill out the surveys while the talks are fresh in your mind, but you can fill out the 3 surveys any time for up to 2 weeks after the conference. We expect to distribute feedback within one month after the conference ends.
-

Q WHAT IF I HAVE A GRIEVANCE OR QUESTIONS SPECIFIC TO CE PROGRAMMING?

- A** If you have a concern about the CE programming, including a grievance, please contact Kristy Cuthbert via the BAND app or email her at kristync@bu.edu post-conference.
-

Q HOW DO I GET MY CE CERTIFICATE?

- A** Certificates with your name and total CE credits will be emailed to your conference registration email within 2 weeks post-conference. For questions, a list of CE talks you attended, or to request a new copy, email kristync@bu.edu.
-

CE credits sponsored by BU-CARD have historically been recognized by most professional state licensing boards. However, this is not guaranteed. Please check with your local/state/federal licensing board and/or governing agency (e.g., Canadian Psychological Association, National Board of Certified Counselors, etc.) to confirm that they accept CE credits sponsored by BU-CARD.

Thank you to our sponsors



Titanium Schedule is a fully integrated EMR used in over 1500 centers. Titanium Schedule does it all with scheduling, billing, assessments, diagnostics, robust supervision features and e-prescribing. Plus, it can generate reports for things like types and hours of service, number of clients and user caseload. Titanium Software, Inc. has been serving the university and college community since 1998. Our staff is dedicated to providing customers with affordable, secure software paired with outstanding support.

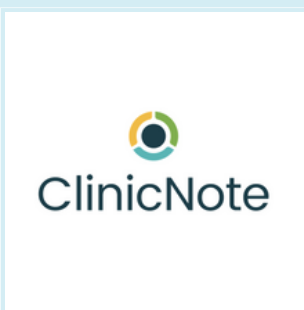
www.titaniumSchedule.com | sales@titaniumsoftware.com | support@titaniumsoftware.com



The National Register of Health Service Psychologists was established in 1974 and currently credentials 10,000 Health Service Psychologists and has approximately 5,000 psychology doctoral student and postdoctoral trainee members of its Associate Program. We are an independent nonprofit organization dedicated to improving healthcare by identifying psychologists who meet specific education and training standards, and by verifying these professionals to consumers, healthcare organizations, and regulatory bodies.

The National Register would like to invite all psychology doctoral students who will transition to an APA/CPA accredited internship in a new geographic location later this year to apply for a \$1,000 National Register/APF Internship Travel Scholarship. These \$1,000 scholarships are awarded annually to applicants based on their stated goals as a health service psychologist and economic need.

www.nationalregister.org



ClinicNote is an Electronic Medical Record software that's designed for easy use and implementation in university teaching clinics and private practice clinics. This software provides a safe platform to teach students how to effectively utilize an EMR. ClinicNote helps you with daily SOAP notes, customized documentation such as evaluations, lesson plans, treatment plans, intake forms, patient and facility document storage, scheduling therapy, billing to insurance, and communicating with patients through the patient portal.

www.clinicnote.com | kristen@clinicnote.com

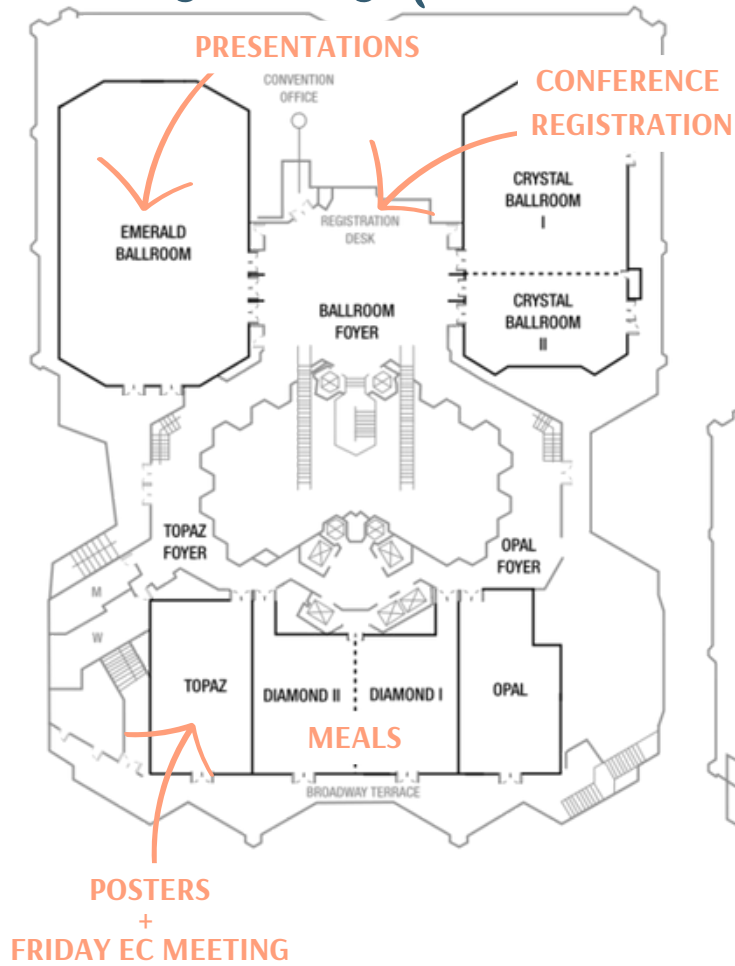


Southern Smoke Foundation (SSF) is a nonprofit organization that provides emergency relief funding and access to mental health services to food and beverage (F+B) workers nationwide. SSF's mental health program, Behind You, provides no-cost counseling to F+B workers through a university affiliate grant program. SSF has six university partnerships in five states: California, Illinois, Louisiana, New York, and Texas. To date, 4,400+ counseling sessions have been utilized by F+B workers in the given states at no cost to the individual. SSF's primary goal is to make mental health accessible to F+B workers by continuing to grow and sustain Behind You partnerships to meet the demand of the F+B industry.

www.southernsmoke.org

HOTEL MAP

level two



level three

