

MPA VIRTUAL CONFERENCE AGENDA

OCTOBER 20-24, 2025



Monday, October 20th

9:00 AM – 12:15 PM EST

(3.0 Supervision CE Credits)

Workshop 1A: *Supervision with Impact: Bridging Ethics, Expertise, & Empathy*

Presenter: Rachel Singer, PhD

1:00 PM – 4:15 PM EST **(3.0 CE Credits)**

Workshop 1B: *Utilizing Neuropsychological and Psychological Assessments to Inform Disability Eligibility Determination*

Presenters: Shruti Rane, PhD, ABPP,
T. Andrew Zabel, PhD, ABPP,
Rachel Peterson, PhD, ABPP,
Elgiz Sener, PhD, ABPP

Tuesday, October 21st

9:00 AM – 12:15 PM EST

(3.0 Ethics CE Credits)

Workshop 2A: *Making the Tough Call: Ethical & Legal Challenges in the Reporting of Suspected Child Maltreatment*

Presenter: Kathryn Krase, PhD, JD, MSW

12:15 PM – 1:00 PM

Lunch Meet & Greet with the Board

Everyone is invited! You do not have to be registered for the conference or a member of MPA!

1:00 PM – 4:15 PM EST
(3.0 Ethics CE Credits)

Workshop 2B: *The APA Guidelines for the Practice of Telepsychology: History, Revisions and Review*

Presenter: Sara Smucker Barnwell, PhD

Wednesday, October 22nd

1:00 PM – 4:15 PM EST **(3.0 CE Credits)**

Workshop 3B: *Exploring the Practical and Ethical Use of AI in Psychological Practice*

Presenter: Shiri Sadeh-Sharvit, PhD

Thursday, October 23rd

9:00 AM – 12:15 PM EST

(3.0 Diversity CE Credits)

Workshop 4A: *Cultivating a Disability Justice Framework*

Presenter: Avi Edelman

1:00 PM – 4:15 PM EST

(3.0 Ethics CE Credits)

Workshop 4B: *2025 Review of New Laws and Regulations that Impact the Practice of Psychology in Maryland*

Presenters: Paul Berman, PhD,
Stephanie Olarte, PhD, Dan Shattuck

Friday, October 24th

9:00 AM – 12:15 PM EST **(3.0 CE Credits)**

Workshop 5A: *When Anxiety Affects Education: Evidence-Based Treatment of School Avoidance in Both Autistic and Neurotypical Youth*

Presenter: Jonathan Dalton, PhD

1:00 PM – 4:15 PM EST **(3.0 CE Credits)**

Workshop 5B: *Addressing Complex Comorbidity with the Unified Protocol – Intermediate Workshop*

Presenter: Shannon Sauer-Zavala, PhD

4:30 PM

Virtual Happy Hour hosted by the Membership and Early Career Committees

Don't miss your chance to be entered into a drawing for a FREE 3-hour CE course of your choosing!

Schedule subject to change.

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

WORKSHOP 1A
OCTOBER 20, 2025
9:00 AM - 12:15 PM
3.0 SUPERVISION CE CREDITS

Supervision with Impact: Bridging Ethics, Expertise, & Empathy

PRESENTED BY: Rachel Singer, PhD

SESSION DESCRIPTION

Dr. Rachel Singer (she/her) is one of the Clinical Directors at Resnik and Associates, and a faculty at the University of Maryland. She previously directed and ran a Postdoctoral Fellowship training program, and has supervised Masters, Ph.D., and Psychology Associate supervisees. She previously taught at the Chicago School of Professional Psychology. Dr. Singer earned her Ph.D. in Counseling Psychology from Boston College. She completed a two-year Postdoctoral Fellowship in the Kennedy Krieger Institute at Johns Hopkins School of Medicine. In addition to her clinical background and training, Dr. Singer also regularly presents at national conferences, publishes research in peer-reviewed journals, and writes academic book chapters on a variety of subjects.

SESSION OBJECTIVES

1. Examine how supervision practices can be tailored using the Integrated Developmental Model.
2. Identify effective methods for tracking and evaluating supervisee growth throughout clinical training.
3. Integrate ethical standards into supervision approaches to support supervisees' professional competency.
4. Utilize an ethical decision-making model when navigating challenges in supervision case discussions.

PRESENTER BIO

Dr. Rachel Singer (she/her) is one of the Clinical Directors at Resnik and Associates, and a faculty at the University of Maryland. She previously directed and ran a Postdoctoral Fellowship training program, and has supervised Masters, Ph.D., and Psychology Associate supervisees. She previously taught at the Chicago School of Professional Psychology. Dr. Singer earned her Ph.D. in Counseling Psychology from Boston College. She completed a two-year Postdoctoral Fellowship in the Kennedy Krieger Institute at Johns Hopkins School of Medicine. In addition to her clinical background and training, Dr. Singer also regularly presents at national conferences, publishes research in peer-reviewed journals, and writes academic book chapters on a variety of subjects.

WORKSHOP 1B
OCTOBER 20, 2025
1:00 PM - 4:15 PM
3.0 CE CREDITS

Utilizing Neuropsychology and Adaptive Skill Assessment to Inform Disability Eligibility Determination

PRESENTED BY: Shruti Rane, PhD, ABPP, T. Andrew Zabel, PhD, ABPP, Rachel Peterson, PhD, ABPP, Elgiz Sener, PhD, ABPP

SESSION DESCRIPTION

The current presentation will review the unique lens that neuropsychology and clinical psychology bring to the application review process for individuals applying for services through the Maryland Developmental Disabilities Administration (DDA). Specific emphasis on conditions that often present severe adaptive dysfunction without intellectual disability, such as Fetal Alcohol Spectrum Disorder, Autism Spectrum Disorder, and late effects of pediatric cancer will be presented. Moreover, this presentation will review assessment approaches that can assist in eligibility determinations, including a comprehensive evaluation of adaptive functioning. Discussion will include a review of cases deemed eligible for DDA services and those deemed ineligible.

SESSION OBJECTIVES

1. Identify what areas of functional impairment typically result from various neurodevelopment disorders (e.g., intellectual developmental disorder, autism spectrum disorder), and psychiatric conditions (e.g., anxiety, mood and trauma disorders).
2. Describe the various ways in which therapists, psychologists and neuropsychologists can integrate specific assessment approaches into their work to assist in eligibility determinations, including genetic testing and comprehensive functional interviewing.
3. Engage in interactive discussions about what data informs Maryland's Developmental Disabilities Administration (DDA) determination of why someone may be deemed eligible or ineligible for services.

PRESENTERS

Shruti Rane, PhD, ABPP

T. Andrew Zabel, PhD, ABPP

Rachel Peterson, PhD, ABPP

Elgiz Sener, PhD, ABPP

WORKSHOP 2A
OCTOBER 21, 2025
9:00 AM - 12:15 PM
3.0 ETHICS CE CREDITS

Making the Tough Call: Ethical & Legal Challenges in the Reporting of Suspected Child Maltreatment

PRESENTED BY: Kathryn Krase, PhD, JD, MSW

SESSION DESCRIPTION

Many professionals throughout the United States are mandated reporters of suspected child maltreatment. However, the legal requirement to report is often confusing to navigate in relation to our other professional and ethical responsibilities. This workshop provides profession-based context to the role of mandated reporter. Mandated reporters will learn a framework to guide the decision to make this “tough call” using research findings and practical advice based on real case examples.

SESSION OBJECTIVES

1. Participants will understand considerations for determining when making a report to child protective services is required by law.
2. Participants will identify the ethical/ moral and legal conundrums faced when making the decision to report.
3. Participants will apply a framework to guide the process for deciding whether to make a report.

SPEAKER BIO

Kathryn Krase, Ph.D., J.D., M.S.W., Principal Consultant with Krase Consultant, is an expert on the professional reporting of suspected child maltreatment. She has authored multiple books and articles on the subject. She has years of experience consulting with government and community-based organizations to develop policy & practice standards.

WORKSHOP 2B
OCTOBER 21, 2025
1:00 PM - 4:15 PM
3.0 ETHICS CE CREDITS

The APA Guidelines for the Practice of Telepsychology: History, Revisions and Review

PRESENTED BY: Sara Smucker Barnwell, PhD

SESSION DESCRIPTION

The workshop will begin with an overview of telepsychology, including its historical development, empirical support, and the ethical and legal issues that have emerged as telehealth services have expanded. Participants will explore the theoretical and research-based foundations of telepsychology, including studies on the efficacy of telehealth interventions, patient outcomes, and ethical considerations related to virtual service delivery.

A core focus of the workshop will be the APA's Guidelines for the Practice of Telepsychology, with a detailed comparison of the 2013 and 2024 versions. The session will highlight key revisions in the updated guidelines and discuss their implications for clinical practice, professional ethics, and risk management.

SESSION OBJECTIVES

1. List three key differences between the 2013 and 2024 APA Guidelines for the Practice of Telepsychology and explain their significance.
2. Describe three major ethical, legal, and risk management considerations in telepsychology and how the revised guidelines address these issues.
3. Design strategies for integrating the revised guidelines into telepsychology practice, with a focus on mitigating risks related to licensure, confidentiality, informed consent, and technology use.

SPEAKER BIO

Dr. Sara Smucker Barnwell is a licensed clinical psychologist, providing consultation and clinical care in telepsychology. She is a nationally recognized expert, speaker, and author in behavioral telehealth. She was the Chair of the 2024 APA Telepsychology Guidelines revision, and contributes to various policy organizations dedicated to ethical telehealth. As a consultant, Dr. Smucker Barnwell works with organizations and individuals to address intersectional themes of behavioral health, regulation, and well-being. As an independent practitioner, she provides evidence-based telepsychological care. Sara received her doctorate in clinical psychology from the University of Southern California, and holds degrees from Harvard University and Wellesley College. She is a Trustee and Executive Committee Member on the Trust Board of Trustees. She is the current President and Chair of TrustPARMA.

WORKSHOP 3B
OCTOBER 22, 2025
1:00 PM - 4:15 PM
3.0 CE CREDITS

Exploring the Practical and Ethical Use of AI in Psychological Practice

PRESENTED BY: Shiri Sadeh-Sharvit, PhD

SESSION DESCRIPTION

This workshop aims to provide psychologists with the knowledge and skills needed to effectively integrate digital tools and artificial intelligence (AI) into their clinical practice. Speaker will explore a range of AI-enabled tools applicable to diverse mental health settings, develop strategies for identifying opportunities to implement AI and digital technologies to enhance client outcomes, and learn how to select and seamlessly incorporate the most appropriate technologies into their therapeutic work. Additionally, the workshop will address critical ethical considerations associated with AI use in mental healthcare and examine the potential of generative AI tools in supporting and elevating psychological interventions and automated session summaries. The workshop integrates didactic presentations, practical demonstrations, and interactive discussions, ensuring participants gain both theoretical knowledge and hands-on experience. By the end of the session, attendees will have a solid foundation in AI concepts, understand various use cases for AI across psychological service settings, and be prepared to apply these insights and tools in their clinical, educational, supervisory, or organizational work.

SESSION OBJECTIVES

1. Describe core concepts of artificial and augmented intelligence and how they apply to psychological service delivery.
2. Identify at least three practical ways AI tools can be integrated into clinical, supervisory, or administrative workflows.
3. Evaluate ethical and equity-related considerations when selecting or recommending digital mental health tools.

SPEAKER BIO

Dr. Shiri Sadeh-Sharvit is a licensed clinical psychologist and an Associate Professor of Research at Palo Alto University. With over 20 years of experience treating complex mental health conditions, she specializes in integrating evidence-based interventions with digital tools and artificial intelligence to improve access and quality of care.

Dr. Sadeh-Sharvit has led clinical innovation efforts in both academic and industry settings, including serving as Chief Clinical Officer at Eleos Health, where she helped design AI-powered tools to support psychotherapists. She is a widely invited speaker on ethical AI integration in mental healthcare, and her work has been featured by the American Psychological Association, Academy for Eating Disorders, and other national and international organizations.

WORKSHOP 4A
OCTOBER 23, 2025
9:00 AM - 12:15 PM
3.0 DIVERSITY CE CREDITS

Cultivating a Disability Justice Framework

PRESENTED BY: Avi Edelman

SESSION DESCRIPTION

Mental health professionals are in the business of diagnosing and managing disabilities. And yet, there is often a pronounced disconnect between how disabled communities and mental health professionals talk about disability. This dialogue-driven workshop will explore the tenets of disability justice, consider how ableism can manifest in mental healthcare, and investigate what we can do in our professional realms to affirm and celebrate disabled people.

SESSION OBJECTIVES

1. Participants will be able to distinguish between person-first and identity-first disability language and describe best practices for disability language.
2. Participants will be able to distinguish among three models of disability: the medical model, the social model, and the disability justice model.
3. Participants will be able to describe components that make disability a social identity in addition to a medical diagnosis.
4. Participants will be able to define ableism and how it can manifest at ideological, institutional, interpersonal, and internalized levels during psychological work.
5. Participants will be able to identify three goals for bringing a disability justice approach into their professional practice.

SPEAKER BIO

Avi Edelman (he/him/his) creates environments of warmth and empathy for transformational dialogue about the forces that shape how we see the world and how the world sees us. He has over fifteen years of experience as an experiential educator and dialogue facilitator.

He recently served as Columbia University's Associate Director of Multicultural Affairs/Manager of Diversity Education, where he led intergroup programs for students and developed workshops for thousands of students, staff, and faculty. Areas of expertise include mitigating unconscious bias, understanding privilege and oppression, LGBTQ solidarity, antiracism, disability justice, exploring whiteness, and challenging antisemitism. He was awarded the "Outstanding Teaching About Disability Award" at Columbia's inaugural disability affinity graduation.

For over a decade, he has led civil rights pilgrimages for teens and adults through the U.S. south to explore the history of social justice in Black and Jewish communities. As the founder of Two Pockets Dialogue, he works with individuals and organizations across the country to develop inclusive practices, build spaces of trust and understanding, and foster a culture of dialogue. He was featured in National Geographic's documentary series *America Inside Out*, leading a workshop convened by Katie Couric. He holds a master's degree in nonprofit management from Columbia University and is a decent juggler with waning professional circus aspirations.

WORKSHOP 4B
OCTOBER 23, 2025
1:00 PM - 4:15 PM
3.0 ETHICS CE CREDITS

2025 Review of New Laws and Regulations that Impact the Practice of Psychology in Maryland

**PRESENTED BY: Paul Berman, PhD,
Stephanie Olarte, PhD, Dan Shattuck**

SESSION DESCRIPTION

This workshop will focus on recent changes in state law impacting mental health professionals in Maryland. Maryland legislation from the 2025 Maryland General Assembly will be reviewed including bills that failed and those that were enacted into law. In addition, the presentation will include a discussion changes to Maryland's telehealth law and a brief review of PSYPACT and Proposed Revisions to Rule 4 and Rule 5. We will also discuss MPA's involvement in state and federal advocacy and opportunities for members to participate in advocacy efforts. A PowerPoint presentation will be used to stimulate presentation and discussion of these various issues.

SESSION OBJECTIVES

1. Discuss legislation considered by the Maryland legislature in 2025 which impact the practice of psychology.
2. Explain the impact of the changes in Maryland law regarding telehealth and professional practice.
3. Discuss PSYPACT and interstate telehealth practice.

SPEAKER BIO

Paul C. Berman, Ph.D., is a licensed psychologist in private practice in Towson, Maryland. His practice focuses on family law matters including child forensic evaluations, custody evaluations, fitness to parent evaluations, domestic violence evaluations, sexual abuse evaluations and parent coordinator work. Dr. Berman was also Director of the Towson Addictions Center until 2019 and provided comprehensive assessment, education and treatment services for individuals with alcohol and other drug related problems.

In addition to his private practice, Dr. Berman has been actively involved with legal, ethical, and legislative issues related to the practice of psychology. Since September 1993, Dr. Berman has worked part-time for the Maryland Psychological Association as Professional Affairs Officer. He serves as a liaison for psychologists with managed care/insurance companies, State agencies, and other professional associations.

WORKSHOP 5A
OCTOBER 20, 2025
9:00 AM - 12:15 PM
3.0 CE CREDITS

When Anxiety Affects Education: Evidence-Based Treatment of School Avoidance in Both Autistic and Neurotypical Youth

PRESENTED BY: Jonathan Dalton, PhD

SESSION DESCRIPTION

This presentation will focus on evidence-based interventions for school avoidance in neurotypical and neurodiverse populations. Specifically, this presentation will review the need for diagnostic, dimensional, and functional assessment. We will discuss the importance of understanding the underlying core fear or other obstacles and barriers to reentry. We will discuss a comprehensive protocol that includes comprehensive assessment including the rule out of subtle learning differences that may have escaped the schools attention, including working memory and processing speed challenges. We will outline individual child-focused treatment with an emphasis on psychoeducation, exposure therapy, cultivating self-efficacy, violating expectancies. We will discuss the critical importance of parent training that focuses psychoeducation regarding the role of avoidance in maintaining anxiety, differentiating between accommodation that is appropriate and those that enable avoidance, and active skills building in order to use differential reinforcement effectively. We will outline effective strategies and approaches to engage in active school consultation during the reentry process including decreasing uncertainty. Lastly, the structure and process of a school avoidance therapy group of same age peers that enables observational learning, the vicarious development of self efficacy, scaffolded connection, and opportunities for exposure with the same-aged peer group will be presented.

Furthermore, this presentation will emphasize the important differences in working with a neurodiverse population with a specific focus on the important distinction between anxiety and dread, fear, and overstimulation, and the appropriate use of sensory accommodations, among others.

SESSION OBJECTIVES

1. Participants will be able to demonstrate knowledge regarding the diagnostic, dimensional, and functional assessment of youth engaging in school avoidance.
2. Participants will be able to use specific evidence-based skills designed to reduce school avoidant behavior among neurotypical and neurodiverse students.
3. Participants will be able to implement a comprehensive protocol to assist students in their return to learn following school avoidance.

SPEAKER BIO

Dr. Dalton is a licensed psychologist, public speaker, and author who founded the Center for Anxiety and Behavioral Change (CABC) in Rockville, MD, which is a private treatment center dedicated to using evidence-based treatment for patients with anxiety disorders. He received his undergraduate degree in psychology from Villanova University, a master's degree in psychology from The Catholic University of America, and a doctorate in clinical psychology from Fordham University with a specialization in child and family psychology. He completed two years of pre-doctoral training at the Johns Hopkins School of Medicine - Kennedy Krieger Institute, and advanced postdoctoral training at the Maryland Center for Anxiety Disorders at the University of Maryland. He specializes in the treatment of anxiety disorders in children and adolescents with a particular focus on anxiety-based school refusal. He frequently provides training to other mental health professionals and presents to community organizations.

WORKSHOP 5B
OCTOBER 24, 2025
1:00 PM - 4:15 PM
3.0 CE CREDITS

Addressing Complex Comorbidity with the Unified Protocol - Intermediate Workshop

PRESENTED BY: Shannon Sauer-Zavala, PhD

SESSION DESCRIPTION

The Unified Protocol (UP) offers a transdiagnostic framework for treating emotional disorders in real-world clinical contexts—where comorbidity is the rule, not the exception. This intermediate-level workshop is designed for clinicians who are already familiar with the core modules of the UP (or are well-versed in CBT, generally) and are ready to deepen their understanding through a practical, case-based approach.

We will follow the full course of treatment for a patient presenting with dental phobia, panic disorder, generalized anxiety disorder (GAD), and major depressive disorder. Through this case, attendees will explore how UP skills—including mindful emotion awareness, cognitive flexibility, and emotion-focused exposures—are implemented and adapted to address overlapping and interacting symptom presentations.

The workshop will include:

- A review of clinical decision-making when targeting multiple co-occurring emotional disorders.
- Demonstrations of how to flexibly deliver and sequence UP modules based on idiographic case formulation.
- Audio vignettes and detailed case material illustrating how the UP addresses avoidance patterns, anticipatory anxiety, and depressive anhedonia
- Opportunities for participants to engage in experiential exercises and collaborative problem-solving.

This session is ideal for clinicians who want to sharpen their UP skills and gain confidence in delivering the protocol to patients with complex clinical presentations.

SESSION OBJECTIVES

1. Participants will develop a unified, transdiagnostic case conceptualization for patients presenting with comorbid emotional disorders.
2. Participants will apply emotion-focused treatment concepts and strategies (e.g., objective monitoring, emotional awareness training, cognitive reappraisal, reduction of emotional avoidance and maladaptive emotion driven behaviors) to patients presenting with comorbid emotional disorders.
3. Participants will create effective and cohesive emotion exposures for patients with depression and complex comorbidities.

SPEAKER BIO

Dr. Sauer-Zavala is an Associate Professor in the Department of Psychology at the University of Kentucky (UK) and is the founding Director of Clinical Services at the UK Clinic for Emotional Health. She is also the Director of Compass Mental Health Consultation, LLC, an organization with a mission to train mental health providers and organizations in cutting-edge evidence-based interventions. Dr. Sauer-Zavala received her doctorate in Clinical Psychology from UK in 2011; she completed her predoctoral internship at Duke University Medical Center and her postdoctoral fellowship at Boston University. She then spent seven years on the faculty in BU's Department of Psychological and Brain Science before returning home to UK in 2019. Her research is focused on exploring personality-based mechanisms that maintain psychological symptoms and using this information to develop more targeted, easily-disseminated intervention strategies. Her research has been supported by NIMH, NIAAA, Templeton Foundation, the Center for Implementation and Improvement Sciences, and the Canadian Institute of Health Research. Dr. Sauer-Zavala has co-authored over 140 peer-reviewed articles, book chapters, and books. In particular, she is a co-developer of the Unified Protocol and, more recently, BPD Compass. Email Dr. Sauer-Zavala at ssz@personality-compass.com and follow her on Twitter/X at [@SauerZavala](https://twitter.com/SauerZavala) or Instagram at [@self.made.personality](https://www.instagram.com/self.made.personality).