



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

All program proposals must meet the following basic criteria:

- Courses must be pertinent to the theory, practice, and methodology of psychology;
- Must be taught at the post-doctoral level (adding to diversity and knowledge appropriate to professional practice in psychology);
- Must enable a psychologist to provide better psychological care to the consumer; and
- Must clearly demonstrate on the application and/or accompanying materials how the course meets the above requirements. All proposal packets submitted for review must have all application items answered and include all required attachments as set forth in this document.

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Date of Application 1/8/24

Individual or organization requesting approval AK-PA Sponsored
(Type in AK-PA Sponsored if AK-PA is presenting this workshop).

Contact Person Pamela A. Hays, Ph.D.

Title of Program:

Culturally Responsive Cognitive Behavior Therapy: *Tips, Tools, & Techniques*

Date of Program 2/3/24

(For on demand webinar enter 24/7)

Location of Event AK-PA sponsored Virtual

(Type in AK-PA Sponsored if AK-PA is presenting this workshop).

Target Audience: Psychologists, Counselors, Nurse Practitioners



Presenter/Faculty Names: *(Designate primary presenter if more than one.)*

1 Pamela A. Hays, PhD

2

3

4

Presenter Bio(s) *(50-word bio per presenter that outlines the presenter's expertise and experience in the content area being presented. Note: Do not refer to an attached CV. While you will be required to attach a CV to this application, the information here should provide a specific rationale as to the presenter's expertise in teaching the proposed content to doctoral psychologists.*

Pamela Hays holds a Ph.D. in Clinical Psychology from the University of Hawaii, completed an NIMH postdoctoral fellowship at the University of Rochester School of Medicine, and served 11 years on the graduate faculty of Antioch University Seattle. For info regarding her books, articles, and training videos, see www.drpamelahays.com.

Credit Hours of CE Requested (1 hr = 1 CE): 3.5

Check here if you are applying for Ethics CE designation. *Ethics CE credit must highlight or emphasize ethical aspects, cite the specific APA Principles, and delineate which sections of the APA Code of Ethics are being discussed.*

If Yes, please indicate how/why this course specifically focuses on ethical, legal, statutory or regulatory policies, guidelines, and standards that impact psychological practice, education, or research.

Check here if this is a suicide prevention training.

APA and AK-PA require inclusion of direct input of psychologists in all phases of the decision-making and program-planning process for the activities offered to psychologists for CE credit. Describe how doctoral-level psychologists (Ph.D., Psy.D., Ed.D.) have specifically contributed to the development of this CE event

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Degree of Content Sophistication

(All must be at post-doctoral level). In general, there are no concrete rules regarding labeling the content of CE programs as introductory, intermediate, or advanced. It is important for applicants to evaluate the level of their programming effectively so the learner understands the level at which information will be presented and for the applicant to develop learning objectives that are consistent with that level. [View APA's definitions of programming levels here.](#)

Select all that apply:

Introductory **Intermediate** **Advanced**

During the CE session, how will you disclose to participants the accuracy and utility of the materials being presented, the basis of such statements, the limitations of the content being taught, and the severe and most common risks associated with implementation of these materials?

I will be describing evidence-based practices and providing references that back up the accuracy of the material.

Describe Method(s) of Instruction (select all that apply)

X Lecture

X Demonstration

X Video/DVD

X Role Play

X Small Group Discussion via breakout rooms

X Other Discussion Throughout the Workshop

Please describe how participation in this educational offering will directly benefit the intended client population. *For example, a workshop on anxiety disorders in children may help psychologists better understand how to more effectively diagnose and treat anxiety disorders in pediatric populations.*

The tools and strategies described and demonstrated in this workshop will help therapists conduct more accurate assessments, build respectful and effective relationships with clients and colleagues, and provide culturally responsive interventions.



Diversity Commitment: The Alaska Psychological Association encourages the participation of all psychologists and affiliates inclusive of age, creed, race, ethnic background, gender, socio-economic status, region of residence, physical or mental status, political beliefs, religious or spiritual affiliation, and sexual or affectional orientation. To this end, AK-PA commits to multiculturalism. AK-PA membership comprises a diverse group of psychologists who express psychological expertise in a variety of settings. Despite our best intentions, AK-PA members also recognize that we may hold unintentional attitudes and beliefs that influence our perceptions of and interactions with others. We are committed to increasing our knowledge of, our awareness of, and our dedication to all aspects of diversity and the unique qualities of different cultures and backgrounds. We are also dedicated to increasing inclusion among all our constituents and to reflect this in the leadership positions within our organization. AK-PA aspires to increase consciousness about aspects of diversity previously unacknowledged in both our organizational and larger dominant culture. It is in this spirit that we are committed to collaborating with members of varying marginalized groups to identify and oppose all forms of prejudice as we seek to promote diversity in our society. To this end, we are dedicated to increasing our cultural humility and effectiveness as educators, researchers, consultants, administrators, policy makers, and practitioners.

Diversity and sociocultural variables:

- Ability/Disability
- Age
- Culture (e.g., language, rituals/traditions, values)
- Education
- Faith/religious background
- Gender identity
- Immigration status
- National origin
- Sexual identity
- Socioeconomic status
- Race, ethnicity
- Other

Please provide three concrete examples of how your workshop will discuss/explore diversity and sociocultural variables (examples given in the list above) by examining impacts on clients, psychologists, populations served, and/or the therapeutic/consulting process. Limitations to the current body of knowledge with regards to diversity may also be discussed ([see appendices for definitions and examples](#)).



The entire workshop is about culturally responsive practice. Three examples include 1) using the ADDRESSING framework to increase understanding of and connection with clients of diverse identities; 2) conducting one's own ongoing Cultural Self-Assessment; and 3) helping clients create a Strengths Inventory that recognizes culturally based strengths and supports.

Will you (or your co-presenters) be supported financially by a manufacturer or any commercial product?

Yes **No**

If Yes, please explain the support, as well as the way you plan to disclose it to workshop participants.

Will you gain financially (beyond honoraria received) by the sale of any product of publication as a result of this workshop? *While the workshops are not to be used as opportunities for commercial advancement, it is not necessarily inappropriate for you to obtain some indirect financial benefit from presenting your workshop e.g. royalties. It is important, however, that you disclose this information.*

Yes **No**

If Yes, please explain the financial gain, as well as the way you plan to disclose it to workshop participants.

I earn royalties on my books published by the APA. I will disclose this at the beginning of the workshop.

Are you presenting information about your practice or your research?

Yes **No**

If Yes, please explain.

I do research for my books that I will be referencing.

If Yes, has privacy been safeguarded? **Yes** **No**
(e.g. disguise of identities in videotapes of case histories, etc.)

If Yes, have you obtained the appropriate consent? **Yes** **No**

If Yes, have you ensured the security of tests and proprietary information used in this research/practice? **Yes** **No** **Not Applicable**—the presenters will not discuss tests or proprietary information.

If Yes, has any of the research to be presented been funded by external sources (e.g. university, industry)? **Yes** **No**



If Yes, please list by who and explain how you plan to disclose this information to workshop participants.

Describe the plan for documentation of registration and evaluation. Accomplishment of each objective must be evaluated, as well as participant's overall satisfaction with the workshop. The standard AK-PA forms are located in the CE Toolkit

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Describe the plan for evaluating and ensuring the accessibility of this course, including registration, learning assessment, materials, and facilities.

This should include the manner in which promotional materials are supplied to psychologists with disabilities, and your organization's process for making the facility and instructional methods accessible to psychologists with disabilities. If needed, contact AK-PA for technical assistance.

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How will you directly assess participant learning? Some possible options of assessing learning are: 1) informal discussions between instructor(s) and participants, 2) questions and answer sessions at the end of a program or 3) post-tests, etc. *Note: Although post-tests are not required, if you choose to use them, they must include a minimum of 6-8 questions for each CE credit.*

I will use discussion questions in large group and small breakout groups, exercises during the workshop, and question and answer portions of the workshop.

For on demand webinars, please submit of 6-8 questions for each CE credit.

Check List

Attach the following items:

XX Complete CVs for all presenters.

If experience teaching/training in the proposed content area is not clearly obvious on each presenter's CV, please also submit a brief explanation of the presenter's background relative to the proposed content area(s).

XX Presentation slides and handouts (if available)

XX A course syllabus that includes the following:



1. An event description and goal statement.

This abstract provides an overview and intent of the workshop, delineating how the course addresses the theory, practice, and methodology pertaining to your topic. The statement should be specifically relevant to psychologists and reflect keeping psychologists current and maintaining and/or increasing competencies in the subject area, and extending knowledge beyond a pre-doctoral level of training.

In this workshop, you'll learn a groundbreaking framework for integrating multicultural considerations into psychotherapy. The framework begins with the ADDRESSING acronym which highlights marginalized communities related to Age and generational influences, Developmental or other Disability, Religion and spirituality, Ethnic and racialized identity, Socioeconomic status, Sexual orientation, Indigenous heritage, National origin, and Gender. You will learn six absolute essentials for culturally responsive practice, and how to use the Cultural Self-Assessment to pinpoint your learning edges. You'll acquire practical, strengths-oriented strategies to ensure accurate, helpful, and culturally responsive assessments. And you will learn teachable strategies, tools, and techniques for facilitating culturally responsive therapy. Specific tools include the *Personal Strengths Inventory*, *Compassion Voice*, *Wise Elder*, *the Most Generous Interpretation Technique*, and more.

2. A list of learning objectives (at least one objective for each hour of the presentation).

Learning objectives must be observable and measurable, and they must clearly identify what the participant will know or be able to do as a result of having attended the program. The words, "Participants will be able to..." is a good way to start a learning objective. Good learning objectives typically convey how they will be observed/measured through use of words such that participants will be able to "describe," "list," and "explain," etc. Do not use vague verbs such as "understand" or "learn." [View APA's Guide for Writing Learning Objectives](#)

Learning Objectives

1. **Apply** the ADDRESSING framework to increase your understanding of and connection to clients of diverse identities.
2. **Analyze** your own ongoing Cultural Self-Assessment.
3. **Create** a Personal Strengths Inventory for clients that recognizes culturally based strengths and supports.
4. **Implement** at least three cognitive, behavioral, or interpersonal tools and techniques to facilitate treatment success



An outline of curriculum content. This outline should show: **Syllabus/Time Outline:**

- a. Timeline of workshop topics and activities that explains the educational content for each time block and identifies exactly what will be covered in the presentation and how much time will be spent on each item, including breaks.
- b. A description of instructional methods (e.g., lecture, demonstration, video/DVD, role play, small group discussion) specific to each time block or content area.
- c. If more than 1 presenter is involved, please indicate a primary presenter for each portion of the outline.

Timeline

- 1:00-2:00pm Six Essentials for Culturally Responsive Practice, Conducting a Cultural Self-Assessment; Strengths & Limitations of CBT Cross-Culturally; (Lecture, Group exercise, Q & A)
- 2:00-3:00pm The Biggest CBT Mistake; Preventing Defensive Behavior; Case Conceptualization (Lecture, Exercise, Video or role play, Q & A)
- 3-4:20pm Action Strategies for Behavioral and Environmental Change; Cognitive Strategies, Tools, & Techniques (Lecture, Group exercise, Video or role play, Q & A)
- 4:20-4:30pm Final Q & A

3. A reference list of academic/peer reviewed resources that are included in the presentation

The list must contain a minimum of 3 references that have been published within the past 10 years. Additional references (beyond the 3 required) may be older than 10 years of the date of application. This list should adhere to APA Style guidelines (<https://www.apastyle.org/>).

Articles & Books in the last 10 years

Peer-reviewed Articles:

- Hays, P.A. (2021). Finding a place in the multicultural revolution. In M. E. Gallardo (Ed.), *Developing cultural humility: Embracing race, privilege and power* (pp. 49-59). Cognella.
- Hays, P.A. (2014). An international perspective on the adaptation of CBT across cultures. *Australian Psychologist*, *49*, 17-18.
- Hays, P.A. (2009). Integrating evidence-based practice, CBT and multicultural therapy. *Professional Psychology: Research & Practice*, *40*, 354-360.

Peer-reviewed Books:

- Hays, P. A. (2022). *Addressing cultural complexities in counseling & clinical practice: An intersectional approach* (4th edition). American Psychological Association.
- Hays, P. A. (2014). *Creating well-being: Four steps to a happier healthier life*. American Psychological Association LifeTools Books.



- Hays, P. A. (2013). *Connecting across cultures: The helper's toolkit*. Sage.
- Iwamasa, G. Y., & Hays, P. A. (2019). *Culturally Responsive Cognitive Behavior: Assessment, Therapy, & Supervision*. American Psychological Association.
- Wenzel, A., Dobson, K., & Hays, P.A. (2016). *Cognitive behavioral therapy techniques and strategies* (Companion book to DVDs). American Psychological Association.