

### OPA President's Column A Year of Change

Alan Ledford, PhD, OPA President



This has been a year of change and challenge for psychologists. We have been faced with a global pandemic that has changed how we deliver services to our clients. It has forced many of us to learn new skills and be creative in how we manage our practice. There have been rapid changes to rules, regulations and payment structures that may or may not be permanent. OPA board members have kept abreast of the changes and have done a good job of disseminating this information to the membership. I believe the investment the board made to hire a Director of Professional Affairs paid dividends during this difficult time. Dr. Susan Rosenzweig has been front and center working well beyond the hours expected of her to make sure we were getting accurate information from multiple sources.

Most recently we have again been faced with the brutality of racism and inequality. The recent killings of George Floyd, Breonna Taylor, Ahmaud Arbery and so many others have shocked and outraged people around the world. These are just three names of hundreds of thousands some known, some lost over the last 400 years. They are humans inside a history of systemic racism that enables discrimination and protects the violation of human rights. Systemic racism that silences the voices of so many.

We need work to build a new system that values justice for everyone. We must recognize that our society has

been shaped by the very institutional inequity that needs redress.

I believe as I leave the position of OPA president, OPA will continue to work toward equity, inclusion and diversity, oppose the killing of Black men and women by U.S. law enforcement, actively work to dramatically change the systems that encourage and enable these human rights violations and that emphasize resources for oppression, policing, and imprisonment at the cost of resources for health care, education, and restorative justice.

We are living in a time where change is required because it is essential. From my experience with the current president-elect Dr. Carilyn Ellis, and board members elected to the next term, the organization is well positioned to meet the challenges we face.

Thank you for the opportunity to serve.

We need more than the reallocation of resources; we need systems changed. We need to be a part of that, in our organization, in our communities, and in our country.

This is what we are doing right now to address a piece of the crisis in the U.S.:

- Continue to investigate our own privilege so that we can embed racial equity into our work.

We need a world that is just for all. That will take a tremendous amount of work at individual, organizational, and societal levels. We want to be a part of that change — leading where leadership may be absent and following where that will provide the

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**Oregon Psychological Association**

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greatest value.

We want to write, here, that systemic racism, police brutality, injustice, and violence to Black people has got to stop. But we know that. We've known that for more than 400 years. We must be braver, faster, and more vigilant. We must all do more to put ourselves forward. That much is clear.

Let us do this work together so that we can have the equitable communities to which we all aspire.

## OPA Helpful Contacts

The following is contact information for resources commonly used by OPA members.

### **OPA Lobbyist**

Lara Smith - Lobbyist  
Smith Government Relations  
PO Box 86425  
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### **Oregon Board of Psychology (OBOP)**

3218 Pringle Rd. SE, #130  
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### **OPA's Director of Professional Affairs**

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*\*Through OPA's relationship with Cooney, Cooney and Madigan, LLC as general counsel for OPA, members are entitled to one free 30-minute consultation per year, per member. If further consultation or work is needed and you wish to proceed with their services, you will receive their services at discounted rates. When calling, please identify yourself as an OPA member.*

### **OPA Office**

Kori Hasti - Executive Director  
147 SE 102nd  
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## OPA Diversity Committee: A year in review and a look ahead

By Nina J. Hidalgo, Ph.D. and Jessica Binkley, Psy.D., OPA Diversity Committee

The Oregon Psychological Association (OPA) Diversity Committee (DC) was established in 2006 with nine charter members. We currently have eight members. The Chair of our committee has been a voting member of the OPA Board of Directors since 2011. The DC has several goals, including (a.) providing support and networking opportunities for psychologists who are of diverse backgrounds and/or who work with individuals of diverse backgrounds; and (b.) fostering awareness and knowledge about diversity, multicultural humility, and psychological practice. A primary role of the Diversity committee is to help OPA's leadership and psychologists in Oregon reach the level where consideration of diversity issues is intuitive. Below is a summary of our work this year.

1. This past August, the DC offered its first free Cultural Competency Continuing Education Units (CEUs), open to interested community members, on the topic of addressing racial microaggressions in clinical contexts. The DC plans to continue to offer CEUs to Oregon psychologists in the future.
2. We continued to support community diversity, civil rights, and equality efforts around Oregon. We consulted with OPA's legislative committee on submitting a letter to Gov. Kate Brown supporting the creation of Mental Health Relief Fund, as originally proposed by Rep. Bynum. This fund would aim to increase access to mental health services, particularly for communities of color and other oppressed communities. We created and released a statement of support with the Asian American Psychological Association's denouncement of acts of racism and discrimination

brought on by COVID-19, which was released via the OPA listserv and is now prominently placed on the OPA website.

3. We continued to have a leadership presence within and outside of OPA to ensure relevance of and attention to issues of diversity. DC participated in the nomination of Student Poster Diversity Award to a psychology graduate student who submitted a poster for our annual convention with a topic on gender-role flexibility, resilience, and interpersonal trauma. DC Chair attended all OPA Board meetings and reported to committee on issues relevant to diversity. Our outgoing Chair attended the 2020 APA Practice Leadership Conference as Oregon's Diversity Delegate. The chair reported positive training and lobbying experiences; she brought back thorough notes from the attended and reviewed them with the committee.
4. We continued work as a committee to submit diversity-related entries to every OPA newsletter. Topics this past year included: "Beyond Celebrating Diversity" by Dan Rubin, Psy.D.; "Psychological Evaluation in Immigration" by Valerie Yeo, Psy.D.; and "Clinical Considerations for the Therapeutic Relationship in Telepsychology" by Nora Heins-Murray, Psy.D..
5. DC voted to change term length for Chair and Vice Chair positions from 2 years each to 1 year each in the service of reducing barriers to access and engagement in these leadership opportunities.
6. The diversity committee holds an annual retreat to discuss long term and short-term goals as well as attend to group cohesion and

*Continued on page 12*

# The Bookshelf: Responses to Climate Anxiety

Shoshana D. Kerewsky, PsyD

University of Oregon's 2020-21 Common Reading theme for all incoming students and others is "Climate Change: Justice and Resilience." The book selection is James Bradley's *Clade* (2017, London, England: Titan Books). *Clade* is speculative fiction; the novel follows several generations of a family and the others around them as they grapple with a series of climate-related disasters, accommodate to shifting "new normal" conditions, and maintain hope and resilience despite tremendous stressors (many of which resonate for all of us).

In conjunction with the Common Reading book, the university provides associated speakers, activities, lesson plans, and resources. The Common Reading home page at <https://fyp.uoregon.edu/common-read> provides links to the current book and several previous books. The Common Reading Committee develops a Teaching and Curriculum Guide and Resource page with materials that may be useful in your practice or teaching. If your institution would like to adopt any or all of these materials, please contact Julie Voelker-Morris, PhD at [jvoelker@uoregon.edu](mailto:jvoelker@uoregon.edu).

The references below are in submission for the forthcoming *Clade* page. They focus on psychology and responses to climate change. All are available online. Thanks to Jenny Gordon, PhD for providing several of these links.

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[www.opa.org](http://www.opa.org)

# Adapting an Ethical Decision-Making Model to Technology Implementation in Practice

Jamie L. Young, Psy.D., and Maria Lytle, M.A.

## Introduction

Our committee is aware that many psychologists and other mental health professionals are implementing technology into their practices at breakneck speed to adapt to the current global pandemic. We planned to discuss the impact of technology on our field at the Oregon Psychological Association (OPA) conference this year and reflected on the missed opportunity to share knowledge on this topic at a time when it is especially relevant. We hope this article will provide ethical guidance as we describe a decision-making model and apply it to a vignette involving telepsychology.

In all aspects of our work, ethical decision-making skills are necessary. An ethical decision-making model lends structure to the process and aids in developing sound decisions, particularly in circumstances when the American Psychological Association (APA) Ethical Principles of Psychologists and Code of Conduct (referred to hereafter in full and as the APA Ethics Code; APA, 2017) is silent, and when there is conflict between the APA Ethics Code (2017) and legal or organizational policies (Knapp, Gottlieb, & Handelsman, 2015). Though other models exist, we have selected The Five-Step Model proposed by Knapp, VandeCreek, and Fingerhut (2017) for this article.

## Five-Step Model (Knapp, VandeCreek, & Fingerhut 2017)

- 1. Identify or Scrutinize the Problem**  
Identify that you are facing a dilemma and review the APA Ethical Principles and Code of

Conduct (2017). Identify which principle(s) and/or code(s) are violated and the dilemma or conflict you're facing.

- 2. Develop Alternatives and Hypothesize Solutions**  
Brainstorm individually, consult with colleagues, and collaborate with clients or others who would be impacted by your decision in order to consider multiple approaches to solving this dilemma. This is a great time to contact the OPA Ethics Committee for a confidential consultation.
- 3. Analyze or Evaluate Options**  
Select the solution that incorporates the most advantages and has the fewest disadvantages. Prioritize solutions that honor our guiding principles to do the most good and least harm, particularly with regard to client/patient care.
- 4. Act or Perform**  
Implement your decision.
- 5. Look Back or Evaluate**  
Reflect on your decision to identify if the ethical dilemma has been resolved or if another approach is warranted. If the dilemma is unresolved, consider if returning through the steps can help to resolve the dilemma. If the dilemma is resolved, consider any changes you may have made to your approach in order to improve future ethical decision-making.

## Case Vignette

You are a psychologist co-facilitating a closed group therapy session via encrypted videochat, when a group member's roommate walks into the room.

You have already reviewed the group members' responsibility to maintain privacy and the limits of confidentiality in your first telehealth session with this group a couple weeks ago. The roommate sits down behind the group member as cross-talk continues.

- 1. Identify or Scrutinize the Problem**  
You find yourself feeling shocked and uncertain about how to proceed but are aware that your clients' confidentiality is being violated in this situation and can identify that the following APA Ethics Codes (2017) are being violated: 4.01, Maintaining Confidentiality, and 10.03, Group Therapy. How do you ensure that you're protecting group members' right to confidentiality with a non-member also present?
- 2. Develop Alternatives and Hypothesize Solutions**  
You might virtually remove or block the offending member from the session and contact them after the group meeting to inform them of your rationale for doing so. This is likely to cause confusion to members, impact your working alliance with the offending member, and impacts the ability of the group to cocreate their experience. It would also ensure that the disclosures were limited.  
You might choose to turn off the video and mute microphones of your participants, informing them that you've done so to prevent further violations of their confidentiality, and request that the offending member

*Continued on page 5*

move to a private location. Doing so brings an abrupt halt to the meeting and is likely to cause disruption and shift in the group dynamic (e.g., may startle members, may provoke shame in the offending member). It would also ensure that the disclosures were limited.

You might leave the audio-visual system running and engage the group in a discussion of the group expectations for privacy and confidentiality and aid the group in confronting the offending member. Doing so is likely to prolong the exposure of personal information in front of the roommate and may vary in success rates depending on the group dynamic and ability to engage in confrontation. However, it is also a way to engage the group in cocreating

norms and holding one another accountable.

You and your co-facilitator may engage in a discussion about how to handle the situation and split the tasks so that one facilitator maintains the group while the other takes the offending member to a separate virtual space to discuss the implications of their attending group in a public space. This option may disrupt the group dynamic by splitting the facilitators and group in two, though it is also a way to ensure that attention is paid to the concern and to the group members and limits disclosures.

You might choose to ignore the situation entirely and allow the group to continue with the roommate present. This is likely to violate the terms that you and the group have agreed

upon and also to violate the APA Ethics Code. Ethical Principles of Psychologists and Code of Conduct. This may erode trust in your ability to facilitate the group and, cause members to feel uncomfortable in the group process. It also, and leaves more time for the roommate to overhear what the group is disclosing.

### 3. Analyze or Evaluation Options

You choose to combine some aspects of the second and third solution because you judge this combination to have the fewest disadvantages and be most therapeutic and collaborative. You are prioritizing client care and reducing harm to the best of your abilities in the moment. You consider the breach in confidentiality and whether

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## Professional Development for Mental Health Professionals

Center for Community Engagement at Lewis & Clark Graduate School of Education and Counseling

Saturday-Sunday, August 1-2, 9 a.m.-5:30 p.m. | Online  
**Mind Body Connections in the Treatment of Eating Disorders**  
Sarah Alexander, LCSW

This course will explore the use of somatic approaches—including yoga, somatic therapies, and mindfulness—in the treatment of eating disorders. Participants will explore improving body image, embodied experience, introspective awareness, and the ability to identify, feel, and regulate emotions - all critical components in the treatment of eating disorders and negative body image. Offered for graduate-level continuing education credit

Saturday, September 12, 9 a.m.- 4 p.m. | 6 CEUs  
**Ethical Non-Monogamy: Relational Therapy for Throuples, Quads and More** - Justin Rock, MA

What is ethical non-monogamy ENM, and how does it differ from polyamory, open relationship and/or relational anarchy? How can therapists effectively support and provide better service this traditionally underserved population? Although 4-5% of adults in the U.S. identify as being in an ENM relationship, the mental health field has not adequately prepared therapists for doing “couples” work with throuples, quads or individuals in ENM relationships. This workshop is designed to empower the therapist to better serve the needs of the polyamorous and ENM communities. \$125 by 8/20

[go.lclark.edu/graduate/counselors/workshops](http://go.lclark.edu/graduate/counselors/workshops)

Saturdays, October 3 & December 12, 9 a.m.-5:30 p.m. plus online modules | 30 CEUs

### **Gambling Counselor Pre-Certification I**

Rick Berman, MA, LPC, CGAC II; Mark Douglass, LPC, CADC III, CGAC II  
7% of individuals who receive behavioral health treatment also have a gambling disorder. Left unidentified, gambling disorders run the risk of going untreated, jeopardizing a patient's recovery from the other issues that initially brought them to treatment. This course is designed for counselors, therapists and peer mentors who want to be more effective in their current practice with these clients, and also for counselors who want to become certified as a problem gambling counselor. \$195

Saturday, October 10, 9 a.m.- 4 p.m. | 6 CEUs  
**Former Members of Destructive Cults: Multifaceted Clinical Treatments and Team Resources** - Margaret Eichler, PhD, LPC

This experiential workshop will offer an extensive understanding of cults and how they function, as well as a more complex conceptualization of impacts, symptomatology and treatment/support. From destructive cults, extreme beliefs, to New Age-type groups, the structures for coercive manipulation and abuse are what defines a system as a destructive cult or group, with symptomatology including depression, PTSD, mental confusion, low self-esteem, and more. Time will be focused on an in-depth exploration of structures and definitions of how a coercive system operates and can be identified as abusive and manipulative. Models of clinical work and models of supervision will be presented and explored with engagement in experiential applications. \$125 by 9/16

further steps are required, such as a report is required to a regulating body or other entity (e.g., you consider whether this a first-tier HIPAA violation or something you must report to a compliance officer at your employer).

**4. Act or Perform**

You turn off the cameras and microphones of the participants and inform the members that you have done so in order to address a breach in their confidentiality caused by an unexpected person within proximity to view and hear group. You and your co-facilitator remind the group that it is important that they join group from a private location and request that the offending

member find such a space. The offending member moves to another location and you resume the group and engage in a discussion of the events and the impact on the group in order to develop norms and restore trust.

**5. Look Back or Evaluate**

Despite providing expectations to the group, members' confidentiality was violated. Your decision was effective in restoring the confidentiality of the group and you must decide how to continue to ensure your clients' confidentiality. You engage in consultation soon after group with your co-facilitator, review the APA Ethics Code (2017), and consult with a trusted colleague to determine if further action is required. You then and implement this feedback into

your informed consent process and office policies in the future (for instance, implementing specific procedures into your group guidelines and inform members how you will manage if an unexpected person enters the group's virtual meeting).

**Conclusion**

As demonstrated in this vignette, we adapted an ethical decision-making model for use with teletherapy, which requires a level of quick problem-solving as novel situations arise for therapists. We hope that you will consider implementing an ethical decision-making model into your routine and practice to develop a framework for making quick decisions on your feet and when considering adopting new technologies or practices in

*Continued on page 12*

## When antidepressants don't work, give your patients another option.

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## PEC Award 2020

For nearly 20 years, the Public Education Committee (PEC) of the Oregon Psychological Association has been “giving psychology away” to the public. Our members have been interviewed by television and radio stations and print media on topics concerning mental health. We have participated at health fairs and community events such as the NAMI Walk, Out of the Darkness and Sundae in the Park where we provide informational materials and answer questions. We have maintained a Speakers’ Bureau and presented to school groups, civic organizations and workplaces. Our current members range from long-time clinicians and academics, some of whom are retired now, to graduate students from local universities. We have enjoyed being able to interact with the public and offer our expertise and experience. Each year we have the opportunity to

offer the PEC Award to an individual or group who has carried out our mission. We hope that these folks are inspirational and encourage all of us to reach out to the larger community. This year, especially, we are facing the greatest need in our time to provide what is needed in a time of crisis for our community, our country and the world. The psychological health of our people will be a determining factor in our recovery and moving forward efforts. Please consider joining us for the work ahead.

Meanwhile, we are proud and excited to present this year’s PEC Award to the students of the Pacific University PCH. Dr. Karin Garber of the Pacific Psychology and Comprehensive Health Clinic (PCH) affiliated with Pacific University and the School of Graduate Psychology have nominated the trainees in their clinic for the “Giving Psychology

Away” award presented by the PEC. PCH is steadfast in its commitment to our local communities by striving to embody advocacy, social justice, and equity for all. The students manifest transformational praxis in a diversity of ways in connecting with and serving our local communities by moving outside of the therapy room to reduce stigma and increase access to mental healthcare. This year, 57 student trainees in the Clinical Psychology departments in both PsyD and PhD programs, 5 doctoral intern leaders, and one postdoctoral resident completed an array of outreach projects in Multnomah and Washington counties. These projects included presentations to: the Community Action Networking meeting in Hillsboro about self-care during the holidays; University of Portland health classes about gender equity in healthcare; local

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## Problem Gambling Treatment: Online Training for Clinicians and Supervisors

A **free series** of 8 training modules designed for counselors, supervisors, administrators and prevention specialists who want to learn more about problem gambling treatment and supervision of problem gambling treatment.

### Training Series at a Glance:

- Modules are offered free of charge, including the verification of 1.5 continuing education units per module
- Full training series exceeds the Oregon requirement of 10-hours training for qualified mental health or substance abuse clinical supervisors who supervise problem gambling counselors
- Alcohol and Drug Counselors may use any two modules (3 CEUs) to meet expected future MHACBO requirements for problem gambling education needed to obtain CADC certification
- Practitioners may access as many modules as they would like to deepen their knowledge of problem gambling treatment

### Module Topics Areas:

- Problem Gambling Treatment in Oregon: The Big Picture
- Overview of Problem Gambling
- Problem Gambling Assessment and Treatment Planning
- Diversity, Social Equity and Problem Gambling
- Problem Gambling and Money
- Family Treatment for Problem Gambling
- Problem Gambling Treatment: Supervision Part I
- Problem Gambling Treatment: Supervision Part II

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high schools and middle schools to discuss body image, toxic masculinity and gender roles, harm reduction related to vaping, and stress management; a community center for older adults about holistic wellness and healthcare, a non-profit organization aiming to support high school students with their transition to college; and medical providers regarding how to provide gender affirming care to patients. Other projects have also included starting blanket, gloves, and scarves drives in our local community; developing a local resource library for students; memory screenings for older adults; and tabling events at health fairs, farmer’s markets, and undergraduate institutions to provide psycho-education about self-compassion and self-care, suicide prevention, and transitional and adjustment stress. The students are innovative in the varied ways they reach out to and collaborate with the community, and endeavor to personify the role that psychologists can play as mental healthcare providers who provide care at individual, group, and systemic levels. Congratulations to these amazing people!

## Confidential Peer Support Committee

The Confidential Peer Support Committee (CPSC) works to provide support and avert impairment to members. We provide members with consultation on a range of issues including conflicts with colleagues, clinical concerns, potential complaints or lawsuits, venting, concern about impairment, client suicide, colleague behavior, family conflicts, problems in the business of psychology and any distress affecting the capacity or enjoyment for work. Members may reach the Confidential Peer Support Committee (CPSC) by contacting one of the members listed below, or via e-mail at opa.cpsc@gmail.com. All responses will be encrypted and are kept strictly confidential.

CPSC offers the following programs to OPA members:

- Confidential consultations with members of the CPSC. Our names and contact information are listed

below. You may call anyone on the committee.

- A panel of providers for therapy referrals, who are well versed in privacy and confidentiality concerns.

*Questions and referral requests to the Confidential Peer Support Committee are confidential under ORS 41.675 and are not shared with OPA or OBOP. No demographic information is kept on callers.*

### Confidential Peer Support Committee Members

Marcia Wood, PhD - Chair  
503.248.4511

Jennifer Huwe, PsyD, LLC  
503.538.6045

Rebecca Martin-Gerhards, EdD  
503.243.2900

Colleen Parker, PhD  
503.466.2846

Maura Sullivan, PsyD  
503.432.8470

## Welcome New and Returning OPA Members

**Matt Berry**  
*Hillsboro, OR*

**Lauren Dillier**  
*Portland, OR*

**Tamara Ellis, MA, PhD**  
*Portland, OR*

**Margaret Fuller, MA, LMFT, LPC**  
*Newberg, OR*

**Carolyn Huntley, PhD**  
*Santa Monica, CA*

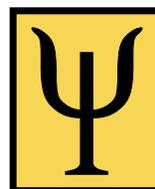
**Chris Mikulic, MA**  
*Beaverton, OR*

**Danielle Moyer, PhD**  
*Portland, OR*

**Brian Pilecki, PhD**  
*Portland, OR*

**Juliana Sapienza, PhD**  
*Portland, OR*

**Mykola Zubko**  
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# Passing the Editorship of The Oregon Psychologist

By Marcia Johnston Wood, Ph.D.

A big shout out THANK YOU is due Shoshana Kerewsky for setting a very high bar of excellence as Editor of The Oregon Psychologist for the last seven years. She initially took this on when the previous editor stepped down just as Shoshana was finishing her third year in the OPA Presidential sequence. This is often a good time for outgoing past-Presidents to think about how they might continue serving OPA and played to lifelong strengths of Shoshana's. She has always been a voracious

reader, writer and editor and she is meticulous about details but both straightforward and diplomatic in her delivery of needed changes.

When I asked her what she did or didn't like about being editor, essentially, she said that it was both enjoyable and gratifying to shape the newsletter. She solicited articles she thought would be interesting and she also contributed a column of her own of readings on a chosen topic. As she put it; "I also enjoy copy editing in a way that preserves the writer's voice

while quietly cleaning up technical issues like parallel construction, grammar, and APA style." This did occasionally coincide with her grading student papers, at which times she said; "that's more attention to APA style than a person really needs"!

Shoshana did a superb job over the last seven years and wishes Cathy Miller luck and fun in taking on her new role as Editor of The Oregon Psychologist. Now she can get back to reading for herself!

**Due to current events surrounding COVID-19, the 2020 OPA conference was cancelled. However, OPA would still like to recognize and celebrate the submissions made by students for the conference poster session by presenting a virtual student poster session, which can be accessed [here](#).**

## OPA Public Education Committee Facebook Page — Check it Out!

Please take a moment to check out the OPA Public Education Committee Facebook page. The purpose of the OPA-PEC Facebook page is to serve as a tool for OPA-PEC members and to provide the public access to information related to psychology, research, and current events. The social media page also allows members of the Public Education Committee to inform the public about upcoming events that PEC members will attend. Please visit and like our page if you are so

inclined and feel free to share it with your friends!

You will find the OPA Public Education Committee's social media policy in the About section on our page. If you do "like" us on Facebook, please familiarize yourself with this social media policy. We would like to encourage use of the page in a way that is in line with the mission and ethical standards of the Association.

Go to <https://www.facebook.com/OPAPEC/> to visit our Facebook page.

## OPA Announces 2020 – 2021 Board of Directors

The following OPA members were elected to serve as the new officers for the 2020-2021 board of directors and will take office on July 1st:

President-Elect: **Marie-Christine Goodworth, PhD**  
Secretary: **Jenjee Sengkhammee, PhD**  
Treasurer: **Nina Hidalgo, PhD**  
Directors: **Jesse Chase, PsyD**  
**Nate Goins, PsyD**  
**Vanessa Hara, PsyD**

### Appointed Positions

Diversity Chair: **Jessica Binkley, PsyD**  
Central Oregon Chair: **Linda Luther-Starbird, PhD**

Student Representative: **Stephanie Burkhard**  
Newsletter Editor: **Cathy Miller, PhD**

Remaining Board members will include (with the title that will go into effect on July 1, 2020): Carilyn Ellis, PsyD, President; Alan Ledford, PhD, Past President; Eleanor Gil-Kashiwabara, PsyD, Director/APA Council Representative; Petra Zdenkova, PsyD, Ethics Committee Chair; Ryan Dix, PsyD, Director, Legislative and OBOP Liaison; Laura Fisk, PsyD, Director; Mary Peterson, PhD, ABPP/CL, Director. Remaining appointed positions include Marcia Wood, PhD, Confidential Peer Support Committee Chair; Stephanie Van Orden, PsyD, Public Education Committee Chair; Shahana Koslofsky, PhD, Federal Advocacy Coordinator; Roseann Fish Getchell, MA, APAGS Representative.

## Legislative Committee

Your legislative committee and lobbyists continue to be active even outside the legislative session. The ongoing response to the coronavirus pandemic has necessitated several ongoing public health and legislative responses and this article will highlight a few aspects of the responses up to this point as well as likely future focus areas.

First, the Oregon Health Authority (OHA) released guidance to ensure members of the Oregon Health Plan had continued access to high quality behavioral health care. They expanded coverage for telehealth in partnership with CCOs and released a memorandum to clarify telehealth policies including those for telephone for behavioral health services and provided information on codes that were newly opened.

Our lobby team as well as committee were also involved in several discussions focused on addressing health disparities. These involved discussion around proposals from NAMI Oregon as well as Representative Bynum. More specifically, NAMI's proposal sought to address the ongoing increased demand for behavioral health services. Additionally, we reviewed a legislative concept to address family leave and other benefits that deeply impact those who work in and access behavioral health services. Finally, Chair Salinas of the House Health Care Committee created a legislative policy workgroup to address ORS 675.825(4) which exempts individuals who lack the required education from the requirement to be licensed in order to practice professional counseling and marriage and family therapy. A member of our committee has been appointed to that work group and we will be monitoring the recommendations that come from their work.

As many of you are likely aware, Oregon's May Revenue Forecast

was slashed by \$2.7 billion and the Governor and Legislature are looking at budget cuts in order to balance the budget for this biennium. During these discussions we will be deeply involved in ensuring equal access to the highest mental/behavioral health services is maintained. Additionally, we would like to draw your attention to Senator Ron Wyden's recent work on ensuring insurance companies are appropriately managing behavioral health services. The link to the OregonLive story is included below.

[https://www.oregonlive.com/coronavirus/2020/05/sen-ron-wyden-asks-federal-watchdog-to-investigate-health-insurance-companies-as-coronavirus-erodes-nations-mental-health.html?utm\\_campaign=oregonian\\_sf&utm\\_medium=social&utm\\_source=twitter](https://www.oregonlive.com/coronavirus/2020/05/sen-ron-wyden-asks-federal-watchdog-to-investigate-health-insurance-companies-as-coronavirus-erodes-nations-mental-health.html?utm_campaign=oregonian_sf&utm_medium=social&utm_source=twitter)

Finally, we assume that many of you are aware of the huge loss mental health causes in Oregon suffered recently. Representative Mitch Greenlick passed away May 15th. The below is from his legislative website:

*Rep. Mitch Greenlick passed away at his home on Friday,*

*May 15, 2020. His nearly 18 years of service to the Oregon House of Representatives was marked by a relentless commitment to ensuring fairness, equity and justice for all.*

*Prior to his service in the Legislature, Rep. Greenlick dedicated his life to advancing public health for everyone. He was professor emeritus and past chair of the Department of Public Health and Preventive Medicine at OHSU, and director of the Kaiser Permanente Center for Health Research and Vice President for Research, Kaiser Foundation Hospitals.*

*Rep. Greenlick will be deeply missed by his friends, family and colleagues.*

As many of you hopefully know Rep. Greenlick was a staunch supporter of behavioral health and was a wonderful partner to OPA throughout his years in the legislature. He will be deeply missed.

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# OPA Continuing Education Workshops

The Oregon Psychological Association sponsors many continuing education programs



that have been developed to meet the needs of psychologists and other mental

health professionals. The Continuing Education Committee works diligently to provide programs that are of interest to the wide variety of specialties in mental health.

The Oregon Psychological Association is approved by the American Psychological Association to sponsor continuing education for psychologists.

The Oregon Psychological Association maintains responsibility for the program and its content.

## OPA Current Education Offerings

Locations for workshops subject to change, based on COVID-19 recommendations

## 2020 Schedule

June 19, 2020

Cultural Responsiveness and Cultural Responsibility in Our Work as Psychologists

Presented by Eleanor Gil-Kashiwabara, PsyD

[Click Here for More Information](#)

from the CDC. Please continue to check our website for updated information. **In order to register for OPA workshops online, you will need a credit card for workshop payment to complete your order.** Registration fees for workshops will not be refunded for cancellations as of one week prior to the scheduled event or for no-shows at the event. Prior to that, a \$25 cancellation fee will be assessed. For other events, check their specific cancellation/refund policy.

Links for more information and registration are available at [www.opa.org](http://www.opa.org).

If you are interested in diversity CE offerings, cultural competence home study courses are offered by the New Mexico Psychological Association (NMPA) to OPA members for a fee. Courses include: Cultural Competency Assessment (1 CE), Multicultural Counseling Competencies/Research (2 CEs), Awareness-based articles (3 CE), Knowledge based articles (3 CE), Skills-based articles on counseling (3 CE) and Skills-based articles on assessment (3 CE). Go to [www.nmpsychology.org](http://www.nmpsychology.org) for more information.

*Calendar items are subject to change*

**To register go to [www.opa.org](http://www.opa.org)**

*Diversity Committee, continued from page 2*

relationship building. This year we plan to have a completely virtual retreat in the service of honoring safety while remaining connected as a community.

Looking ahead, we have nominated Jessica Binkley, Psy.D. as our 2020-2021 Chair and Valerie Yeo, Psy.D. as our Vice Chair, to be confirmed at our upcoming annual retreat. Dr. Binkley is a psychologist at the Portland Clinic and is our longest-standing member on the DC. We are excited about the leadership of the Diversity Committee! Our hope in the 2020-2021 term is to work on recruitment and retention of early career psychologists ECPs and psychologists from diverse backgrounds, as well as to provide support and build relationships within our existing communities.

Interested in joining the OPA Diversity Committee? We are currently accepting new members! We meet about once per month, along with one half-day annual retreat. Please email [ninajhidalgo@gmail.com](mailto:ninajhidalgo@gmail.com) or [jbinkleypsychd@gmail.com](mailto:jbinkleypsychd@gmail.com) for more information.

*Ethical Decision-Making, continued from page 6*

your work. Often, in the process of reflection and evaluation of our decisions, we are able to learn new strategies for better decision-making in the future. As always, the OPA Ethics Committee is here to consult with you when ethical dilemmas arise in your practice.

## References

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# Psychologists of Oregon Political Action Committee (POPAC)

**About POPAC...** The Psychologists of Oregon Political Action Committee (POPAC) is the political action committee (PAC) of the Oregon Psychological Association (OPA). The purpose of POPAC is to elect legislators who will help further the interests of the profession of psychology. POPAC does this by providing financial support to political campaigns.

The Oregon Psychological Association actively lobbies on behalf of psychologists statewide. Contributions from POPAC to political candidates are based on a wide range of criteria including elect-ability, leadership potential and commitment to issues of importance to psychologists. Your contribution helps to insure that your voice, and the voice of psychology, is heard in Salem.

Contributions are separate from association dues and are collected on a voluntary basis, and are not a condition of membership in OPA.

## Take Advantage of Oregon's Political Tax Credit!

**Your contribution to POPAC is eligible for an Oregon tax credit of up to \$50 per individual and up to \$100 per couples filing jointly.**

To make a contribution, please fill out the form below,  
detach, and mail to POPAC at PO Box 86425, Portland, OR 97286

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### - POPAC Contribution -

*We are required by law to report contributor name, mailing address, occupation and name of employer, so please fill out this form entirely.*

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*Notice: Contributions are not deductible as charitable contributions for state or federal income tax purposes. Contributions from foreign nationals are prohibited. Corporate contributions are permitted under Oregon state law.*

## OPA Classifieds

### PROFESSIONAL SERVICES/EQUIPMENT

Confidential psychotherapy for health professionals. Contact Dr. Beth Kaplan Westbrook, 503.222.4031, helping professionals since 1991.

## OPA Mentorship Program

Dear Colleagues,

We are happy to announce that the OPA Mentorship program is up and running. We have two forms for the Mentorship program on the OPA website. The first form is for interested parties to give some details of their practice setting, training, interest and location. The second form is for Informed Consent, limits of confidentiality, etc. Please join your colleagues and offer to serve as a Mentor and to learn or ask questions as a Mentee. Monthly phone or in person meetings are set up by the Mentor and Mentee once a match is made. Enjoy a bit of colleague support, new information and conversation regardless of age, orientation or years of experience.

[www.opa.org](http://www.opa.org)

Go to OPA's website at [www.opa.org](http://www.opa.org) for information about OPA, its activities and online registration for workshops!

## OPA Ethics Committee

The primary function of the OPA Ethics Committee is to “advise, educate, and consult” on concerns of the OPA membership about professional ethics. As such, we invite you to call or contact us with questions of an ethical nature. Our hope is to be proactive and preventative in helping OPA members think through ethical issues. The committee is provided as a member benefit only to members of OPA for a confidential consultation on questions of an ethical nature. At times, ethical and legal questions may overlap. In these cases, we will encourage you to consult the OPA attorney (or one of your choosing) as well.

If you have an ethical question or concern, please contact Dr. Jill Davidson at [dr.jilldavidson@gmail.com](mailto:dr.jilldavidson@gmail.com). Include a description of your concerns, your phone number, and good times for her to call you back. She will make contact with you within two business days. She may ask for more information in order to route your call to the appropriate person on the Ethics Committee, or she may let you know at that time which committee member will be calling you to discuss your concerns. You

can then expect to hear from a committee member within a week following Dr. Davidson's phone call. The actual consultation will take place over the phone, so that we can truly have a discussion with you about your concerns.

Following the consultation call, you can expect the committee member to present your concern at the next meeting of the committee. Any additional comments or feedback will be relayed back to you via a phone call.

### Ethics Committee:

Allison Brandt, PhD  
Jill Davidson, PsyD, Chair  
Irina Gelman, PsyD, Secretary  
Leonard Kaufman, PhD  
Nicole Sage, PsyD  
Jenna Sheftel, PsyD  
Jamie Young, PsyD  
Petra Zdenkova, PsyD  
Stephanie Garcia, Student Member  
Claire Metzner, Doctoral Student  
Maria Lytle, Doctoral Student

## OPA Attorney Member Benefits

Through OPA's relationship with Cooney, Cooney and Madigan, LLC as general counsel for OPA, members are entitled to one free 30-minute consultation per year. If further consultation or work is needed and you wish to proceed with their services, you will receive their services at the discounted OPA member rate. Please call for rate information. They are available to advise on

OBPE complaints, malpractice lawsuits, practice management issues (subpoenas, testimony, informed consent documents, etc.), business formation and office sharing, and general legal advice. To access this valuable member benefit, call them at 503.607.2711, ask for Paul Cooney, and identify yourself as an OPA member.

## The Oregon Psychologist Moves to Mobile-Friendly Format

The Oregon Psychologist is moving to a new, mobile-friendly format! Be on the lookout for informative articles and committee information coming to your email inbox next quarter. This easy to read platform will feature links to the OPA website, APA pages, and other important articles aimed to improve your practice as well as your enhance your OPA

membership. Advertising will still be available - we are in the process of developing a new advertising and classified structure for our new platform.

If you have any questions regarding advertising in the newsletter, please contact Kori Hasti at the OPA office at 503.253.9155 or 800.541.9798. Please note that as a member

benefit, classified ads are complimentary to OPA members. Members will receive one complimentary classified ad per newsletter with a maximum of 8 lines (50 character space line, including spacing and punctuation). Any lines over the allotted complimentary 8 will be billed at \$5 per additional line.

## Join OPA's Listserv Community

Through APA's resources, OPA provides members with an opportunity to interact with their colleagues discussing psychological issues via the OPA listserv. The listserv is an email-based program that allows members to send out messages to all other members on the listserv with one email message. Members then correspond on the listserv about that subject and others. It is a great way to stay connected to the psychological community and to access resources and expertise.

Joining is easy if you follow the steps below. Once you have submitted your request, you will receive an email that tells you how to use the listserv and the rules and policies that govern it.

How to subscribe:

1. Log onto your email.
2. Address an email to [listserv@lists.apapractice.org](mailto:listserv@lists.apapractice.org) and leave the subject line blank.
3. In the message section type in the following: subscribe  
OPAGENL

4. Hit the send button, and that is it! You will receive a confirmation via email with instructions, rules, and etiquette for using the listserv. Please allow some time to receive your confirmation after subscribing as the listserv administrator will need to verify your OPA membership before you can be added.

Questions? Contact the OPA office at [info@opa.org](mailto:info@opa.org)

## *The Oregon Psychologist*

Catherine Miller, PhD, Professor, Editor

The Oregon Psychologist is a newsletter published four times a year by the Oregon Psychological Association. Although OPA and *The Oregon Psychologist* strive to include all advertisements in the most current issue, we can offer no guarantees as to the timeliness or accuracy of these ads, and OPA reserves the right not to publish advertisements or articles.

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