



CANADIAN ASSOCIATION OF COGNITIVE AND BEHAVIOURAL THERAPIES /  
ASSOCIATION CANADIENNE DES THÉRAPIES COGNITIVES ET COMPORTEMENTALES

## CACBT-ACTCC ANNUAL CONFERENCE

Virtual Conference

MAY 12th – 13th, 2022

### CALL FOR SUBMISSIONS OF POSTERS AND SYMPOSIA

CACBT-ACTCC is now accepting submissions for posters and symposia for our upcoming virtual conference to take place on May 12th and 13th, 2022.

Given CACBT-ACTCC's emphasis on both research and clinical practice, as well as the transdisciplinary nature of our membership, we especially welcome symposia that emphasize the translation of research findings into clinical practice. Symposia might include presentations of original research, reviews of research on clinical topics, clinical presentations, or any combination of these. Clear indications of the application of research findings to clinical practice are encouraged.

**The deadline for symposium submissions is 1700h Eastern Time on Friday, February 25th, 2022.**

**The deadline for poster submissions is 1700h Eastern Time on Friday, March 4th, 2022.**

Information about the conference can be found at [www.cacbt.ca](http://www.cacbt.ca).

CACBT-ACTCC is proud to offer conference content presented entirely in either of Canada's official languages. We welcome submissions for symposia or posters in either English or French.

The submission should be sent in a single document file, preferably in MS Word format, to Dr. Jacquie Cohen at [submissions@cacbt.ca](mailto:submissions@cacbt.ca). Files should be named with the last name of the corresponding author (e.g., Lastname.doc). A confirmation e-mail will be provided within 72 hours.

#### **SUBMISSION GUIDELINES:**

1. Include an abstract, no longer than 300 words.
2. The abstract should include a title in block capital letters at the top of the page, followed by the names of the authors and their affiliations. This should be followed by a blank line and then the abstract. Please see the sample submissions below.
3. Indicate whether the submission is for a poster or a symposium.

4. Indicate whether the submission is for the Research Track (e.g., an empirical study, a systematic review) or the Clinical Track (e.g., a case presentation, description of a clinical technique, or some other topic relevant to the clinical practice of CBT).
5. On a separate page, list each author followed by their full mailing address and email address. Please see the sample contact page below.
6. FOR SYMPOSIA (60 minutes). Provide individual abstracts for each presentation that will be included in the session as well as the overarching abstract. Also, specify the chair and the discussant.
7. FOR POSTERS. If you are a student submitting a poster, please indicate whether you would like to be considered for the Best Clinical Poster (Keith Dobson Award) or the Best Research Poster (Jack Rachman Award). The posters will be assessed in the poster session and awards will be announced at the conference. Each award comes with a certificate and a \$100 cash prize.

See the following pages for sample submissions.

### **Award for Students who are Indigenous, Black, or Persons of Colour**

CACBT-ACTCC student members who are first authors on posters or symposium presentations and also identify as being from a racialized group, such as Indigenous, Black, or a Person of Colour, may be eligible for an award for students from racialized and otherwise marginalized groups. The value of the award is \$500. Note that a separate application from the presentation submission is required. Details can be found at [www.cacbt.ca](http://www.cacbt.ca). The award application deadline is **1700h Eastern Time on Friday, March 4th, 2022.**

### **Student Travel Awards**

CACBT-ACTCC student members who are first authors on posters or symposium presentations may be eligible for travel awards. These awards typically have been to support travel to the conference; however, given the conference will be virtual this year, the award does not need to be used for travel purposes. Two \$500 awards are available. Note that a separate application from the presentation submission is required. Details can be found at [www.cacbt.ca](http://www.cacbt.ca). The travel award application deadline is **1700h Eastern Time on Friday, March 4th, 2022.**

*Students may apply for both the Award for Students who are Indigenous, Black, or Persons of Colour and the Travel Award should they be eligible.*

**Sample Research Poster Abstract:**

**MECHANISMS ASSOCIATED WITH COGNITIVE AND BEHAVIOURAL TREATMENTS**

William B. Smith, Psychology Department, University of Regina, Julie-Marie Dumont, Université du Québec à Montréal, and John Q. Jones, Psychiatry Department, Simon Fraser University

Much previous research has shown that successful treatment using CBT can occur via a number of psychological and biological mechanisms. Although some authors have proposed that only biological mechanisms are necessary to explain treatment outcomes, others have proposed a more integrative model. Past research has been used to support both types of claims, involving theoretical and empirical support from both perspectives. We sought to assess the degree to which different mechanisms accounted for change in a large sample (n=436) of participants diagnosed with a range of complex problems. Following a semi-structured diagnostic interview (SCID) administered by a graduate student with training in the use of diagnostic interviews, participants completed several lengthy self-report measures (including the Treatment Mechanism Self-Report Scale, the Psychological and Biological Explanations of Change Inventory, and the Beck Anxiety and Depression Inventories) as well as a number of imaging (MRI, PET) and biological (5-HT, PANDAS, Cortisol) tests. Participants met the diagnostic criteria for a number of disorders including panic disorder (n=50), major depressive disorder (n=63), intermittent explosive disorder (n=2), borderline personality disorder (n=327), posttraumatic stress disorder (n=91), and caffeine abuse disorder (n=435). Encouragingly, all diagnostic categories were associated with significant treatment gains. Hierarchical linear regression analyses revealed that no single mechanism can account for treatment response, however important study limitations (most notably our methodology and the problematic issue of comorbidity) prevented us from making more concrete conclusions. Results are discussed in terms of biological and cognitive-behavioural models of treatment.

**Type of Submission:** Research Poster

- I am a student
- I wish to be considered for a student poster award

### **Sample Clinical Poster Abstract:**

#### **CBT WITH A VIOLENT CLIENT**

Andrea S. Carey, St. Joseph's Healthcare Hamilton, Hamilton, ON

Established cognitive-behavioural models tend to focus on one type of diagnosis, while in reality clients often present with multiple problems. There are excellent treatments for clients with depression and for clients with anger management difficulties, however there is little guidance on how to help clients who experience both types of problems. This poster will review the conceptualization, course, content and outcome of a client who presented for help with his depression, but who also exhibited recurrent violent behaviour, normally targeting furniture (e.g., by taking a hammer to his glass coffee table) and other inanimate objects (e.g., by punching a hole in the wall of his apartment when he was sad and alone). The poster will highlight the importance of case conceptualization in understanding and predicting when the client's violent behaviour would occur, as well as some novel cognitive interventions designed to help the client question himself more logically during depressive and/or violent episodes. These strategies, combined with a collaborative approach led to robust reductions in the client's depression, and to the elimination of violent episodes over our 12 weeks of treatment. This case makes clear that CBT principles can be successfully applied to a wide range of not only primary problems, but secondary ones as well.

**Type of Submission:** Clinical Poster

- I am a student
- I wish to be considered for a student poster award

**Sample contact page (based on sample research poster abstract, above):**

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