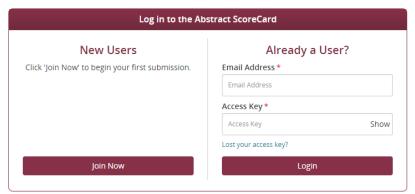
Screenshot Guide: How to Submit an Abstract

ABCT

Wisdom of Purpose and Perspective: Extending the Social Impact of Cognitive Behavioral Science

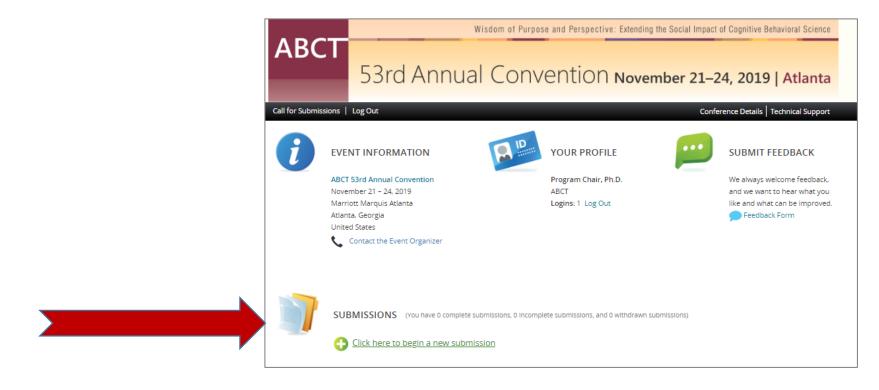
53rd Annual Convention November 21–24, 2019 | Atlanta

Home Page for Submission Center

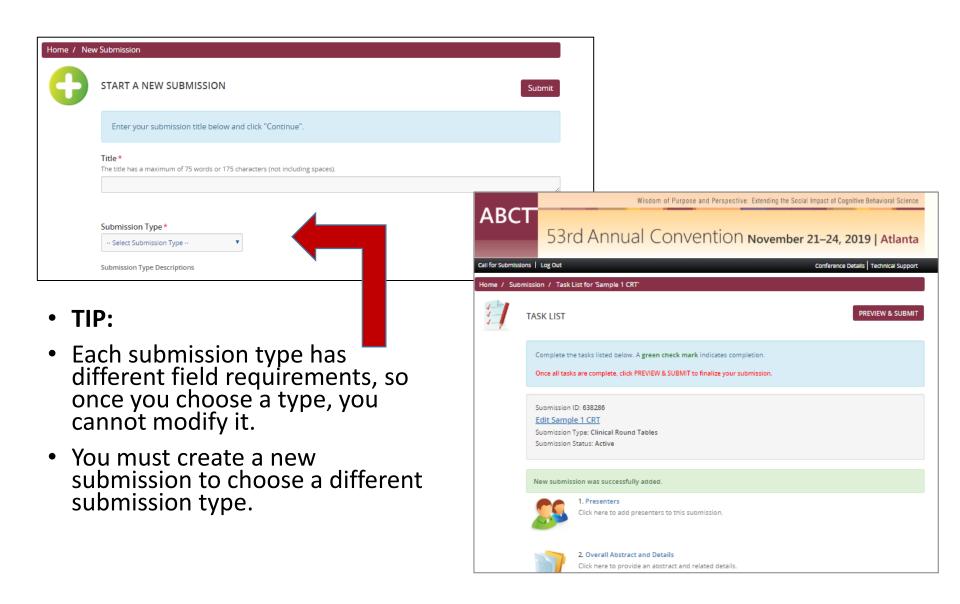


Questions? Organizer: Stephen Crane - abstractsubmission@abct.org / (212) 647-1890

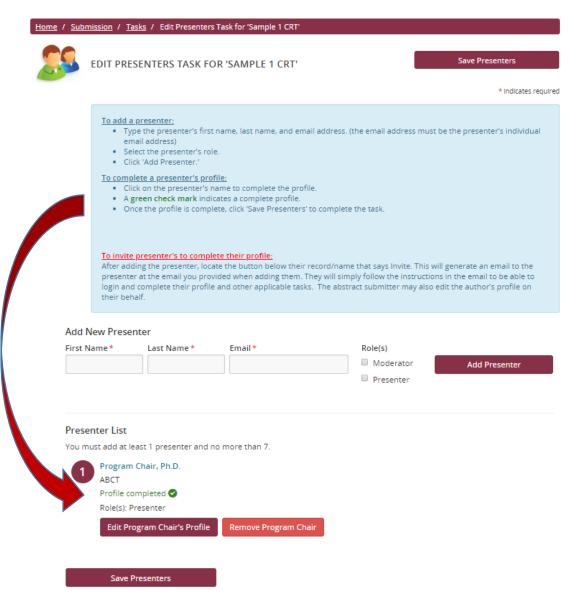
 TIP: If you need to exit your submission and return to complete it at a later time, remember to click <u>Save</u> or <u>Save &</u>



Start a New Submission & Task List



Task List: Presenters/Authors



Symposia Tip:

The presenter(s) that you add within this task will be carried over to the individual abstract task (see below).

Please only enter Authors here that will serve as a Chair, Discussant, and/or Presenter and will actually be attending the conference and actively presenting.

Co-authors for the individual abstracts who are not presenting should be entered through the "Individual Abstracts" section.

Information Required for Authors

Title

Keywords (at least one, up to 3)

Author Information

First & Last Name

Email

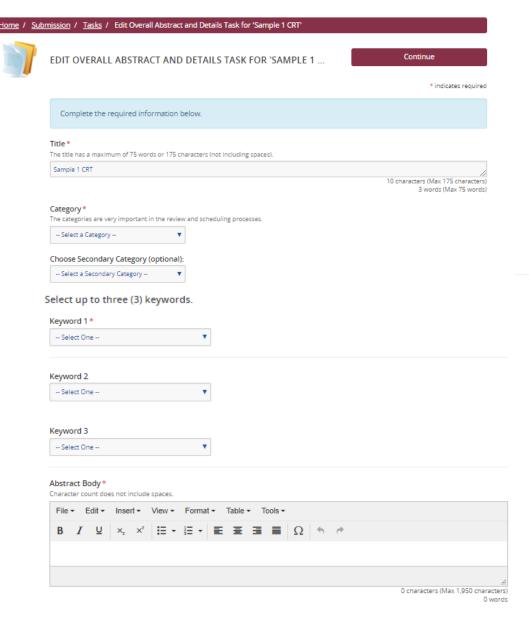
Affiliation

Credentials/degrees

Role (e.g., Moderator, Presenter)

Membership Status

Task List: Overall Abstract



Continue

Tips:

The title should be entered in mixed case, NOT all capital letters

If you copy and paste the title and/or body from your word processor, special characters should transfer, but formatting (e.g., underlining or bolding) will not transfer. You can insert special characters and/or formatting tags using the character palette. To access the palette, click on the 'Special Characters' button located on the Title/Body page.

Abstract Body CHARACTER LIMITS:

- Symposia: 2800 characters for summary abstract; 2200 for individual presentation abstracts
- Research Spotlight
 Presentations, Panel
 Discussions, and Clinical
 Round Tables: **1950**characters
- Poster Sessions: 2800 characters

Task List: Learning Objectives

Home / Submission / Tasks / Edit Learning Objectives Task for 'Sample 1 CRT'



EDIT LEARNING OBJECTIVES TASK FOR 'SAMPLE 1 CRT'

Continue

* indicates required

Write three statements of no more than 125 characters each, describing the goals of the event. Sample statements are: "Describe two dissemination strategies pertaining to the treatment of insomnia;" "Explain one novel direction in the dissemination and mindfulness-based clinical interventions literature."

For further instructions on how to create your learning objectives, please click here.

Answer the following questions for Learning Objective 1

Learning Objective 1*

Provide a statement of no more than 125 characters, describing a realistic, specific, and Quantifiable goal of the event. The goal should be something that attendees will be able to do immediately at the end of the event based on what was learned or practiced during the event (not something vague that they may be able to do in the future).

At the end of this session, the learner will be able to.

0 characters (Max 125 characters) 0 words (Max 50 words)

2 Answer the following questions for Learning Objective 2

Learning Objective 2*

Provide a statement of no more than 125 characters, describing a realistic, specific, and Quantifiable goal of the event. The goal should be something that attendees will be able to do immediately at the end of the event based on what was learned or practiced during the event (not something vague that they may be able to do in the future).

At the end of this session, the learner will be able to..

0 characters (Max 125 characters) 0 words (Max 50 words)

3 Answer the following questions for Learning Objective 3

Learning Objective 3*

Provide a statement of no more than 125 characters, describing a realistic, specific, and Quantifiable goal of the event. The goal should be something that attendees will be able to do immediately at the end of the event based on what was learned or practiced during the event (not something vague that they may be able to do in the future).

At the end of this session, the learner will be able to..

0 characters (Max 125 characters) 0 words (Max 50 words)

Tips:

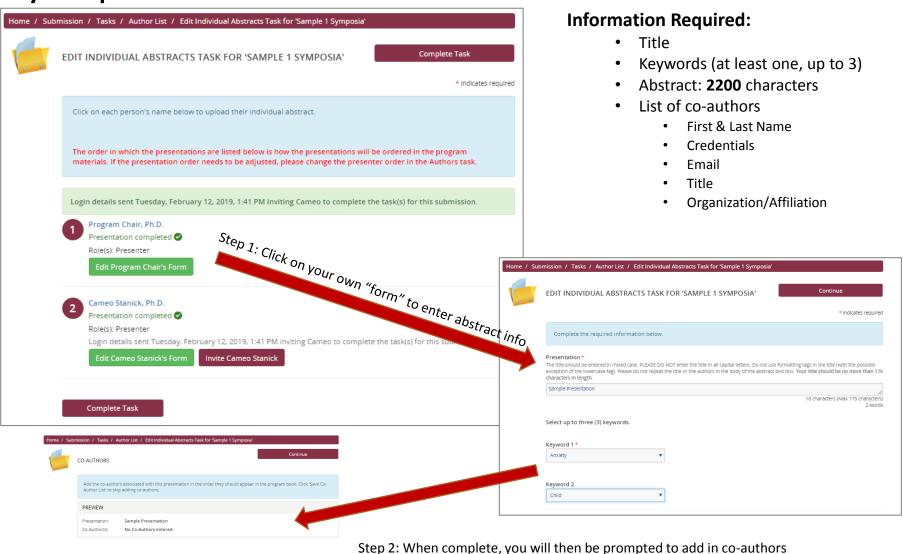
- 3 Learning
 Objectives are
 required (you may
 submit up to 5
 total)
- Should be written in present tense
- Please write from the perspective of the audience:
- This session is designed to help you learn.....

Symposia: Individual Abstracts

Add New Co-Authors

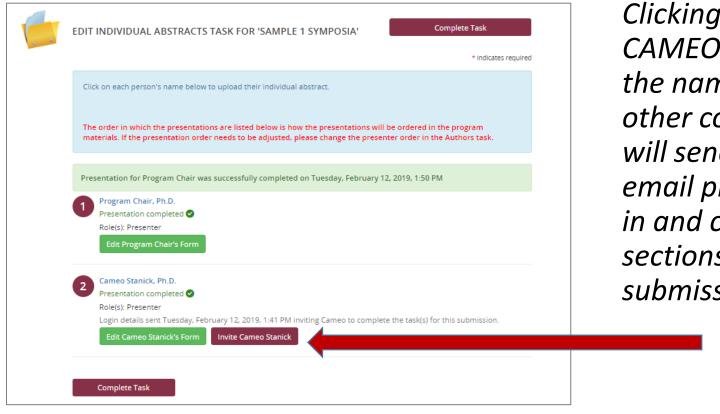
Position[®]

Credentials



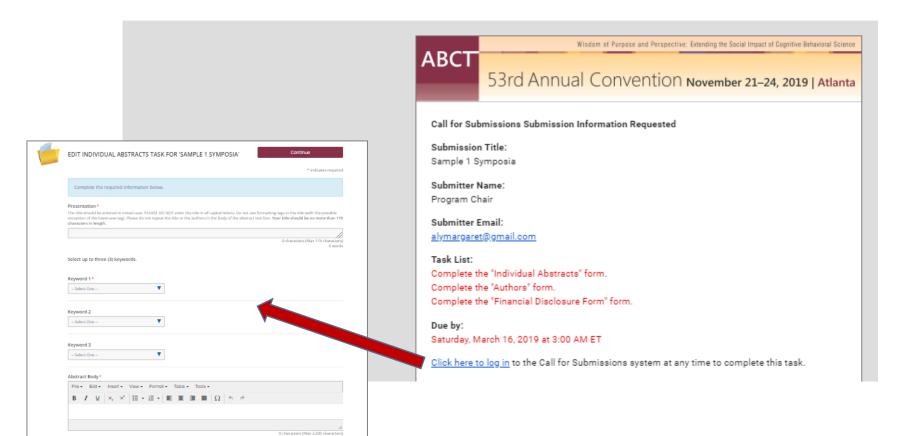
for your individual abstract

Symposia: How to Request Information from Collaborating Presenters



Clicking on "INVITE CAMEO STANICK" (or the name of the other collaborators) will send them an email prompt to sign in and complete their sections of the submission.

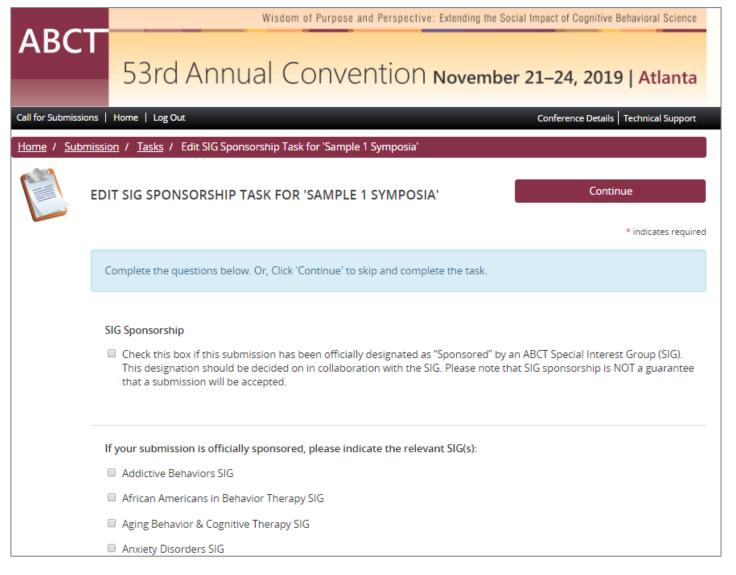
Symposia: Email that Individual Presenters Will Receive Requesting Info



What does this mean?

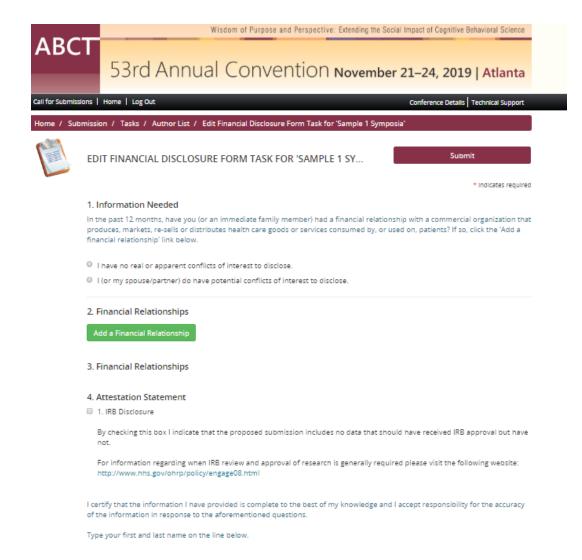
- As the initial presenter submitting this form, you do not need to have all of the information for your copresenters!
- It would make most sense for the CHAIR of a symposium to enter in all of the general information and the presenter information. Then, that person can prompt co-presenters to log into the system and complete their sections.
- This removes burden from the chair for having all of the necessary and personal information from colleagues and allows each presenter to sign their disclosure forms in a private manner.

Task List: SIG Sponsorship



If a Special
Interest
Group has
agreed to
officially
sponsor this
submission,
please
complete this
section

Task List: Financial Disclosure Form



Each presenter will need to log in and complete their financial disclosure form.

When the primary/initial presenter completes the submission they will be able to send the previously shown email prompt to other presenters through Cadmium so they can log in and complete this step.

Keywords vs. Categories

• Categories help speakers. These match up to reviewer areas of expertise and convention theme and help to 1) assign appropriate reviewers and 2) minimize competition among similar presentations during timeslots in the convention schedule.

 Keywords help audiences. Think of keywords as #HASHTAGS. Keywords let audiences find things that fit their interests within the convention application. Multiple keywords can be used to "tag" a presentation for audience interest (such as #child #anxiety #assessment)

List of Categories

Addictive Behaviors

ADHD - Adult

ADHD - Child

Adult Anxiety

Adult Depression

Aging and Older Adults

Anger

Assessment

Autism Specturm and Developmental Disorders

Behavior Analysis

Bipolar Disorders

Child / Adolescent - Anxiety

Child / Adolescent - Depression

Child / Adolescent - Externalizing

Child / Adolescent - School-Related Issues

Child / Adolescent - Trauma / Maltreatment

Cognitive Science/ Cognitive Processes

Comorbidity

Couples / Close Relationships

Criminal Justice / Forensics

Culture / Ethnicity / Race

Dissemination & Implementation Science

Eating Disorders

Global Mental Health

Improved Use of Research Evidence

LGBQT+

Health Care System / Public Policy

Health Psychology / Behavioral Medicine - Adult

Health Psychology / Behavioral Medicine - Child

Men's Health

Military and Veterans Psychology

Neuroscience

Obsessive Compulsive and Related Disorders

Oppression and Resilience Minority Health

Parenting / Families

Personality Disorders

Positive Psychology

Prevention

Primary Care / Integrated Care

Professional/Interprofessional Issues

Program / Treatment Design

Research Methods and Statistics

Schizophrenia / Psychotic Disorders

Sexual Functioning

Sleep / Wake Disorders

Student Issues

List of Categories

Spirituality and Religion

Sports Psychology

Suicide and Self-Injury

System Stakeholder Issues

Technology

Tic and Impulse Control Disorders

Transdiagnostic

Translational

Trauma and Stressor Related Disorders and

Disasters

Treatment - CBT

Treatment - Interpersonal Therapies

Treatment - Mindfulness & Acceptance

Treatment - Other

Violence / Aggression

Vulnerable Populations

Weight Management

Women's Issues

Workforce Development / Training /

Supervision

List of Keywords

Abuse / Maltreatment

Acceptance

ACT (Acceptance &

Commitment Therapy)

Adherence

Addictive Behaviors

ADHD

Adolescents

Adult

African Americans / Black

Americans

Aggression / Disruptive Behavior

/ Conduct Problems

Aging

Alcohol

Anger / Irritability

Anorexia

Anxiety

Asian Americans

Assessment

Attention

Autism Spectrum Disorders

Behavior Analysis

Behavioral Activation

Behavior Experiments

Behavioral Economics

Behavioral Medicine

Bipolar Disorders

Body Dysmorphic Disorder

Body Image

Borderline Personality Disorder

Bulimia

Career Development

Case Conceptualization /

Formulation

CBT

Change Process / Mechanisms

Child

Clinical Decision Making

Clinical Trial

Clinical Utility

Cognitive Biases / Distortions

Cognitive Processes

Cognitive Restructuring

Cognitive Therapy

Cognitive Schemas / Beliefs

Cognitive Vulnerability

College Students

Common Elements

Common Factors

Community-Based

Community-Identified Problems

Comorbidity

Compassion / Empathy

Competence

Coping

Couples / Close Relationships

Criminal Justice

Culture

DBT (Dialectical Behavior Therapy)

Depression

Developmental Disabilities

Diagnosis

Divorce

Disgust

Dissemination

Distress Tolerance

DSM-5

Dysthymia

List of Keywords

Early Intervention

Eating

Education and Training

Emotion

Emotion Regulation

Envy / Jealousy

ERP (Exposure and Response Prevention)

Ethics

Ethnicity

Etiology

Evidence-Based Practice

Exercise

Experiential Avoidance

Exposure

Externalizing

Families

FAP (Functional Analytic Psychotherapy)

Fear

Feeding Problems

fMRI

Forensic Psychology

Generalized Anxiety Disorder

Gender

Global Mental Health

Grief / Bereavement

Group Therapy

Habit Reversal

Habituation

Health Anxiety

Health Care System

Health Psychology

Hispanic American/ Latinx

HIV / AIDS

Hoarding

Implementation

Industry

Information Processing

Instructional models

Integrated Care

Integrity

Intimate Partner Aggression

LGBTQ+

Legal Issues

Longitudinal

Measurement

Mediation / Mediators

Medication

Men's Health

Mental Health Literacy

Methods

Military

Mindfulness

Mood

Motivation

Motivational Interviewing

Native Americans

Neurocognitive Therapies

Neuroscience

Obesity

OCD

Older Adults

Oppression

Pain

Panic

Parent Training

Parenting

PCIT

Perinatal

Personality Disorders

Phobias

List of Keywords

Prevention

Primary Care

Professional Development

Professional Issues

Prolonged Exposure

Psychoeducation

Psychometrics

Psychophysiology

Psychosis / Psychotic Disorders

Psychotherapy Outcome

Psychotherapy Process

PTSD (Posttraumatic Stress Disorder)

Public Health

Public Policy

Public Policy

Publishing

Race

Randomized Controlled Trial

REBT (Rational Emotive Behavior Therapy)

Recovery

Relapse

Research Funding

Research Methods

Resilience

Risk / Vulnerability Factors

Risky Behaviors

Rumination

Schizophrenia

School

Scientist-Practitioner

Self-Help

Self-Injury

Service Delivery

Severe Mental Illness

Sexuality

Side Effects /

Unintended Consequences

Sleep

Smoking

Social Anxiety

Social Relationships

Social Skills Training

Spirituality and Religion

Stakeholder Relevant

Statistics

Stigma

Stress

Student Issues

Substance Abuse

Suicide

Supervision

Technology / Mobile Health

Therapeutic Alliance

Theraputic Relationship

Therapy Process

Tic Disorders

Tourette Syndrome

Training / Training Directors

Transdiagnostic

Translational Research

Trauma

Treatment

Treatment/ Program Design

Treatment Development

Trichotillomania

Underserved Populations

Unified Treatment

Veterans

Violence / Sexual Assault

Vulnerable Populations

Women's Health

Women's Issues

Worry