Regular CE Workshops

Workshop A; Wednesday 3/7, 9-12 pm; Yellow Topaz

Title: **Know Pain and Gain Functioning: Psychology's role in treating chronic pain**

Presenters: Nicolle C. Angeli, James A. Haley VAMC

Workshop Description:

This workshop will focus on providing an overview of the understanding and treatment of chronic pain with particular attention to the psychologist's role in treatment. We will review theoretical frameworks (e.g., CBT, ACT, Family Systems), assessment, and intervention skills. A case will be provided for application of the concepts covered. This workshop will equip you will skills to use in practice to address the leading cause of disability in the US. Presentation slides will be provided.

Learning Objectives:

At the end of the workshop, participants will be able to:

- Identify the core aspects that contribute to suffering with chronic pain as well as how to discuss those with patients.
- Describe an understanding of chronic pain in which the biopsychosocial framework assists with intervention.
- Describe how psychologists fit into the treatment of chronic pain.
- Identify the quantitative and qualitative information necessary to complete an assessment with a patient with chronic pain.
- Apply evidence-based principles to your clinical practice with this patient population.

Target Population: This talk can be for anyone with some training in clinical assessment and treatment. I would structure it at an introductory level such that attendees would leave the presentation with sufficient knowledge to being their work with this patient population.

Workshop B; Wednesday 3/7, 9-12 pm; Blue Topaz

Title: **Student Distress: Navigating University Resources**

Presenter: Michelle Lange, Christopher Newport University

Workshop Description:

Faculty receive little guidance about resources to utilize when encountering suspected student mental health issues. Due to privacy considerations, incomplete knowledge of FERPA and HIPAA allowances and prohibitions, and poor communication between staff, administration, and faculty, faculty often feel unsure of how to best address these concerns. This workshop will describe campus resources and their distinct roles, and discuss how to address concerns about students demonstrating potential risk of harm to self or others, disruptive behaviors, and showing sensitivity to student mental health needs while still holding students accountable for coursework and appropriate behavior. Format includes discussion and case studies.

Learning Objectives:

At the end of this workshop, participants will be able to:

- Distinguish between responses appropriate to student distress vs. danger vs. disruptive behavior.
- Identify and distinguish between the functions of various resources on campus for reporting and/or making referrals regarding student mental health concerns.
- Describe how FERPA and HIPAA regulations both allow for and prohibit information-sharing about student mental health, and contexts where each apply.
- Articulate ways to support student mental health while still holding students accountable for completing coursework.

Target Population: No requirements for enrollment. This workshop will benefit anyone who works in a university setting part- or full-time.

Workshop C; Wednesday 3/7, 12:30 – 3:30 pm; Yellow Topaz

Title: **Assessment and Treatment of Older Adults: Holistic Care**

Presenter: Lee Hyer, Mercer School of Medicine & Georgia Neurosurgical Institute

Workshop Description:

Based on a new model of assessment and treatment for older adults, this workshop presents data on five core domains of care. The domains include depression, anxiety, cognition, health (morbidities, pain, sleep, and lifestyle habits), and life adjustment. Assessment and empirically supported treatments are discussed through case examples.

Learning Objectives:

At the end of this workshop, participants will be able to:

- Describe knowledge, skills, and experience relevant to psychological practice with older populations that expands upon the APA Guidelines for Psychological Practice with Older Adults.
- Describe assessment and prognostic data and considerations for the Watch and Wait model within a geriatric population in each of the five domains: depression, anxiety, cognition, health, and life adjustment issues.
- Identify empirically supported treatments for older adults from a holistic perspective.
- Provide an empirical/practical rationale undergirding the necessity and context for this model.

Target Population: Professional and graduate level psychologists

Workshop D; Wednesday 3/7, 12:30-3:30 pm; Blue Topaz

Title: **Chasing the Dragon: A Video Documentary and Discussion on the Heroin Epidemic, Family, and Community**

Presenter: Carletta Perry, Saint Leo University

Workshop Description:

Chasing the Dragon is a documentary created by the DEA/FBI to bring awareness to the heroin epidemic taking control of individuals' minds and bodies, and ultimately stealing their lives. Some people live to tell their story of being an addict behind bars or filled with regret but many stories end in death. Surprising to many, the epidemic begins with prescription drugs. This presentation seeks to educate our professional

and lay community about the non-discriminatory effect of this drug, the signs of a heroin addict, surviving an overdose, and how to be an advocate.

Learning Objectives:

At the end of this workshop, participants will be able to:

- Identify the professional, legal, and ethical concerns related to interactions with individuals with a drug addiction.
- Describe community resources available for awareness of mental health concerns.
- Identify effective clinical and practical resources to addicts, family members, and other community members.
- Create ethically sound action plans for those willing to be an advocate.

Target Population: Open to all.

Workshop E; Thursday 3/8, 9-12 pm; Yellow Topaz

Title: **Suicide and Reasons for Living: Who, Why, and How?**

Presenter: Jon B. Ellis, East Tennessee State University

Workshop Description:

Over 40,000 people commit suicide in the U.S. in one year. It is the 2nd leading cause of death for youth 15-24. Over 75% are men and boys, with people ages 65 and older accounting for 16% of all suicides. Clearly it is a health problem that continues to grow. This workshop will address demographics of suicide, assessment of suicide potential, warning signs, high risk groups, myths of suicide, "what we can do", and the workshop leader's program of research in suicide and reasons for living. Handouts will include copies of the presentation and references for continuing education.

Learning Objectives:

At the end of this workshop, participants will be able to:
- Identify the demographics of suicidal behavior, including who does it, why they do it, methods of suicide attempts and completions.
- Compare suicide demographics to those of other causes of death in the U.S.
- Describe methods of assessing suicide potential including references for continuing education.
- Identify the myths of suicide and how those myths can harm those who are at risk for suicide.
- Describe research in suicide and reasons for living.

Target Population: The target population of this workshop would include early career psychologists, graduate students at any level, undergraduate psychology students, and other professionals who work with people in a mental health or social services area.

Workshop F; Thursday 3/8, 9-12 pm; Blue Topaz

Title: **Effective and Supportive Clinical Supervision**

Presenters: Michelle Moore, LSU Health Sciences Center
          Kristin Callahan, LSU Health Sciences Center
          Jennifer Hughes, LSU Health Sciences Center

Stacy Kurtz, Adelphi University

Workshop Description:
Supervision is an opportunity for personal and professional growth, and for many years was learned through on the job training. Effective supervisors establish a safe, supportive relationship with a trainee. The purpose of this workshop is to provide an overview of the models of clinical supervision and to discuss recent changes to course requirements and training expectations. We will present cases of successful supervisory relationships as well as cases with challenges. The audience will participate in an experiential reflective exercise to help process their own experiences in supervision and find areas for improvement.

Learning Objectives:

At the end of this workshop, participants will be able to:
- Identify the models of clinical supervision in the current literature
- Describe the recent changes to supervision training and experiences for students in psychology
- Describe what characteristics are indicative of an effective supervisor and supervisee relationship
- Identify one or two areas of improvement within your own supervisory practices

Target Population: Open to all. Students could learn more about what they should be getting from their supervisors and what they could learn as potential supervisors one day. Professors teaching supervision courses could add to their current knowledge base. Psychologists who are supervisors can reflect on their experiences and learn to become even more effective in their roles.

Workshop G; Thursday 3/8, 12:30-3:30 pm; Yellow Topaz

Title: **Unstuck: Overcoming Common Challenges in Clinical Care**

Presenter: Kimberly Becker, University of South Carolina

Workshop Description:

The focus of this workshop are events that often pose a challenge to clinical care, including low treatment engagement, crises, and lack of treatment progress. This workshop will showcase research and ideas related to these topics including (a) Managing and Adapting Practice (MAP), an evidence-informed services framework, (b) Modular Approach to Therapy for Children (MATCH), and strategies to enhance engagement. This workshop will include didactics, experiential activities, and case examples.

Learning Objectives:

At the end of this workshop, participants will be able to:

- Describe the array of information sources (i.e., evidence) that can enhance clinical decision-making and service delivery
- Discuss their professional decision-making habits and identify at least one way to increase their use of evidence when making decisions
- Create a method for monitoring treatment progress over the course of care
- Generate options for turning crises into teachable moments during treatment
- Identify and address common treatment engagement challenges

Target Population: The topics presented in this workshop are appropriate for participants from all skill and experience levels. These ideas fit with a variety of theoretical orientations.

Workshop H; Thursday 3/8, 12:30-3:30 pm; Blue Topaz

Title: **The Assessment of Children and Adolescents in Crisis**

Presenter: Christopher Qualls, Emory & Henry College

Workshop Description:

The assessment of children and adolescents who are in crisis is a difficult task for mental health professionals, particularly when these clients are expressing self-injurious ideations. This session will identify specific indicators and risk factors which may be found in the histories and current presentations of children and adolescents that increase their risk for self-injurious actions, including suicide attempts. We will also discuss possible protective factors that reduce the chances of intentional self-injury among children and adolescents. Finally, the workshop will discuss assessment methods and possible treatment decisions for children who present in crisis.

Learning Objectives:

At the end of this workshop, participants will be able to:

- Articulate the characteristics of children and adolescents which make crisis assessments more challenging than with adults.
- Discuss current trends regarding the nature and prevalence of self-injurious behaviors, including suicides, among children and adolescents.
- Identify factors which increase the risk of self-injurious behavior in children and adolescents.
- Identify protective factors which decrease the risk of self-injurious behavior among children and adolescents.
- Discuss the range of treatment options available for children and adolescents who present in crisis.

Target Population: The content of this workshop is particularly important for newly trained clinicians, but also would be a valuable update for experienced clinicians.

Workshop I; Friday 3/9, 9-12 pm; Yellow Topaz

Title: **Behavioral Activation Treatment for Depression**

Presenters: Marlena M. Ryba, Coastal Carolina University
                        David M. Weiss, The Ohio State University

Workshop Description:

This workshop will provide training in the theory, principles, and research supporting behavioral activation (BA), folloWednesday by clinical training on how to implement behavioral activation treatment for depression. Additionally, depression often is complicated by comorbid physical (e.g., obesity, cancer, HIV infection, diabetes) and psychological (anxiety, substance use, smoking, personality disorders) conditions. BA will be presented both as a stand-alone treatment and as an adjunctive intervention that has much to offer toward attenuation of symptoms associated with such coexistent and often chronic conditions. The workshop will include didactic and experiential approaches.

Learning Objectives:

At the end of this workshop, participants will be able to:

- Identify and address patient, therapist, and setting barriers to implementation of behavioral activation.
- Apply behavioral activation strategies for major depressive disorder.
- Adapt behavioral activation to patients with comorbid physical and psychological conditions.
- Implement interventions in various settings (e.g., outpatient, inpatient, medical).

Target Population: Master or PhD level clinicians with some familiarity of CBT or similar empirically support treatments for depression.

Workshop J; Friday 3/9, 9-12 pm; Blue Topaz

Title: **Taking Worthwhile Risks: Courage, Therapy, & Life**

Presenter: Cynthia Pury, Clemson University

Workshop Description:

How can therapists recognize and foster courage in their clients? The didactic portion of the workshop will focus on the current psychological research on courage, including definitions of courage, types of courage, and the process of taking courageous action. Requirements for and cautions about possible courage interventions also will be discussed. In the participatory part of the workshop, attendees will be invited to explore the ways in which existing therapeutic techniques can be adapted to foster courage when needed. Handouts will be provided.

Learning Objectives:

At the end of the workshop, participants will be able to:

- Identify instances in which their clients are behaving courageously and those instances in which courageous behavior would likely be a benefit to the client
- Apply their knowledge of courage to their current therapy practices
- Identify and avoid potential problems with fostering courage in clients
- Create ethically sound treatment plans that involve increasing courage in clients

Target Population: The ideal workshop participant will have at least some experience conducting psychotherapy.

Methodology Workshops

Methodology Workshop 1; Wednesday 3/7, 9-12 pm; Opal 2

Title: **R from Zero: Setup to Statistics**

Presenters: Matthew Turner, Georgia State University
                  Jessica Turner, Georgia State University

Workshop Description:

This workshop gets participants actively using the R statistical system immediately. Installation, setting up additional tools, getting things running, importing data, and example elementary statistical analyses will be demonstrated along with practice time for participants to try these examples out on their own computers (please bring a laptop if you can; software will be available for installation at the workshop). Organizers and TAs will be available to help get you up and running with R if you haven't been able to get things working on your own. Intended for people new to the R software.

Learning Objectives:

At the end of the workshop, participants will be able to:
- Install, set-up, and run the R and RStudio software and load their research data into the system.
- Use specific commands for basic data manipulation and for executing several common statistical analyses in R.
- Identify documentation and help with the processes of doing other analyses as they arise in the participants' research work.
- Describe the differences in data and analysis philosophy between the R system and other statistical software.

Target Population: This workshop introduces a popular, freely-available, software package for the full range of statistical analyses that arise in research. Therefore, anyone with at least some basic introduction to statistics will benefit from the workshop; it should be open to all. However, it will be most beneficial to people with some hands-on experience with actual psychological research and data.

Methodology Workshop 2; Thursday 3/8, 9-12 pm; Opal 2

Title: **Bootstrap Methods in R for Real-World Data**

Presenters: Matthew Turner, Georgia State University
Jessica Turner, Georgia State University

Workshop Description:

This workshop introduces statistical bootstrap methods for psychological research, including fundamental principles and reasoning. It covers non-parametric confidence intervals for situations where intervals are either not well-defined or theoretically challenging (medians, correlations, regression parameters, simulations, etc.). It shows how these methods are defined in the same way across problems and can be surprisingly simple to apply to arbitrary data. It allows researchers to address questions of real interest in research, rather than limiting their questions to textbook examples. All methods will be demonstrated in R, and this system will be introduced in the workshop. Bring a computer to follow along!

Learning Objectives:

At the end of this workshop, participants will be able to:

- Start the R and RStudio software, load software libraries for doing bootstrap analyses, and import data from CSV (Excel) files
- Explain the logic of the bootstrap methods in statistics, and list the specific major principles on which they are based
- Implement a "crude" bootstrap method from scratch in R and use this to get a confidence interval for any standard estimator (median, mean, standard deviation, correlation, and so on)
- Use specific commands from the standard R bootstrap libraries for doing more refined bootstrap analyses (including the bias-corrected accelerated bootstrap)
- Identify the specific features of statistical problems that make them amenable to bootstrap analysis (or not)

Target Population: This workshop should be open to all, including students at any level of training; the only prerequisite is some introduction to elementary statistical methods as usually taught in psychology. It will be of different use to people at different points in their training or careers. Professionals, graduate students and undergraduate students involved with research data analysis will likely receive the greatest benefit.

Invited Speakers for CE credit:

STP Invited Speaker - Lindsay Masland, Appalachian State University
3/7 at 10:30am

CEPO/SEPA Invited Address - Brian McGregor, Morehouse School of Medicine
3/7 at 3pm

SEPA Presidential Address - Rosemary Phelps, University of Georgia
3 /7 at 5pm

Psi Chi Invited Speaker - Bradley Hack, University of North Carolina, Chapel Hill
3/8 at 9:30am

Seigel-Wallston Address - Paul Rozin, University of Pennsylvania
3/8 at 11am

Psi Chi Distinguished Lecture - Ralph Hood, University of Tennessee at Chattanooga
3/8 at 3pm

Rosecrans I - Gary Bennett, Duke University
3/8 at 4pm

Rosecrans II - Anne Cleary, Colorado State University
3/8 at 5pm

CEPO Leadership Institute - Jennifer Friday, Georgia Gwinnett College / Friday Consulting, & Rosemary Phelps, University of Georgia
3/9 at 8am