# Regular CE Workshops

**Workshop 1 (A - Thursday, 3/21 @ 9 am – City Terrace 4)**

*Title*: Chronic Pain: Psychology's role in pain and the opioid crisis

*Presenters*: Nicolle C. Angeli, Ph.D., 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 in the context of the opioid crisis in which many patients with pain are being tapered off of this medication. 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 participants with a better understanding of pain and how to use evidence-based therapy to help patients self-manage pain and improve their lives. 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.
- Demonstrate an understanding of chronic pain in which the Biopsychosocial framework assists with intervention.
- Identify the issues with opioid medications.
- Describe how psychologists fit into the assessment and evidence-based treatment of chronic pain.

*Level*: Introductory

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

*Title*: Multisystemic Therapy: An overview of an Evidence Based treatment and implementation

*Presenters*: Richard J. Aucoin, Ph.D., MST Services and Private Practice

*Workshop Description*:

This workshop will review the history and background of the Multisystemic Therapy (MST) model and MST Services. MST is an internationally recognized evidence-based program for at-risk youth and their families, including treating problem sexual behavior, child abuse and neglect, substance abuse, serious emotional disturbances and chronic health care conditions. The workshop will review the organizational and functional components of running an evidence-based model using MST as an example. Additionally, it will review the structure of what constitutes an MST team/organization. The quality assurance processes involved with the model will be reviewed in detail. Last, a case example will be used to demonstrate the conceptualization of a typical MST case.

*Learning Objectives*:

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

- Describe the history and background of how MST Services was developed
- Discuss and apply the Quality Assurance process of MST Services
- Identify how the MST Services Quality Assurance process could work from startup to implementation in their own practice
- Describe an MST Services approach to a case via a case example

*Level*: Introductory

*Target Population*: Doctoral level and Master's level therapists who have limited knowledge of MST are the target population. Any policy makers or community leaders are also welcome.

**Workshop 3 (G – Friday, 3/22 @ 12:30 pm – City Terrace 4)**

*Title*: The Hangover: Recognizing and Treating Emotional Addiction

*Presenters*: Carleah East, Ph.D., LMHC, S.M.I.L.E. Psychology and Associates & St. Petersburg College

*Workshop Description*:

Emotional addicts are attracted to the highs and lows of a relationship. These attractions interfere with their ability to move forward in their personal lives and impacts their ability to focus professionally.  But, how does this type of intoxication happen?  And how do you treat someone that is stuck in this emotional cycle? Questions like these are more common that you think.  The Hangover: Overcoming Emotional Addiction takes you through the steps of recognizing, dealing and treating those who suffer from emotional addiction.

*Learning Objectives*:

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

- Identify and define emotional addiction and its characteristics
- Identify areas of the brain that are impacted by emotional addiction
- Analyze the impact society has on relationship expectations and standards
- Describe gateway emotions and triggers as they relate to the five senses
- Identify behaviors associated with emotional withdrawal
- Identify healthy and unhealthy relationship habits
- Implement effective coping strategies to assist emotional addicts

*Level*: Introductory

*Target Population*: Open to all

*Title*: The Psychology of Forgiveness: Theory and Application

*Presenters*: Chelsea L. Greer, Ph.D., Spring Hill College

*Workshop Description*:

This workshop will provide a detailed overview of the psychology of forgiveness literature spanning the past two decades. A model of stress-and-coping will be elaborated to help understand unforgiveness as well as evidence-based interventions that promote forgiveness. Instruction will engage participants through didactic, discussion-based, hypothetical case examples, and experiential exercises. The overall goal of this workshop is to educate professionals about the field of forgiveness within positive psychology such that they have the necessary knowledge and tools to apply this information within various work settings.  A handout will include common myths of forgiveness, theoretical models and relevant references.

*Learning Objectives*:

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

- Describe the model of stress-and-coping related to the subjective experience of unforgiveness
- Explain the intrapsychic, physical, spiritual and relational benefits of forgiveness
- Discuss personal and relational factors related to differences in one's process of unforgiveness and forgiveness
- Identify evidence of unforgiveness and stress-related outcomes in clientele
- Apply principles of evidence-based forgiveness interventions to clinical work
- Describe how to apply findings from forgiveness research to college courses and outreach programming

*Level*: Introductory

*Target Population*: Open to all

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

*Presenters*: Lee Hyer, Ph.D., ABPP, Mercer School of Medicine & Georgia Neurosurgical Institute

*Workshop Description*:

Based on a new book of assessment and treatment (Hyer, 2019) 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 using cases. This presentation will be case-based.

*Learning Objectives*:

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

- Describe knowledge, skills, and experience relevant to the 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
- Discuss the application of each of the five domains to clinical cases

*Level*: Introductory

*Target Population*: Professional and graduate level psychologists

**Workshop 6 (I – Saturday, 3/23 @ 9:30 am – City Terrace 4)**

*Title*: Strategies to Improve Clinical Decision-Making

*Presenters*: Jared W. Keeley, Ph.D., Farah Aslanzadeh, M.S., Julia Brechbiel, M.S., & Lisa Yunjung Chung, Virginia Commonwealth University

*Workshop Description*:

There are a number of strategies that clinicians (and human beings) use daily that may affect clinical decisions like diagnostic formulations and treatment plans. While research has dedicated time and effort to understanding the effects of heuristics and biases on clinical judgment, less conversation has centered around how to mitigate their effects and promote accurate decision-making. The purpose of this workshop is to provide learners with didactic knowledge of 1) heuristics that may contribute to biases in clinical judgment, 2) potential strategies for counteracting their effects, and 3) guided practice in strategies to reduce misuse of heuristics and biased decision-making.

*Learning Objectives*:

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

- Describe heuristics and biases that may impact decision-making
- Evaluate sources of decision-making errors in one's own practice
- Describe the current state of research related to possible interventions for debiasing in clinical decision-making
- Apply several debiasing strategies to one's own decision-making processes

*Level*: Introductory

*Target Population*: Open to all

*Title*: Teaching statistics and research design:  Flipping out

*Presenters*: Mike Politano, Ph.D., The Citadel & Robert O. Walton, Ph.D., Embry-Riddle Aeronautical University-WorldWide

*Workshop Description*:

The purpose of this workshop is to present and share ideas that will make teaching statistics/research methodology more rewarding for the student and enjoyable for the instructor. The presenters will address student anxiety issues, look at teaching strategies, suggest an alternate evaluation process that yields a grade while making evaluating students a learning process at the same time, present a completely flipped curriculum with free access to the flipped Power Point (a flipped curriculum can have narrated slides such that students get the lecture before attending the class), look at the emerging importance of effect size, as well as other strategies learned over 30 plus years of teaching this course. Interaction among participants will be encouraged with others contributing techniques they have found helpful.

*Learning Objectives*:

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

- Describe how to create a flipped course structure
- Apply strategies for reducing anxiety among statistics/research methodology students
- Evaluate students in the broader context of overall student learning
- Identify methodologies for evaluating the progress of students

*Level*: Introductory

*Target Population*: The workshop is directed toward those who teach either statistics and/or research methodology at either the undergraduate or graduate level.

*Title*: Grab Their Attention: Instructional Design for Learner Engagement

*Presenters*: Deborah South Richardson, Ph.D., Augusta University

*Workshop Description*:

This workshop will review principles of effective instructional design and engage participants in planning techniques and activities to enhance learner engagement. The workshop will model practices that engage learners and that can be applied in participants' teaching context. At the end of the workshop, participants will have a set of resources and guidelines as well as a plan for incorporating active and engaged learning activities in the learning experiences they design. The principles and procedures covered in this workshop could be used by any professional who designs learning experiences – for undergraduate or graduate students, for clients, or for public audiences.

*Learning Objectives*:

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

- Identify teaching and learning activities that will engage students in their learning
- Create a plan for incorporating active learning as an instructional strategy
- Describe the foundational principles of course design for student learning
- Identify low-stakes assessments that provide effective feedback for student learning
- Describe the links among learning outcomes, assessment and feedback, and teaching and learning activities

*Level*: Introductory

*Target Population*: There are no specific requirements for participants. It should be open to any professional, student, or faculty member who serves as an educator of students, colleagues, or the public.

*Title*: Just add passport: Showing students the world

*Presenters*: M. Katrina Smith, Ph.D., & Cheryl L. Brown, Ph.D., Reinhardt University

*Workshop Description*:

We frequently hear about high-impact teaching practices such as travel abroad programs. Taking students around the world requires more than just a passport. In this workshop, we will share our experience and research on designing travel abroad programs that are effective in building programs, promoting interdisciplinary connections, and linking our college students to community members. The purpose of this workshop is to help faculty or members of organizations learn to design, plan, and execute effective travel abroad programs. Topics addressed include how to build teams that function well, prepare travelers for the challenges of international travel, and create meaningful educational experiences.

*Learning Objectives*:

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

- Identify, highlight, and assess the benefits of travel abroad in student or staff development
- Discuss how to build interdisciplinary, intergenerational travel teams
- Describe how to design a coherent set of courses that support a variety of high impact teaching practices
- Explain the challenges that students and community members face during international travel

*Level*: Introductory

*Target Population*: This program is designed for all skill levels and for any faculty interested in leading travel abroad experiences. The workshop should appeal to those that have never traveled with students as well as experienced trip leaders. It may also appeal to individuals in organizations where international travel and global communication is important for employees.

**Workshop 10 (J – Saturday, 3/23 @ 9 am – City Terrace 5)**

*Title*: Adult ADHD: Controversies & Current Practices

*Presenters*: Anne Ellison, Ed.D., University of South Carolina, Aiken

*Workshop Description*:

Attention deficit/hyperactivity disorder (ADHD) is a neurodevelopmental disorder where approximately 45 to 85% of children show persistence into adulthood (Barkley & Fischer, 2016). Estimates suggest that 1.5 to 2.0% of adults have ADHD, where severity of childhood symptoms, comorbidities, impulsivity and emotional dysregulation appear related to persistence (Geffen & Forster, 2018). This workshop explores evidence-based practices for diagnosing and treating adult ADHD. Goals are to inform attendees on longitudinal outcomes, comorbidities, neurodevelopmental and structural anomalies, emotional dysregulation and behavioral impulsivity, and pharmacological and non-pharmacological strategies for treating ADHD. The instructional approach is didactic with case study examples and handouts.

*Learning Objectives*:

At the end of this workshop, participants will be able to:
- Describe longitudinal outcome studies of adults first diagnosed with ADHD in childhood including comorbidities and associated features
- Describe neural mechanisms associated with ADHD including "bottom-up" and "top-down" processes involved in regulating intense emotions and inhibiting reactive responses
- Describe the symptom presentation and diagnostic criteria
- Identify controversies surrounding "adult onset" ADHD and the dimensional nature of the symptoms
- Discuss the benefits and adverse effects of pharmacological treatments for adult ADHD
- Describe treatment plans using evidence-based pharmacological and non-pharmacological strategies for treating adult ADHD

*Level*: Introductory

*Target Population*: Open to all.

# Methodology Workshops

*Title*: Beginners Meta-analysis

*Presenters*: Tirza Leader, Ph.D., Georgia Gwinnett College

*Workshop Description*:

Meta-analysis is a systematic review technique used to combine quantitative results from the population of collected research. The math is fairly simple, but the real work, as in most research, is in the design. This half-day seminar provides attendees with an introduction to Rosenthal and Rubin's meta-analytic design as compared to other review techniques. Attendees will learn how to operationally define variables, identify appropriate articles, and extract data, and will complete a meta-analysis together. Students of all stages of graduate and post-graduate work are welcome. Participants should come prepared with a laptop.

*Learning Objectives*:

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

- Describe the differences between meta-analysis and good narrative review
- Identify the components of good meta-analytic design
- Explain how to calculate primary statistics of meta-analysis (central tendency, variability, fail-safe number, moderators)
- Demonstrate understanding of these concepts through practical application

*Level*: Introductory

*Target Population*: Participants should have at minimum an understanding of basic statistics, especially in regards to significance tests and correlations.

**Methodology Workshop 2 (Thursday, 3/21 @ 9 am – City Terrace 7)**

*Title*: Linear Models in R

*Presenters*: Jessica A. Turner, Ph.D. & Matthew D. Turner, Ph.D., Georgia State University

*Workshop Description*:

This workshop enables participants to actively use the R system to apply common statistical modeling methods. Bring a computer! Software will be available for installation at the workshop and there will be time for hands-on work. Installation, setting up additional tools, getting things running, importing data, and example elementary statistical analyses will be demonstrated in the first half of the workshop; the second half will be setting up regressions, ANOVAs and other simple linear models in R.

*Learning Objectives*:

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

- Install, set-up, and run the software and load their research data into the R system
- Describe how to use specific commands for basic data manipulation and for executing several common statistical analyses in R
- Identify basic linear models in the R system, and evaluate the results
- Discuss how to find documentation and help with the processes of doing other analyses as they arise in the participants' research work

*Level*: Introductory

*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 3 (Friday, 3/22 @ 9 am – City Terrace 7)**

*Title*: Graphics in R for Research and Publication

*Presenters*: Matthew D. Turner, Ph.D., & Jessica A. Turner, Ph.D., Georgia State University

*Workshop Description*:

Stop using Excel to make mediocre graphs for your papers! Bring your computer to this workshop and learn how to use the free software R to do a much better job! We cover basic procedures for making the figures and plots most used in psychological research and provide extensive examples for you to take and use later. Time in the workshop will be provided to try examples on your own. Special attention will be given to making PUBLICATION QUALITY figures for submission to journals following their requirements. Software will be available for installation.

*Learning Objectives*:

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

- Explain what the three basic graphics systems in the R software are, how they differ, and how to get more information about each of them online
- Describe how to use R commands to quickly make graphs and figures for daily use in research
- Describe how to use R commands to annotate/label, resize, rescale, and otherwise improve figures for use in professional publications
- Export graphs from R in a variety of formats to meet requirements of journals
- Explain and use the basic workflow to get data into R from CSV (comma separated value) files, organize it for analysis, and then use this for graphs (and some basic statistics)

*Level*: Intermediate

*Target Population*: This workshop introduces a popular, freely-available, software package for the making of simple to complex statistical and data graphics. 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. Some introductory material on R will be presented to get newcomers to a point where they can follow along, but it will not be as introductory as other workshops on R.