

Regular CE Workshops

Title: Working with Muslim Clients: A Basic Primer

Presenter: Anisah Bagasra, Ph.D., Kennesaw State University

Length: 3 hours (3 credits)

Workshop Description:

This workshop will provide counselors, researchers, students and other professionals in the field of psychology with basic knowledge of Muslim beliefs, attitudes and common social norms that often impact willingness to seek help. There is a great deal of misconceptions, misinformation, and increasing Islamophobia that shape perceptions of Islam and Muslims, and therefore your success as a culturally competent practitioner. The goal of this workshop is to discuss major Islamic worldviews, social norms, and common concerns of the Muslim community that can impact your ability to effectively engage and communicate with Muslim clients, colleagues, and students. The goal of the workshop is to provide you with information that reduces implicit bias and increases your level of comfort serving this diverse population.

Learning Objectives:

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

- Identify existing misconceptions about Islam and Muslims that may influence your own beliefs and attitudes towards the Muslim population, and how these may impact your professional interactions.
- Describe common Muslim worldviews as they relate to perceptions of mental illness, attitudes towards various treatment options, and typical help-seeking behaviors.
- Compare common Muslim worldviews to your own expectations about illness and wellness and courses of action.
- Identify common Muslim social norms and discuss how these social norms may impact your standard interactions and behaviors in the therapeutic setting.

Level: Introductory

Target Population: Open to all.

Title: Clinician Safety: Prevention and management of violence in your practice

Presenter: Julie S. Costopoulos, Ph.D., Florida Institute of Technology

Length: 2 hours (2 credits)

Workshop Description:

Research suggests that more than half of clinicians have personally experienced violence in the workplace (Bride et al., 2015) and 75% of injurious assaults committed by inpatients were against staff (Staggs, 2015). Even students with an interest in forensic work are rarely trained in safety and conflict resolution (Burl, et al., 2012; Costopoulos & Jones, in progress). This workshop will fill these educational gaps, and present direct content on safety prevention and training, de-escalation, and review resources to be used in your own practice or educating future clinicians.

Learning Objectives:

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

- Identify sources of physical safety risks in your clinical environment,
- Describe appropriate boundary setting for risk prevention,
- Discuss cues of escalation and methods to de-escalate.

Level: Intermediate

Target Population: Open to all.

Title: Making a Difference: Breaking the Intergenerational Cycle of Foster Care Through Baby Court Team

Presenters: Amy Dickson, Psy.D., LSU Health Sciences Center
Sebastian Del Corral Winder, Psy.D., LSU Health Sciences Center
Amy E. Rinner, Psy.D., LSU Health Sciences Center

Length: 3 hours (3 credits)

Workshop Description:

Attendees will learn the core components of a Baby Court Team, what makes a successful team and how this breaks the intergenerational cycle of trauma and foster care. The team will share vignettes and address common pitfalls while citing relevant research including research from our team. A power point presentation will be used with some videos. Brief handouts and group discussions will be included to help attendees successfully address challenges in working with the court system. Time for Q&A will be allotted.

Learning Objectives:

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

- Identify the core components of a successful Baby Court Team.
- Describe how to start a Baby Court Team, common pitfalls, and how to navigate systems to increase the team's success.
- Discuss the various techniques that increase the success rate of the families who work with the Baby Court Teams.
- Describe relevant research that impacts foster care children and their caregivers and how to use that research to optimize success with these families.
- Identify diversity factors that impact the Baby Court Team work and ways to navigate them to create culturally-informed services to families and children.

Level: Introductory

Target Population: Open to all.

Title: Anxiety in Young Children: A Review of Assessment Approaches and Evidence-Based Interventions

Presenter: Brian Fisak, Ph.D., University of Central Florida

Length: 3 hours (3 credits)

Workshop Description:

The purpose of this workshop is to provide an overview of evidence-based assessment and intervention strategies for anxiety and related disorders in preschool-aged children. An overview of the current research literature in regards to treatment and prevention strategies will be discussed. This includes a description of existing programs and a discussion of specific intervention strategies for clinicians working with anxiety in young children. Further, the workshop will include a discussion of assessment and outcome measures available to clinicians interested in working with anxious preschool children. Finally, nosology, prevalence, and etiology of preschool anxiety will also be briefly addressed.

Learning Objectives:

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

- Describe existing treatment options for preschool anxiety and related disorders and the status of the research on the effectiveness of these approaches.
- Discuss approaches designed to prevent anxiety in preschool-aged children and the status of the research in regards to the effectiveness of anxiety prevention.
- Identify assessment strategies commonly used to assess anxiety and related disorders in preschool-aged children.
- Describe the nosology, prevalence, and etiological factors commonly associated with anxiety in preschool-aged children.

Level: Intermediate

Target Population: Open to all

Title: Psychopharmacology: Physiological actions and interactions

Presenters: Lauren A. Fowler, Ph.D., University of South Carolina School of Medicine
Sharon M. Pearcey, Ph.D., Kennesaw State University

Length: 3 hours (3 credits)

Workshop Description:

The Center for Disease Control reports that 2.9 billion drugs were ordered by physicians in 2016 with antidepressants as one of the most frequently prescribed medications (CDC, 2019). Additionally, approximately 24% of the population take three or more prescription drugs daily (CDC, 2019). Using a didactic approach, the facilitators will address the mechanisms of action and most salient interactions for commonly prescribed antidepressants and anxiolytics. This workshop will include a history of the psychopharmacology, pharmacodynamics, and pharmacokinetics related to these drugs, as well as information regarding the clinical efficacy of these medications. Key drug-drug interactions including commonly used recreational drugs will be discussed. References for further information will be provided.

Learning Objectives:

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

- Describe the history of psychopharmacology as it relates to the development of antidepressants and anxiolytics
- Identify the major types of drugs prescribed to treat depression and anxiety
- Describe the pharmacodynamics and pharmacokinetics of each drug class
- Discuss the main interactions associated with each class of drug discussed

Level: Introductory

Target Population: Open to all

Title: Psychotherapy Training of Psychiatry Residents and the Interface with Psychologists

Presenter: Lee Hyer, Ph.D., ABPP, Gateway Behavioral Health and Mercer School of Medicine

Length: 3 hours (3 credits)

Workshop Description:

The training of psychotherapy is complex. It involves the nuance of psychotherapy application, competencies and limits, as well as a dosing of emotional intelligence (know your own beliefs, be mindful, focus the attention on someone else, know the basics of transference and countertransference, develop empathy and intuition and others, among others). With psychiatrists in training, this training interacts with the not-so-subtle dance of medication and health needs of a patient in stress. Two psychiatrists in training will discuss their core psychotherapy learning. The workshop will present core psychotherapies considered necessary and sufficient for training psychiatrists, the nuances of their interaction with psychologists, and frustrations in this process. Issues will be illustrated through case-based examples.

Learning Objectives:

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

- Describe four core psychotherapies and their role in training psychiatrists.
- Describe what is currently being taught in psychiatry residency programs about psychotherapy in general, and information on evolving changes in the field
- Discuss how psychiatrists must have a firm grasp of medications as well as principles of psychotherapy in the context of increasingly effective and evidence-based psychotherapies.
- Discuss the nuance of psychotherapy application, competencies and limits, as well as the role of emotional intelligence in psychotherapy training in the context of the medical model.

Level: Intermediate

Target Population: Open to all

Title: The Mental Health of Youth After COVID -19

Presenter: Natalie Kemp, M.A., LPA, University of Mount Olive

Length: 1 hour (1 credit)

Workshop Description:

Overwhelming COVID-19 restrictions have led many people to feel scared, frustrated and isolated. These restraints can have a huge impact on the mental health and development for children and young adults who are trying to create their identity, maintain healthy peer relationships and make decisions about their future. This didactic and interactive seminar will address these developmental milestones and offer creative ways that adults can support positive interactions, and help students navigate through these difficult and uncertain times.

Learning Objectives:

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

- Describe current perceptions about the mental health status of children and young adults by examining current statistics and data
- Identify classic developmental milestones and stages and how they are impacted by the pandemic
- Describe what healthy peer relationships should look like and identify alternative ways that students can create intimacy even if they are social distancing
- Discuss how providers and families can support positive interactions despite attitudes towards restrictions
- Describe how to create realistic plans for the future with children and their families and put preventative plans in place with practical tools to navigate through tough times that will arise in the future

Level: Introductory

Target Population: Open to all

Title: Autism-as-Culture and Autistic College Students

Presenter: Lydia Qualls, Ph.D., Virginia Institute of Technology

Length: 2 hours (2 credits)

Workshop Description:

The purpose of the workshop is to provide an alternative framework for working with Autistic college students. Attendees will first be introduced to the challenges of Autistic college students, and how these problems may be handled by traditional therapy methods. The presenter will then introduce the concept of Autism-as-Culture, which presents an alternative to the medical model of Autism Spectrum Disorder, and how this understanding of Autism can be applied to working with Autistic college students. The workshop will consist of one hour of didactic presentation and one hour of presenting case studies and discussion. Handouts of the PowerPoint will be distributed to attendees.

Learning Objectives:

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

- Describe barriers faced by Autistic students in college
- Describe the three main principles of Autism-as-Culture
- Describe ways that the view of Autism-as-Culture is best used to support Autistic college students
- Describe treatment outcomes of this model as illustrated by case studies

Level: Introductory

Target Population: Open to all

Title: The Traumatic and Ongoing Legacy of Slavery and Racism

Presenter: Emily Smith Schafer, Ph.D., University of South Carolina

Length: 2 hours (2 credits)

Workshop Description:

This interactive workshop will present research and evidence of the lasting traumatic impact of slavery and racism in the United States. Types of trauma, toxic stress, and ACEs will be introduced briefly as context for connecting the long-term impacts of racial oppression to the growing field of neuropsychology and brain development. This foundational understanding will provide the jumping off point for a discussion of the historical trauma of slavery and the complexity of its entanglement with the ongoing traumatic experience of racial oppression today. We will close this heavy topic with self-care suggestions.

Learning Objectives:

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

- Describe the traumatic nature of the toxic stress of racism for people of color in the United States.
- Identify the potential mental and physical health symptoms correlated with this trauma.
- Connect these symptoms to the disrupted brain development and function that results from toxic stress.
- Apply and recommend self-care tools or behaviors to cope and build resilience.

Level: Introductory

Target Population: This course is open to all who have a basic familiarity and awareness of the historical trauma of chattel slavery in the US and presumes an understanding of systemic oppression and the interwovenness of white supremacy in the fabric of this country.

Title: Unleashing the power and potential of Gen Z

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

Length: 3 hours (3 credits)

Workshop Description:

Representing the vanguard of Gen Z, public figures like Greta Thunberg, Amanda Gorman, and Naomi Osaka defy the status quo. This is a generation of around 74 million that has always faced challenges -- babies during 9/11, hitting their teens during the 2009 collapse, and graduating high school during a pandemic. They are now stepping into early adulthood. Practitioners, employers, and faculty need to understand them. In this workshop, faculty and practitioners will gain valuable insights about this group to help them connect more effectively. Employers will learn how to recruit, retain, and develop the best talent from this generation.

Learning Objectives:

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

- Identify the defining characteristics of Gen Z and be able to generate examples of the unique features of this generational cohort so that they may better meet their educational, workplace, or therapeutic needs.
- Describe the cultural norms of Gen Z relative to other generational cohorts, like Boomers, Gen X or Millennials.
- Discuss the value of understanding the strengths and challenges of Gen Z to promote the inclusion of their unique perspectives into a variety of settings
- Describe strategies for more effective communication that are responsive to the unique communication style of Gen Z.
- Identify a strategy to increase the success of Gen Z in the classroom, workplace, or therapeutic setting based on a synthesis of information about this generational cohort.

Level: Introductory

Target Population: Open to all.

Title: Building Better Brains: Buffering the Effects of Toxic Stress Through Positive Adult Connections

Presenters: Kim Zlomke, Ph.D., University of South Alabama
James “Tres” Stefurak, Ph.D., University of South Alabama

Length: 3 hours (3 credits)

Workshop Description:

In the absence of protective relationships, toxic stress in childhood impacts an individual's well-being across the life time. This 3-hour workshop will provide an overview of the state of neuroscience and effects of toxic stress on brain development, engage participants in hands-on interactive learning with the “Brain Architecture Game”, and provide strategies on becoming trauma informed professionals. The Brain Architecture Game is an interactive experience designed to enhance understanding of the science of early brain development and its impact on children and communities. Participants will work in teams to “build” a brain while gaining insight into how various early experiences affect brain development.

Learning Objectives:

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

- Identify young children’s brain architecture and the elements that support their brain development
- Describe strategies to foster back-and-forth interactions with children
- Discuss brain-based learning and how to engage children in activities that support brain development and learning
- Describe principles of trauma-informed intervention and trauma-informed care systemic practices that may reduce retraumatization of clients and/or vicarious traumatization of providers.

Level: Introductory

Target Population: Open to all.

Title: A Class in Race Relations that had a Very Positive Impact

Presenter: Peter Kranz, Ph.D., University of Texas Rio Grand Valley

Length: 1 hour (1 credit)

Workshop Description:

The author presents suggestions for enhancing a university course in race relations. These approaches were used in a series of classes offered at a state university in the southeastern United States during a historical period of notable racial tension. This course provided a supportive arena for personal questioning, student interaction, and positive change. Even 20 years later, former students reported that experiential components, such as living with a family of another race, were powerful instruments in self-growth, development, and racial understanding. Many reported this class as the basis of profound life-long positive changes in racial attitudes.

Learning Objectives:

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

- Describe experiential techniques to facilitate students' personal and professional racial growth
- Identify three strategies to help students feel comfortable in exploring their relations, attitudes, perceptions, and feelings regarding race

Level: Introductory

Target Population: Open to all.

Title: Creating a Local Mental Health Information Resource

Presenters: Michelle Lange, Psy.D., Christopher Newport University
Remy Fontaine, B.S., Christopher Newport University

Length: 2 hours (2 credits)

Workshop Description:

Mental healthcare is not one-stop shopping, and often there is a lack of easily accessible information about which resources are appropriate for different circumstances. Learn how to create a comprehensive resource with not only the answers to FAQs, but to the questions patients and other community members do not always know to ask. The presenters will share their process of creating a mental health information resource for a university community, though considerations from our process are also transferable to other communities and care settings. We will cover seeking buy-in, designing resources, inclusive collaboration, accessibility considerations, key information to provide, and lessons learned.

Learning Objectives:

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

- Identify and distinguish between the functions of various resources for mental health concerns and related issues.
- Identify key considerations for creating a comprehensive mental health services resource for a targeted community.
- Articulate a pitch for the value of creating a comprehensive mental health services resource for a targeted community.
- Identify constituents and strategies for inclusiveness in creating a comprehensive mental health services resource.

Level: Introductory

Target Population: Open to all.

Title: Integrating Psychological Care into a Medical Practice: Expanding Patient Centered Whole-Person Care

Presenter: Stephen Lupe, Psy.D., The Cleveland Clinic and Case Western Reserve University

Length: 2 hours (2 credits)

Workshop Description:

This workshop will help clinicians understand the different models of integrated care, behavioral health's unique contribution to health care, how to establish an integrated practice, and current challenges facing integrated care (e.g., tele-psychology). It will discuss the establishment of an integrated care practice in primary and specialty care and the differences and pitfalls between the two. It is hoped by the end of the presentation that participants will be able to understand different models of integrated care and be able to discuss methods for integrating behavioral health into a medical practice.

Learning Objectives:

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

- Identify the different models of integrated care.
- Describe some of behavioral health's unique contributions to improving health and quality of life of patients in a medical practice.
- Discuss common legal and regulatory difficulties encountered with the spread of tele-psychology and how these apply to integrated care.
- Identify methods for improving success of an integrated care practice.

Level: Introductory

Target Population: Open to all.

Title: Adaptive Mentoring of Undergraduate Research

Presenters: Maureen Vandermaas-Peeler, Ph.D., Elon University
Sabrina Thurman, Ph.D., Elon University

Length: 2 hours (2 credits)

Workshop Description:

Considering collective traumas like the coronavirus pandemic and systemic inequalities, how can undergraduate research mentors respond adaptively to personal and professional uncertainties while considering students' unique identities and project-related goals? In this reflective, constructive workshop, we will examine evidence-based mentoring practices and models, apply them to cases, and consider participants' own mentoring contexts and capacities. Workshop materials will describe foundational mentoring practices, including instrumental, psychosocial, and relational approaches; and mentoring models that move beyond a one-to-one hierarchy and include developmental constellations, co-mentoring, scaffolded apprenticeships, and communities of practice that support and extend students' and mentors' learning and development.

Learning Objectives:

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

- Describe the individual, institutional, and societal benefits when evidence-based mentoring practices and models are used within varied higher education structures and systems.
- Identify adaptive undergraduate research mentoring strategies that build individual and collective resilience during challenging social and global contexts.
- Describe challenges in implementing different mentoring practices and models within diverse educational and social communities and wider environments.
- Identify professional development opportunities and resources available to support high-quality undergraduate research mentoring to maximize students' learning and development.

Level: Introductory

Target Population: The target population for this workshop is anyone who is currently involved in mentoring undergraduate research (UR) in higher education, including faculty, staff, and graduate students, or those interested in mentoring UR in the future.

Title: Intercultural Competence: Activities and Dialogues

Presenter: Virginia Wickline, Ph.D., Georgia Southern University

Length: 2 hours (2 credits)

Workshop Description:

An imperative for today's college graduates, intercultural competence involves knowledge, skills, and attitudes. This workshop helps you present intercultural competence to students, elevating its importance for a 21st century skills toolkit. Drawing on intercultural competence theory (e.g., Deardorff, 2011) and the presenter's research (Wickline, 2012; Wickline et al., 2019, 2021), we will define intercultural competence, experience several activities interactively, and discuss competence-based activities and assignments. Building these resources into your courses will help students become more aware of their own and others' cultures, more skilled at interacting with others, and more empathetic to individuals from diverse cultural backgrounds.

Learning Objectives:

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

- Describe the three domains of intercultural competence (knowledge, skills, awareness/caring).
- Discuss how privilege and ethnocentrism create barriers that thwart intercultural competence in a professional or educational setting.
- Describe experiential learning activities in a college classroom setting.
- Identify how to initiate an effective, ethically-informed program of small-group dialogues and shared cultural experiences between domestic students and/or domestic and international students.

Level: Introductory

Target Population: Open to all.

Methodology Workshops

Title: Modeling longitudinal growth using latent growth curve modeling and multilevel modeling

Presenter: Craig Marker, Ph.D., Mercer University

Length: 2 hours (2 credits)

Workshop Description:

This workshop is designed to highlight recent methodological advances in the analysis of longitudinal psychological data using structural equation modeling (SEM) and multilevel modeling. The training is intended for faculty, postdocs and advanced graduate students who have some familiarity with SEM. Course materials include basic readings on the fundamental theoretical issues in contemporary longitudinal data analysis, lecture notes and programming scripts for Mplus and SPSS. Participants should also have access to general statistical software, such as R and SAS, that can be used for data manipulation, summary statistics, and plotting.

Learning Objectives:

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

- Identify the practical applications for latent growth curve modeling using psychological data.
- Describe potential statistical models used for longitudinal analysis
- State the typical requirements for longitudinal models using latent growth curve models
- Describe how to apply syntax in Mplus or SPSS to build growth models
- Identify relevant differences between latent growth curve modeling and multilevel models.

Level: Intermediate

Target Population: This presentation is intended for graduate students, postdocs, and faculty who have a basic familiarity with structural equation modeling.

Title: Using Qualitative Techniques to Reduce Bias in Quantitative Research

Presenters: Katarina Swaringen, M.A., Texas Tech University
Hannah Snidman, M.A., Texas Tech University
Lindsay Greenlee, Ph.D., Texas Tech University

Length: 1 hour (1 credit)

Workshop Description:

Bias exists in all facets of research, from study design and data collection, to written reports and conclusions. While qualitative researchers often engage in practices that identify and acknowledge biases, quantitative research methods do not offer comparable techniques. Often, quantitative researchers assume that bias is harmful and unavoidable. While bias may be inevitable, this workshop pulls back the curtain on the ‘dirty little secret’ of researcher bias and bridges the gap between qualitative techniques and quantitative researchers. Workshop participants will leave with an understanding of the qualitative skills of reflexivity and positionality, with an emphasis on implementing these skills quantitatively.

Learning Objectives:

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

- Identify personal demographics and/or social identities that could generate bias throughout the research process
- Identify the practical applications of analyzing personal biases prior to working with marginalized populations
- Describe how to create positionality statements for private and/or publication use
- Identify the professional, personal and ethical issues related to including positionality statements in publications
- Apply traditionally qualitative practices to quantitative research contexts
- Describe how reflexivity can reduce bias when working with marginalized populations

Level: Introductory

Target Population: Open to all. This workshop will be most beneficial for quantitative researchers, especially those who have in the past or plan to conduct research with marginalized populations.

Invited Speaker Learning Objectives

***Title:* “My OB Said it Was OK to Drink!” How Longitudinal Research on Prenatal Exposure Changed Clinical Practice.**

Presenter: Claire D. Coles, Ph.D. Emory University School of Medicine

Learning Objectives

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

- Identify the scientific contributions of longitudinal and cross-sectional research in prenatal development.
- Describe research on effects of prenatal exposure to alcohol and drugs on development.
- Identify developmental outcomes associated with prenatal exposure to alcohol and drugs.

***Title:* Re-imagining Education: A View from the Science of Learning**

Presenter: Kathy Hirsh-Pasek, Ph.D, Temple University

Learning Objectives

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

- Describe the science behind how children learn and what children learn
- Identify ways in which learning principles can be integrated into classrooms and community settings to improve educational outcomes
- Discuss how to apply science-based learning principles to your own work

***Title:* Optimizing Cognition through the Lifespan: An Ecological Approach**

Presenter: Elizabeth A. L. Stine-Morrow, University of Illinois

Learning Objectives

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

- Identify normative patterns of cognitive aging.
- Describe the difference between training and engagement approaches to cognitive enrichment.
- Define transfer and alternative approaches to measurement.

Title: You Must Remember This: Engaging Ways to Teach the Science of Memory and Why You Should

Presenter: Michelle Miller, Ph.D., Northern Arizona University

Learning Objectives

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

- Describe major areas of resistance to and misconceptions about emphasizing memory in teaching and how they can be addressed
- Explain the reasons why understanding memory is an important metacognitive skill for college students
- Identify active learning exercises for building memory that are appropriate for their own disciplines and teaching modalities (e.g., online, face-to-face, hybrid)
- Describe ways to incorporate retrieval practice and low-stakes testing into their teaching