

The Raymond D. Fowler Continuing Education Program

The Southeastern Psychological Association is committed to a full program of continuing education for its members and for other interested colleagues. Workshops are open to all registered attendees of the SEPA meeting. Each workshop description details the intended audience. Students may register to attend workshops without endorsement of a faculty member.

This year SEPA is offering a variety of workshop topics that vary from one to six hours in length. For professionals, the cost for the three-hour workshops is \$60.00, the cost for two-hour workshops is \$40.00 and the cost for one-hour workshops is \$25.00. The cost for six-credit methodology workshops is \$75.00 and the two-credit methodology workshop is \$30.00. Continuing Education credit also will be offered for presentations by certain Invited Speakers. Each of these sessions will offer one hour of credit for a fee of \$25.00. **Although any registrant may attend these one-hour sessions, a Continuing Education Certificate will be awarded only to those attendees who make payment and submit an evaluation form.**

Checks will be accepted for registration until February 11, 2023. Names and email addresses must accompany all checks, or they will be mailed back to the sender. Payment may also be made via Visa, MasterCard, Discover and American Express by using our online payment system. Final deadline for payment is February 11, 2022. Please send all correspondence to SEPA c/o The Citadel Psychology Department 171 Moultrie Street, Charleston, SC 29409.

The Southeastern Psychological Association (SEPA) is approved by the American Psychological Association (APA) to sponsor continuing education for psychologists. The Southeastern Psychological Association maintains responsibility for this program and its content.

Thursday, April 6, 2023

Workshop A – 8:30 – 10:30 am, Bayside C

Title: Providing trauma informed care to rural populations: Special considerations

Presenters: Anandi C. Ehman, Ph.D., St. Mary's College of Maryland
Marcela Weber, Ph.D., University of Arkansas for Medical Sciences

Length: 2 hours (2 credits)

Workshop Description:

Working with trauma survivors in rural settings often presents clinicians with unique challenges. Common therapeutic issues, such as safety planning and access to care, may be compounded for survivors in these isolated areas. Moreover, ethical decisions, such as mandated reporting,

may be especially complex in small, close-knit, communities. Such challenges are particularly pronounced among individuals with intersectionally minoritized identities (e.g., BIPOC, LGBTQ+). This workshop will involve a didactic presentation, then case examples for attendees to discuss, surrounding adaptations clinicians can make when providing evidence-based care to rural trauma survivors, using an intersectional lens.

Learning Objectives:

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

- Name two or more potential solutions to common ethical challenges to mandated reporting in tight-knit rural communities
- Describe models of care that minimize common barriers to therapy attendance in rural settings
- Identify one or more specific barriers faced by intersectionally minoritized rural trauma survivors
- Identify methods for adapting procedures of care (e.g., informed consent processes, appointment scheduling, fees) to address the unique needs of survivors in rural communities
- Describe two or more potential strategies for effective firearm and domestic violence safety planning in pro-gun communities
- Create a plan for identifying virtual and local resources to facilitate support systems for rural trauma survivors, particularly minoritized survivors.
- Name one or more risk factors and solutions to professional isolation and burnout occurring when working in rural settings.

Level: Introductory

Target Population: The target population for this workshop would be graduate students and clinicians seeking additional training in providing evidence-based care to trauma survivors in rural communities from an intersectional perspective. Some background training in evidence-based care, specifically for trauma survivors, would be beneficial (though it is not required).

Workshop B: Methodology Workshop 1 – 9:00 am – 12:00 pm & 1:00 – 4:00 pm; Bayside A

Title: How to write a case study in cross-cultural contexts

Presenters: Ramona Bullik, Ph.D., Bielefeld University
Barbara Keller, Ph.D., Bielefeld University

Length: 6 hours (6 credits)

Workshop Description:

The workshop will give you an introduction how to analyze extensive qualitative material (narrative interviews), find research questions and form this into a case study. Thereby, we rely on the experience of the longitudinal research project on adult religious development, using material from an extensive sample, which includes US as well as German interviews and, moreover, survey data—from up to 3 timepoints. We will show you how to use software for qualitative analysis to create a coding guideline that will give you structured access to your material.

Learning Objectives:

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

- Identify a research question that fits their overall goal but which also pays tribute to the material they have
- Describe the basics of using a software for qualitative data analysis
- Discuss how to create their own coding guideline or how to implement top-down categories
- Describe how to triangulate different kinds of data and how to make those fruitful for their own research question

Level: Introductory

Target Population: The workshop is generally open for all. Some experience in qualitative research would be useful.

Workshop C – 9:00 am – 12:00 pm, Bayside B

Title: Islamic religious and spiritual competencies for clinical practice

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

Length: 3 hours (3 credits)

Workshop Description:

This workshop will provide professionals with basic knowledge of Islamic beliefs, attitudes and common social norms that often impact willingness to seek help, conceptions of mental health, and attitudes toward treatment options. The goal of this workshop is to discuss major Islamic worldviews, social norms, and common concerns of the Muslim community that can impact the ability to effectively engage and communicate with Muslim clients, colleagues, and students. The workshop will provide participants with information that reduces explicit and implicit bias,

increases level of comfort serving a diverse Muslim population, and develop effective communication related to religious beliefs, attitudes, and behaviors.

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.
- Describe tools that can be used to discuss religiosity and the role of spirituality for the Muslim client.
- Apply this knowledge to hypothetical situations provided in the workshop.

Level: Introductory

Target Population: The target population for this workshop is psychologists in clinical practice, counselors, clinical and counseling graduate students, and other professionals. This will also benefit professors who train students in cultural competency or multicultural counseling, or working with refugee and immigrant populations.

Workshop D – 9:00 am – 12:00 pm, Rhythms III

Title: Suicide assessment is a risky business: Evidence-based practices to increase the odds of positive outcomes

Presenter: Allison B. Ventura, Ph.D., University of Florida

Length: 3 hours (3 credits)

Workshop Description:

Assessing and evaluating suicidal behaviors with a person in crisis is a risky business, both for the clinician and the person. Suicide-specific assessment of a patient's suicidal risk has been based on a medical model and not well understood. However, there are now evidence-based protocols and interventions to guide clinicians on how to directly target suicide risk and reduce suicidality. This workshop will focus on Dialectical Behavior Therapy (DBT) and the Collaborative

Assessment and Management of Suicidality (CAMS) suicide protocols. This is a didactic-based workshop presenting up-to-date research and evaluation protocols taught with case examples.

Learning Objectives:

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

- Describe the limits of the traditional medical model approach to suicide
- Discuss modern, evidence-based developments in suicide risk assessment
- Identify important clinical shifts in how to formulate and approach suicide assessment
- Identify how the Dialectical Behavior Therapy (DBT) model can inform clinical guidelines for suicidal behavior
- Describe how the Collaborative Assessment and Management of Suicidality (CAMS) protocol can be utilized as a tool to target suicidal behaviors
- Describe treatment strategies when working with crisis and suicide behaviors

Level: Intermediate

Target Population: This workshop is appropriate for graduate and doctoral psychology students, as well as for licensed psychologists (i.e., open to all interested in assessment of suicide).

Workshop E – 11:00 am – 12:00 pm, Bayside C

Title: Job crafting: How can work be more meaningful?

Presenters: Shanker Menon, Ph.D., University of North Florida
Lakshmi Narayanan, Ph.D., University of North Florida
Cathy Dunn, Ph.D., St. Leo University

Length: 1 hour (1 credit)

Workshop Description:

How you make your work meaningful, engaging, and enjoyable? We all do things uniquely in our own way. We will introduce you to job crafting—a technique to effectively craft your own jobs. There is strong support for the effectiveness of this technique from several research studies. The goals are for participants to experientially learn about job crafting, the steps

involved and the application to their own jobs to increase job satisfaction and engagement in the workplace.

There will be discussions, experiential exercises, and feedback. Handouts include the Job Crafting Steps, and Self-Assessment of job conditions.

Learning Objectives:

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

- Define job crafting
- Describe the steps involved in job crafting
- Identify individual skills sets and examples of job crafting
- Identify different ways that jobs can be crafted at the task, relationship and thought levels.

Level: Introductory

Target Population: Open to all

Workshop F – 12:30 – 2:30 pm, Bayside C

Title: Fathers are caregivers too!: Clinical work with fathers

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

Length: 2 hours (2 credits)

Workshop Description:

Attendees will learn foundational knowledge about the role of male caregivers in young children's lives and development, with an emphasis on the protective factors of having a male caregiver. Further, attendees will learn about the LSUHSC Infant Team's work with male caregivers who are involved with the child welfare system and ways to advocate for the

inclusion of male caregivers in a child's life and DCFS case plans. The presenters will share data regarding the number of male caregivers who have been able to reunite with their children after working with the Infant Team as well as how many foster children the Infant Team has worked with who are placed with male caregivers. The presenters will share vignettes and address nuances to working with male caregivers while citing relevant research. A PowerPoint presentation will be used. Time for Q&A will be allotted.

Learning Objectives:

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

- Describe the importance of the role of male caregivers in the lives of young children
- Discuss the experience of male caregivers, specifically related to their role as a parent and the subsequent impact of this identity on both the father and their child.
- Identify relevant research related to working with male caregivers as well as how to use that research to support their clinical work.
- Describe how the LSUHSC Infant Team works with male caregivers in court-involved families, with offending parents, nonoffending parents, and foster caregivers who are male.

Level: Introductory

Target Population: Open to all.

Workshop G – 1:00 – 4:00 pm, Bayside B

Title: Leadership fundamentals for psychologists

Presenters: Cristina Frederick, Ph.D., Embry-Riddle Aeronautical University
Sabina Patel, B.A., Embry-Riddle Aeronautical University
Kimberly Williams, M.S., Embry-Riddle Aeronautical University

Length: 3 hours (3 credits)

Workshop Description:

This workshop will provide leadership training for psychologists. The first hour will focus on understanding leadership; the second hour on team dynamics and how to lead diverse teams, and the last hour on developing leadership self-awareness by understanding personality and personal identity. The overall goal of the workshop is for participants to use their understanding

of leadership, team dynamics and their own leadership strengths and weaknesses to effectively address leadership challenges in the workplace. Participants will be asked to pre-take a personality assessment. Handouts will include a scenario-based case study that participants will be asked to respond to based on the self-knowledge they acquire in the workshop.

Learning Objectives:

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

- Identify leadership qualities that are most effective in managing the modern workplace
- Identify aspects of psychological training that facilitate leadership skills
- Describe how team composition can affect leadership success
- Identify personal characteristics that define individual leadership strengths and weaknesses.
- Use personal leadership strengths to identify and apply solutions to workplace problems.

Level: Intermediate

Target Population: The target population is MS or PhD level psychologists who have leadership or managerial responsibilities.

Workshop H – 1:00 – 4:00 pm, Rhythms III

Title: Catching a falling star: Childhood and adolescent African American suicide

Presenters: Meg Milligan, Ph.D., Troy University
Mary Sewell, LMSW, Chancelight Behavioral Health Therapy and Education
Kanessa M. Doss, Ph.D., Troy University
Hall P. Beck, Ph.D., Appalachian State University

Length: 3 hours (3 credits)

Workshop Description:

This workshop addresses suicide as a public health crisis that differentially affects populations. While African Americans in the United States overall tend to have lower rates of death by suicide, younger age groups' rates are increasing. This is explored by examining a brief history

of suicide in the DSM-I through 5-TR and beyond, research, risk factors and warning signs for African American children and adolescents, effects of the COVID-19 pandemic, and a case study from the personal experience of one of the presenters. This workshop includes interactive assessment, prevention, and intervention activities as well as handouts with resources for practical application.

Learning Objectives:

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

- Describe suicide and associated behavior as they relate to African American children and adolescents.
- Discuss the history of the Diagnostic and Statistical Manual (DSM) as it relates to suicide.
- Describe risk factors and warning signs specific to African American children and adolescents.
- Create culturally aware prevention and intervention strategies for African American children and adolescents.

Level: Introductory

Target Population: This workshop is appropriate for all SEPA attendees.

Workshop I – 3:00 – 4:00 pm, Bayside C

Title: DEI in the workplace: Enhancing cultural competence

Presenters: Lakshmi Narayanan, Ph.D., University of North Florida
Shanker Menon, Ph.D., University of North Florida
Cathy Dunn, Ph.D., St. Leo University

Length: 1 hours (1 credit)

Workshop Description:

One of the biggest challenges faced today in the workplace is how to foster a climate and culture that promotes Diversity, Equity, and Inclusion (DEI) for all. This workshop will address ways to enhance DEI and create a culture which is equitable and inclusive, where employees

feel respected and valued. Topics on cultural competence include cultural intelligence, cultural humility, cultural sensitivity, unconscious and implicit biases and barriers to social thinking. There will be discussion; experiential exercises to promote self-awareness, knowledge and skills; cases, hands-on activities, actionable tasks and strategies with group work.

Learning Objectives:

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

- Define diversity, equity and inclusion in the context of the workplace
- Describe strategies to train and coach individuals on a variety of cultural competencies
- Identify how unconscious biases become barriers to social thinking and DEI
- Apply and leverage strategies and actionable tasks to cultivate an organizational climate where employees feel valued and respected

Level: Introductory

Target Population: Open to all.

Friday, April 7, 2023

Workshop J – 8:30 – 10:30 am, Bayside C

Title: Creating a local mental health information resource

Presenter: Michelle Lange, Psy.D., 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 for an organization, group, or community, with not only the answers to FAQs, but to the questions patients and other community members do not always know to ask. The presenter will share her 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. This workshop will cover seeking buy-in, designing resources, inclusive collaboration, accessibility considerations, key information to provide, outcomes, 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.

Workshop K: Methodology Workshop 2 – 9:00 am – 12:00 pm & 1:00 – 4:00 pm; Bayside A

Title: An introduction to electroencephalographic (EEG) data processing: Theory and tutorial

Presenter: Jack Shelley-Tremblay, Ph.D., University of South Alabama

Length: 6 hours (6 credits)

Workshop Description:

In this hands-on tutorial (Windows Laptop required), you will learn what an EEG signal is, where it comes from, common sources of signal and noise, separating signal from noise, data cleaning, Independent Components Analysis, Averaging, Referencing and Re-referencing, Filters (temporal and spatial), analyzing groups, basic statistics, and considerations for ERP study

design. The morning will be interactive lecture, and the afternoon will be data analysis practice. Free versions of EEGLab and MATLAB will be provided ahead of time for installation.

Learning Objectives:

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

- Describe the brain basis of human EEG, how it is generated and how it flows through the brain and across the scalp.
- Identify common sources of artifact and signal in the human EEG, and how to separate those components into signal and noise.
- Describe how to process raw EEG into event-related potentials and event-related spectral perturbations.
- Describe how to design an EEG study and be able to perform limited statistical analyses on a study dataset.

Level: Introductory

Target Population: Open to all.

Workshop L – 9:00 am – 12:00 pm, Bayside B

Title: Ethical and affirming care for LGBTQIA+ clients

Presenter: Jeff Klibert, Ph.D., ABPP, Georgia Southern University
C. Thresa Yancey, Ph.D., Georgia Southern University
Lindsey Stone, Ph.D., Georgia Southern University
Amy Luna, Ph.D., Georgia Southern University
Donovan Edward, B.S., Georgia Southern University

Length: 3 hours (3 credits)

Workshop Description:

This workshop is designed to offer trainees, faculty, and professionals an in-depth review of the ethical guidelines and cultural responsive practices used to promote affirming behavioral healthcare for LGBTQIA+ communities. There are significant social and institutional barriers professionals must address to ensure services are accessible and beneficial for LGBTQIA+ clients. Moreover, professionals need to be aware of the unique ethical and legal responsibilities underlying culturally responsive practices. By the end of the workshop, attendees will obtain a better understanding about how to implement holistic, integrative, ethical, and affirming practices to support the well-being of their local LGBTQIA+ community.

Learning Objectives:

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

- Identify LGBTQIA+ specific social and institutional barriers to accessing and benefiting from behavioral healthcare services
- Describe effective, affirming, and validating approaches to minimize barriers to behavioral healthcare services for the LGBTQIA+ Community
- Identify ethical, legal, and social considerations in serving the LGBTQIA+ community
- Analyze culturally responsive and integrated behavioral pathways to support well-being, identity development, and resilience building efforts in work with LGBTQIA+ clients
- Describe training and supervision experiences designed to support cultural competence growth among students seeking to work with the LGBTQIA+ community.

Level: Introductory

Target Population: The target population for this workshop is psychologists, psychology faculty training emerging professionals, counselors and social workers, graduate students in the field of behavioral healthcare, interested undergraduate students, community advocates, and other healthcare professionals.

Workshop M – 9:00 – 11:00 am, Rhythms III

Title: Training peer evaluators of teaching

Presenters: Elizabeth Shobe, Ph.D., Stockton University
Meg White, Ed.D., Stockton University
Kathleen Klein, Ph.D., Stockton University

Length: 2 hours (2 credits)

Workshop Description:

The purpose of this workshop is to share our model of training peer evaluators of teaching in institutions where such evaluations are a component of the personnel process. Our goal is to

provide participants with a rationale for both formative and summative feedback, critical elements, and structure for training peer evaluators to modify an existing model or create a peer training program at their school. Included will be information about maximizing helpful and minimizing hurtful practices in peer evaluation, benefits of peer evaluation training, and our experiences training participants in peer evaluation practices. Large and small group discussions with handouts and prompts will enable participants to recreate or adapt our training model at their institutions.

Learning Objectives:

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

- Describe the difference between formative and summative assessment of teaching.
- Identify the role of peer evaluations in formative and summative assessment and understand why both are important.
- Discuss data and literature on perceptions and experiences of peer observations from instructor and observers' perspectives.
- Develop learning objectives for training peer evaluators based on effective teaching practices and best practices in peer evaluation.
- Provide examples of successful activities that support learning objectives, including a set of online sample lectures to be used to practice teaching observations
- Create a syllabus for a three-day workshop to train peer evaluators in their organization using our template.

Level: Intermediate

Target Population: The target population is faculty members who conduct peer observations of teaching or who are at a school that uses peer observation of teaching in personnel decisions (contract renewal, tenure, promotion) about other faculty members. Participants should have some knowledge of the peer observation process and how it is used at their institution.

Workshop N – 11:00 am – 12:00 pm, Bayside C

Title: Exploring bilingualism and biculturalism with Latinx patients

Presenters: Nathan H. Brown, Psy.D., Louisiana State University Health Sciences Center
Sebastian Del Corral Winder, Psy.D., Louisiana State University Health Sciences Center

Length: 1 hours (1 credit)

Workshop Description:

Attendees will learn cultural, linguistic, and racial factors impacting psychological services with Latinx individuals. Presenters will place an emphasis on cultural sensitivity and humility to approach differences and similarities with Latinx individuals while providing psychological services. Discussions regarding psychological evaluations, ways to navigate interpretation of psychological results, and transference/countertransference issues with Latinx individuals will also be included. The presenters will share evidence-based practices, review of the literature, and case vignettes to address common challenges when working with Latinx individuals. Brief handouts and group discussions will be included to help attendees to successfully increase their awareness of factors impacting psychological services.

Learning Objectives:

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

- Discuss cultural humility and sensitivity as applicable to working with members of the Latinx community
- Identify evidence-based psychological practices that can be implemented with Latinx individuals
- Identify common pitfalls and ways to navigate challenging situations when providing psychological evaluations to members of the Latinx community.
- Describe relevant research regarding cultural values and linguistic factors that impact treatment with Latinx individuals.

Level: Intermediate

Target Population: Open to all.

Workshop O – 1:00 – 4:00 pm, Bayside B

Title: Trauma informed supervision: A framework

Presenters: Erynne H. Shatto, Ph.D., Austin Peay State University
Amy E. Rinner, Psy.D., LSU Health Sciences Center

Length: 3 hours (3 credits)

Workshop Description:

Attendees will learn the basic principles of trauma informed care and how this translates to the supervisory relationship. Attendees will learn a basic framework and interventions to implement in supervision to support a trauma-informed space and relationship. The presenters will share vignettes and address challenges to implementing trauma informed supervision while

citing relevant research. A PowerPoint presentation will be used. Brief handouts and group discussions will be included to help attendees successfully address challenges in implementing trauma informed supervision in their unique settings. 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 trauma informed supervision that apply to clinical and research work
- Describe how to successfully implement trauma informed supervision, common challenges, and how to navigate these challenges.
- Describe various interventions to implement in supervision to create a trauma informed space
- Discuss relevant research related to trauma informed care as well as trauma informed supervision and how to use that research to support their supervisees.
- Identify the role of diversity factors in supervision and how to engage in trauma informed supervision while maintaining cultural humility.

Level: Introductory

Target Population: Open to all.

Workshop P – 1:00 – 4:00 pm, Bayside C

Title: Using Autism-as-Culture to work with Autistic college students

Presenter: Lydia Qualls, Ph.D., Cook Counseling Center, Virginia Tech

Length: 3 hours (3 credits)

Workshop Description:

The purpose of the workshop is to provide an alternative framework to 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 presenter will also review selected cultural intersections and how they may affect the experiences of Autistic college students. The presentation will also include an overview of suicide risk factors and prevention methods in Autistic college students.

The workshop will consist of two hours 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 and traditional therapy
- 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 unique suicide risk factors for Autistic college students and prevention and treatment methods for working with suicidality in this population.

Level: Introductory

Target Population: Open to all.

Workshop Q – 1:00 – 3:00 pm, Rhythms III

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.

Saturday, April 8, 2023

Workshop R – 9:00 am – 12:00 pm, Bayside A

Title: What is infant mental health? A time for exploration

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

Length: 3 hours (3 credits)

Workshop Description:

We will explore the contemporary theories and components of infant mental health, which encompasses birth to five years of age. Diagnosis, treatment, and recommendations for young children will be addressed to improve infants' attachment and healthy development. Attendees will learn ways to provide services to young children via telehealth platforms and in-person settings. Special attention will be given to the infants' socio-cultural contexts and relationships. Attendees will also learn ways to successfully address difficult cases and ethical issues while providing culturally sensitive and trauma-informed psychological services. Evidence-based interventions, case vignettes, and time for Q&A will be provided.

Learning Objectives:

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

- Define the core components of providing psychological services to infants, young children, and their caregivers.
- Describe basic and contemporary theories and diagnoses of infant development.
- Identify evidence-based and culturally sensitive interventions for infants and their caregivers.
- Describe research that impacts infants and their caregivers and how to use that research to optimize success with these families.
- Identify innovative ways to provide psychological services to infants by utilizing telehealth and in-person modalities.

Level: Introductory

Target Population: Open to all

Workshop S: Methodology Workshop 3 – 9:00 – 11:00 am, Bayside C

Title: Qualitative research and design

Presenters: Sally Zengaro, Ph.D., Grand Canyon University
Franco Zengaro, Ph.D., Jacksonville State University
Elisabetta Zengaro, Ph.D., University of Alabama

Length: 2 hours (2 credits)

Workshop Description:

The purpose of this workshop is to assist participants in applying qualitative research methodology and design to practical research questions. The goals are for participants to learn

how to ground a qualitative study in a conceptual framework utilizing the most effective qualitative research design. The instructional approach is interactive as participants will engage in active learning strategies and discussion in small groups. Handouts will include an explanation of the basics of qualitative design as well as worksheets for applying a conceptual framework and identifying appropriate designs.

Learning Objectives:

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

- Identify, describe and apply diverse qualitative research designs to practical research problems in psychology.
- Analyze the application of a theoretical framework versus a conceptual framework for qualitative research.
- Describe the major philosophical thinking connected to a framework of inquiry supporting ontological perspectives in qualitative research.
- Identify major limitations and ethical concerns associated with qualitative research and ways to address these.

Level: Intermediate

Target Population: The target population for this workshop is anyone with an interest in qualitative research in psychology who is at the graduate level and beyond. While the workshop is not geared toward absolute beginners to qualitative research, it should be accessible to anyone with an interest in qualitative research. However, the interactive nature of the exercises will be best completed by someone who is familiar with the basics of qualitative research methodology.