

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 three 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 three-credit methodology workshops is \$50.00 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 16, 2024. Names and email addresses must accompany all checks, or they will be mailed back to the sender. Payment may also be made via credit card by using our online payment system (PayPal). Final deadline for payment is February 6, 2024. 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, March 14, 2024

Workshop A: 9 am – 12 pm, Space Coast I

Title: Effective Integration of Faith into Treatment

Presenters: Emily Bailey, Psy.D., Oglethorpe University/Anxiety Treatment Clinic
Katie O'Dunne, M.Div., Faith and Mental Health Integrative Services

Length: 3 hours (3 credits)

Workshop Description:

Religion is a diversity component that serves as a protective factor and can enhance therapeutic outcomes in treatment. This workshop serves as a call to action for promoting diversity, cultural responsiveness, and religious literacy within treatment and exposure hierarchies, with an emphasis on anxiety, OCD, and common comorbidities. This workshop will include experiential exercises, case discussion, and break-out groups. By understanding the unique challenges faced by diverse religious groups, we can enhance outcomes for those impacted by mental illness and its intersection with faith. Handouts will include common beliefs of each faith, religious interpretations, and culturally appropriate religious material.

Learning Objectives:

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

- Describe ethically sound and culturally responsive treatment material, including exposure hierarchies, behavioral activation activities, and value-congruent enhancers for cognitive-behavioral therapy.
- Discuss their role in interdisciplinary collaboration with religious/spiritual leaders, faith communities, and clinical chaplains that facilitates patient care.
- Describe personal biases and cultural “blindspots” related to religion to ensure that providers communicate respect and curiosity with religious material, as well as avoid reflecting a personal agenda or content that may cause harm.
- Identify and describe components of world religions, with an application of spiritual assessment for the intake process.
- Identify ethical situations with regard to integrating spirituality and religion into evidence-based practice.

Level: Intermediate

Target Population: Participants who would benefit most from enrolling in this workshop included licensed clinicians and postdoctoral fellows. It is recommended that graduate students

who partake in this workshop complete a psychopathology course, a therapeutic interventions course, and a cultural diversity course (although this is not a requirement).

Workshop B (Methods Workshop): 9 am – 12 pm, Space Coast II

Title: Introduction to Practical Data Analysis: Cleaning, Coding, and Screening Your Variables

Presenters: Jacqueline Mogle, Ph.D., Clemson University
Jody Hicholson, Ph.D., Clemson University

Length: 3 hours (3 credits)

Workshop Description:

Preparing a dataset for analysis requires a new and diverse set of skills for many. Data that are cleaned poorly or improperly can lead to Type I and Type II errors and inaccurate reporting of results. The purpose of this workshop is to give attendees hands-on experience preparing for data analysis including: screening variables for appropriate values and missingness, coding and creation of new variables, and examination in preparation for analysis. Using SAS and SPSS, students in this workshop will learn about the steps to data preparation and practice these steps in real data with experts available to support learning. Attendees will receive handouts outlining common steps to data preparation as well as associated syntax files for future use.

Learning Objectives:

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

- Identify the steps and best practices for rigorous and thorough data cleaning procedures.
- Describe how to apply the steps for data cleaning, screening, and preparation in data collected in real-world settings.
- Identify the reasons for creating and using syntax to perform data cleaning and preparation activities.
- Describe how to create the appropriate statistical syntax for reproducible data cleaning, screening, and preparation
- Describe how to create and adapt statistical syntax for variable coding, screening, and checking.

Level: Introductory

Target Population: Open to all.

Workshop C (Methods Workshop): 12:30 – 2:30 pm, Space Coast I

Title: Exploring Qualitative Research Questions and Ethics

Presenter: Sally Zengaro, Ph.D., Jacksonville State University
Franco Zengaro, Ph.D., Jacksonville State University
Mohamed Ali, Ph.D., Grand Canyon 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 designs to practical research questions. The goals are for participants to learn how to design effective research questions, to avoid bias in qualitative research, and to implement ethical research data collection and analysis. The instructional approach is interactive as participants will engage in active learning strategies and discussion in small groups. Handouts will include the basics of qualitative design, bias, and effective research questions as well as worksheets for creating research questions and examples of ethical dilemmas in data collection and analysis.

Learning Objectives:

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

- Identify and create effective qualitative research questions that can apply to practical research problems in psychology.
- Describe the differences between qualitative research questions and theory-driven research questions.
- Discuss how to analyze bias in qualitative research with particular attention to applying the language of qualitative research.
- Identify major limitations and ethical concerns associated with qualitative research data collection and analysis 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.

Workshop D: 1 – 4 pm, Space Coast I

Title: Effective Psychotherapy: Mix of Science and Practicality

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

Length: 3 hours (3 credits)

Workshop Description:

The valid components of effective psychotherapy are revealing, but often not applied. Recently, multidimensional models have been proffered incorporating the application of both general supportive and patient-specific variables. This workshop mixes empirically supported tenets of psychotherapy research and components from core therapies (CBT, ACT, MI and supportive) for maximum efficacy. To this is added practical psychotherapy interventions applied to older adults. The final outcome is a model for psychotherapy of adults. Our focus is on the nuance of psychotherapy elaborated in the literature, tried and true psychotherapies, and practical techniques provided largely from geriatric patients. This presentation will be case-based.

Learning Objectives:

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

- Identify the core tenets of psychotherapy applied to adults: the relationship, the therapist, the patient, the structure of therapy outcome expectancy (hope and agency), techniques, as well as habits developed by the therapist.
- Isolate the key features of central psychotherapies (CBT, ACT, MI and Supportive therapy) as these apply to positive general patient care.
- Describe 20 core psychotherapy techniques used with older adults and their value for the individual psychotherapy for adults in general.
- Identify the application of core tenets of psychotherapy in case vignettes.

Level: Intermediate

Target Population: Open to all.

Workshop E: 3 – 4 pm, Space Coast I

Title: Identifying and Responding to Ethical Dilemmas

Presenter: Tiffany Chenneville, Ph.D., University of South Florida

Length: 1 hour (1 credit)

Workshop Description:

The purpose of this workshop is to promote ethical decision-making across settings and roles by sharing ways to identify and respond to ethical dilemmas. Using didactic methods and case examples, participants will learn tools for managing ethical conflicts that will inevitably arise in their work as psychologists. Attendees will be provided with a copy of the training slides.

Learning Objectives:

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

- Discuss the importance of ethical sensitivity.
- Identify arguments for and against the use of ethical decision-making models.
- Describe several ethical decision-making models.
- Apply an ethical decision-making model to an ethical dilemma.
- Distinguish ethical issues from clinical or research issues.
- Discuss the importance of culture and diversity when engaged in ethical decision-making.

Level: Introductory

Target Population: Open to all

Friday, March 15, 2024

Workshop F (Methods Workshop): 8:30 – 10:30 am, Space Coast I

Title: Getting Started with Zotero: A Free PDF and Citation Manager

Presenter: Sue Frantz, M.A., Highline College/New Mexico State University

Length: 2 hours (2 credits)

Workshop Description:

Zotero is a must-have for anyone—faculty, grad students, undergrads—who is downloading pdfs of research articles, taking notes on those pdfs, and citing the articles in a paper. In this introduction to Zotero, participants are encouraged to bring a laptop and get started with this free time-saving tool. Handouts will provide helpful reminders of the skills learned.

Learning Objectives:

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

- Describe how to add pdfs to the Zotero database both manually and through your institution's library database
- Describe how to add references to Zotero using ISBN and DOI
- Describe how to add references for webpages using the Zotero web browser extension
- Discuss how to use Zotero to add in-text references and a reference list to a Word, LibreOffice, or Google document
- Describe how to edit reference data in Zotero

Level: Introductory

Target Population: Open to all

Workshop G: 9 am – 12 pm, Space Coast II

Title: Working with Autistic Adults Using Autism as Culture

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 in therapy and assessment. 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. Finally, the presentation will review ways to practice cultural humility around Autism as Culture. 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 ways that the view of Autism-as-Culture is best used to support Autistic college students.
- Describe ways other cultural identities intersect and affect Autistic individuals.
- Describe unique suicide risk factors for Autistic college students and prevention and treatment methods for working with suicidality in this population.
- Describe ways to practice cultural humility when working with Autistic individuals.

Level: Introductory

Target Population: Open to all.

Workshop H: 11 am – 12 pm, Space Coast I

Title: From Clinician to Researcher: Research in Clinical Settings

Presenter: Julie Costopoulos, Ph.D., Florida Institute of Technology
Vida L. Tyc, Ph.D., Florida Institute of Technology

Length: 1 hour (1 credit)

Workshop Description:

While many in psychology identify as clinicians, there is a need for measuring the efficacy of practices by these professionals in order to share best practices. “From Clinician to Researcher” will discuss research skills for clinically-focused students and practitioners. In this instructive workshop we will present concise approaches to designing studies to identify measurable outcomes. Workshop materials will describe approaches for those avoidant of research, identifying available clinical data that can be used to demonstrate efficacy, and examining the expected effect to determine the sample size needed.

Learning Objectives:

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

- Identify obstacles for students and clinicians in designing outcome research and scientific writing.
- Describe how to apply research design models to available clinical data.
- Discuss planning the sample size needed to accomplish the design.
- Identify existing sources of clinical data relevant to different research problems.

Level: Introductory

Target Population: Open to all.

Workshop I: 12:30 – 2:30 pm, Space Coast I

Title: A Safety Aid Reduction Treatment for Anxiety and Related Disorders

Presenter: Amanda M. Raines, Ph.D., Louisiana State University School of Medicine

Length: 2 hours (2 credits)

Workshop Description:

Anxiety and related disorders (e.g., anxiety disorders, trauma- and stressor-related disorders, obsessive-compulsive and related disorders, and depressive disorders) are a highly prevalent, debilitating, and costly category of mental illness. Although there are a number of evidence-based psychotherapies (EBPs) available to manage these conditions, a significant proportion of providers report not using these validated treatment approaches. Factors contributing to EBP underutilization include the diagnosis-specific nature of these protocols as well as the time and training needed to master and deliver these protocols. One approach to addressing these barriers is to utilize group-based transdiagnostic or unified treatments. Such protocols are based on the theory that anxiety and related disorders share common features and therefore respond to common therapeutic procedures. One such treatment, specifically focused on the identification and elimination of safety aids (i.e., cognitive or behavioral strategies designed to prevent, avoid, or alleviate anxiety), has received increasing empirical support. Notably, the treatment manual was recently published and is now freely available for download to the public. As such, the purpose of this workshop is to provide attendees with a broad overview (experiential, didactic) of this treatment in the hopes that it would be useful for their clinical practice.

Learning Objectives:

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

- Describe the need and support for transdiagnostic treatments as a means to addressing patient and provider barriers to care.
- Define safety aids and describe how they contribute to the development and maintenance of anxiety and related disorders.
- List the three main components of the safety aid reduction treatment.
- Describe how to apply safety aid identification and reduction techniques to improve patient outcomes.

Level: Intermediate

Target Population: Open to all.

Workshop J (Methods Workshop): 1 – 4 pm, Space Coast II

Title: R for Beginner and Advanced Analyses in the Social Sciences

Presenters: Sarah Pedonti, Ph.D., Western Carolina University
Cathy Grist, Ph.D., Western Carolina University
Derek Becker, Ph.D., Western Carolina University

Length: 3 hours (3 credits)

Workshop Description:

This workshop will introduce users already familiar with basic statistical analysis in SPSS or SAS to R as a flexible computing environment for approaching many analyses commonly encountered in the psychological and social sciences. We will cover data management, visualization, and helpful packages and routines in R. We will cover linear models, generalized linear models, and hierarchical models and give brief overviews of common packages for higher-level analyses such as SEM. We will have ample time for participants to ask questions, work through examples themselves and try the tools we develop on their own data. Participants will have access to a shared drive with example code from all worked problems.

Learning Objectives:

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

- Describe how to apply prior knowledge from previous experience with other statistical software packages to conduct basic and intermediate analyses in R.
- Describe how to conduct basic data cleaning of real-world data, using tidy (tidyverse) and dplyr
- Identify how to explore and visualize data effectively for research and dissemination, using ggplot and ggplotgui
- Discuss how to conduct basic analysis of the relationships (linear, logistic) in the data, using mass and car.
- Identify strategies for handling missing (e.g., from attrition or non-response bias) data with multiple imputation or maximum likelihood estimation, using mice and Amelia.
- Identify relevant packages (e.g., lme4) for handling nested data with hierarchical and mixed effects models as part of a quantitative research program.
- Identify relevant packages (psych, lavaan) for handling longitudinal data with structural equation models as part of a quantitative research program.
- Identify options for producing reproducible results for the scientific community using tables.

Level: Intermediate

Target Population: Open to individuals with previous quantitative experience including basic OLS, and an interest in learning R. For the second half of the workshop, prior familiarity with HLM and SEM frameworks is helpful but not required.

Workshop K: 3 – 4 pm, Space Coast I

Title: Challenges Facing International Students

Presenters: Julie Costopoulos, Ph.D., Florida Institute of Technology
Kritika R. Chauhan, M.S., M.A., Florida Institute of Technology

Length: 1 hour (1 credit)

Workshop Description:

There has been a marked increase in the number of international students in the USA. International students provide financial and cultural benefits to the American culture and have become a prominent part of its future workforce. Research suggests that international students face challenges unique to their stay in the USA. These challenges hamper optimal learning experiences and acculturation, leading to negative consequences for their mental health. These problems are intensified by international students' struggles with navigating the complex healthcare system of the USA. Thus, there is a need to develop and provide culturally sound preventive and treatment interventions at earliest point of contact, i.e., colleges. This workshop will overview these challenges and suggest ways to implement better practices.

Learning Objectives:

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

- Identify challenges faced by international students and their impact on their mental health.
- Describe the role of acculturation between the person's heritage culture and American culture on the person's adjustment.
- Describe culturally competent interventions for prevention and treatment of mental health issues among international students.

Level: Introductory

Target Population: Open to all

Saturday, March 16, 2024

Workshop L (Methods Workshop): 9 – 11 am, Space Coast I

Title: Working with scraps: Finding and using archival data

Presenters: Ben Porter, Ph.D., Mississippi State University
Elizabeth A. Olson, B.S., Mississippi State University
Mathew C. Dean, M.S., Mississippi State University

Length: 2 hours (2 credits)

Workshop Description:

This workshop will be divided into two sections. In the first section, we will go over methods and strategies for finding archival data sources. We will discuss the content of several, psychology relevant data sources. In the second, we will help attendees find a dataset that can be used to address one of their research questions.

Learning Objectives:

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

- Identify several websites that host and provide online data.
- Describe the ethical case for using online data.
- Describe how to access and clean data obtained from archival and online sources.
- Discuss how to use ICPSR's website to search for data sources that can address specific questions.

Level: Introductory

Target Population: Open to all.

Workshop M: 9 am – 12 pm, Space Coast II

Title: Learning and Applying Mindfulness Through Dialectical Behavior Therapy Skills

Presenters: Allison B. Ventura, Ph.D., University of Florida College of Medicine
Steven P. Cuffe, M.D., University of Florida College of Medicine
Ryan Dunn, M.D., University of Florida College of Medicine

Length: 3 hours (3 credits)

Workshop Description:

Mindfulness-based interventions improve both patient and provider well-being outcomes. Although mindfulness is helpful, it can be challenging to learn and apply in one's life, and to teach to others. Dialectical Behavior Therapy (DBT) has translated mindfulness into easy-to-teach and approachable behavioral steps for application. This workshop is a hands-on experience that provides psychologists with instruction on how to instruct and apply the evidence-based DBT "core" mindfulness skills. Both small and large group didactic and experiential aspects are incorporated. Attendees will receive a foundational knowledge and a tool kit (e.g., handouts, activities) to teach and apply DBT core mindfulness skills.

Learning Objectives:

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

- Define DBT Wise Mind via the 3 States of Mind skill.
- Describe DBT core "What" and "How" mindfulness skills.
- Describe the application of DBT mindfulness skills via experiential activities.
- Discuss how to teach mindfulness to patients via the DBT core mindfulness skills.

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 behavioral strategies for learning and applying mindfulness).

Workshop N: 11 am – 12 pm, Space Coast I

Title: Leveraging digital tools for career success

Presenters: LeAnne Forquer Epling, Ph.D., University of Pikeville
Chandra Massner, Ph.D., University of Pikeville

Length: 1 hour (1 credit)

Workshop Description:

How can you best use today's communication technologies to benefit your career and profession? The purpose of this workshop is to identify a variety of digital communication tools and strategies that can be used to launch and advance your career. Discussion will include the effective use of ePortfolios, social media platforms, videoconferences, and artificial intelligence. Facilitators will share results from previous research and present best practices. Participants will learn how to leverage communication technologies to build a personal brand for success.

Learning Objectives:

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

- Identify the practical applications of social media to launch and maintain a professional career and practice.
- Identify potential ethical concerns and regulatory guidelines regarding the use of professional social media profiles for the advancement of academic careers and/or clinical practices.
- Describe how to apply videoconferencing technology appropriately and ethically to communicate with others in the fulfillment of professional duties.
- Identify appropriate and ethical uses for artificial intelligence tools in an academic career and/or clinical practice.
- Identify the advantages of ePortfolios for professional growth and success.

Level: Introductory

Target Population: This workshop is most appropriate for those just starting out in their career in psychology as well as those who are looking to make a career change.