

**SOUTHEASTERN
PSYCHOLOGICAL
ASSOCIATION**

**CONTINUING EDUCATION
WORKSHOPS**

March 10-13, 2010

Chattanooga Convention Center

Chattanooga, Tennessee

Please join us in Chattanooga to earn your CE credits.

In order to attend workshops, you must pay the registration fee for the SEPA Annual Meeting as well as the fees for your chosen workshop. If you wish to complete your Convention Registration form before you arrive at the meeting, it is available on the SEPA Web site at www.sepaonline.com.

If you have questions concerning the Convention Registration form, the Workshop Registration form, or costs associated with attending, please contact us by e-mail (sepa@uwf.edu) or telephone (850-474-2070).

Although Workshops will be held in the Chattanooga Marriott Hotel, you **MUST** go the Chattanooga Convention Center and check in with the Workshop Registration desk before proceeding to your workshop(s). The Convention Center adjoins the Chattanooga Marriott Hotel.

SEPA WORKSHOP REGISTRATION

March 10-13, 2010 — Chattanooga, Tennessee

Date: _____
 Name: _____
 Address: _____
 City, State, Zip: _____
 Position/Title: _____
 Phone: (____) _____ E-mail: _____

Full-time graduate students only:
 University: _____ Department: _____

All workshop leaders this year will admit graduate students without faculty sponsorship. However, many of the workshops assume specific background knowledge. Be sure that you are eligible.

INSTRUCTIONS: Enter the appropriate fee in the space to the right of each workshop for which you wish to register. Fees below are explained on the next page.

A. (50/25) \$ _____	G. (50/25) \$ _____
B. (50/25) \$ _____	H. (100/50) \$ _____
C. (30/15) \$ _____	I. (50/25) \$ _____
D. (50/25) \$ _____	J. (50/25) \$ _____
E. (50/25) \$ _____	K. (50/25) \$ _____
F. (50/25) \$ _____	
TOTAL \$ _____	

Return this booklet page, your Convention Registration form and a check for the total cost of the workshops you wish to attend (made payable to SEPA) to: SEPA, Psychology Department, University of West Florida, Pensacola, FL 32514. If you have not already registered for the Convention, the form is available on the SEPA Web site at www.sepaonline.com.

**COMPLETE THE FORM BELOW—IT WILL BE RETURNED AS YOUR RECEIPT.
 YOU MUST PRESENT IT AT EACH SEPA WORKSHOP.**

Name: _____
 Workshop number(s): _____
 Total fees paid for SEPA Workshops 2010: _____

If you prefer to use your Visa or Master Card to register for the workshop(s), you may fax this form to the SEPA office at 1-850-857-6060, and then call 1-850-474-2070 to give your credit card information over the telephone. For your security, do not fax your credit card information.

**SOUTHEASTERN PSYCHOLOGICAL ASSOCIATION
CONTINUING EDUCATION**

SEPA Convention

March 10-13 — Chattanooga, Tennessee

Elizabeth Brestan Knight, PhD
Director
Auburn University

Karena T. Valkyrie, PhD
Assistant to the Director
Troy University

The Southeastern Psychological Association is committed to a full program of continuing education for its members and for other interested colleagues. This year, continuing education opportunities include 3-hour workshops, a 6-hour workshop, a 2-hour workshop, and selected 1-hour speaker sessions.

PARTICIPATION: Workshops are open to all registered attendees of the SEPA meeting. Each workshop description details the intended audience. Graduate students may register to attend workshops without endorsement of a faculty member.

REGISTRATION: Pre-registration is strongly encouraged! Full refunds will be made for cancellations prior to March 1, 2010. For registration information, see the form on the previous page.

**SEPA is approved by the American Psychological Association
to sponsor continuing education for psychologists.
SEPA maintains responsibility for this program and its content.**

Workshops A, B, D, E, F, G, I, J, and K offer three (3) hours of CE credit. Workshop C offers two (2) hours, and Workshop H offers six (6) hours of CE credit. The cost for three-hour workshops is \$50 for professionals and \$25 for students. The cost for the six-hour workshop is \$100 for professionals and \$50 for students. The cost for the two-hour workshop is \$30 for professionals and \$15 for students. All on-site registrations and payment for CE workshops will be processed at the SEPA registration desk.

ATTEND INVITED SPEAKERS' PRESENTATIONS — RECEIVE CE

Continuing education credit will be offered for presentations of the SEPA Invited Speakers, marked with a **[CE]** throughout the Convention Program booklet (found on the SEPA website). Each of these sessions will offer one hour of credit for a fee of \$10.

Information on registration and payment will be available on-site at the conference. You will receive a CE certificate for each one-hour session that you attend, and for which you remit payment and submit an evaluation form.

A. Thursday, 9:00-12:00	[3 CE Credits]	Room: Signal
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SUICIDE PREVENTION

This interactive and practice-based training is designed to increase awareness about suicide and suicide prevention on college campuses. Through discussion, role plays, lecture, and audiovisual presentations, workshop participants will learn factual information about suicide and suicide prevention (e.g., the incidence among college students, risk factors and warning signs). Through hands-on and practice activities they will also learn how to provide "first aid" for suicide prevention.

Workshop participants, at the completion of this activity, will be able to:

1. Articulate, using current statistical information, why suicide and suicide prevention services are needed on college campuses;
2. List at least five (5) of the common risk factors and warning signs for suicide among college students;
3. Describe several strategies one might use to respond effectively to an individual who is suicidal; and
4. Discuss resources available within the community, online, etc. that may be useful when dealing with a suicidal individual.

FOR: Anyone who comes in contact with college students. It may be particularly useful for individuals who serve as "gatekeepers" or points of contact for students on college campuses (e.g., resident advisors, counselors).

LEADERS: Theresa Montgomery Okwumabua, PhD, The University of Memphis
Mike Labonte, BS, The Crisis Center
Naomi Blake, BS, The University of Memphis

B. Thursday, 9:00-12:00	[3 CE Credits]	Room: Lookout
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ANGER MANAGEMENT IN CHILDREN AND ADOLESCENTS

Anger control problems in children and adolescents constitute one of the major reasons for referral for psychological services. It has been estimated that nearly two thirds of the referral for these groups contain some anger management problems. The current workshop will present a model for the understanding of anger control problems and an empirically based treatment program for helping these individuals better manage their anger. The treatment approach is based on extensive clinical and research findings and fits into the emerging number of empirically supported treatment programs for children and adolescents.

Workshop participants, at the completion of this activity, will be able to:

1. Explain the cognitive model of anger;
2. Apply the cognitive model of anger to various client anger management problems;
3. Explain the cognitive model for the treatment of anger management problems; and
4. Apply the principles of the cognitive model of anger management with their clients.

FOR: Graduate students and professionals in applied psychology.

LEADERS: A. J Finch, Jr., PhD, ABPP, The Citadel
W. M. Nelson III, PhD, ABPP, Xavier University

C. Thursday, 12:00-2:00	[2 CE Credits]	Room: Plaza B
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ASSESSING AND IMPROVING UNDERGRADUATE RESEARCH

Calls for increased participation by undergraduates in research experiences has led to growth in these opportunities, but implementing both experimental and applied research experiences are still common issues with which departments struggle. Numerous resources now exist to assist departments with developing appropriate learning goals and assessment measures, implementing successful course sequences, and integrating summer and other non-classroom based research experiences. The first hour of this workshop will make use of discussion and exercises to examine the myriad implementation issues and some practical solutions. The second hour will focus on the assessment and ongoing improvement of those efforts.

Workshop participants, at the completion of this activity, will be able to:

1. Articulate the rationales for undergraduate psychology's curricular emphasis on statistics and research methods and translate these into relevant student learning outcomes that are consistent with a department's mission;
2. Compare and contrast their institution's curricular design with various successful and promoted models;
3. Identify aspects of curricular and course design that promote long-term student retention of statistical and methodological knowledge and skills;
4. Identify, construct, locate, select, and utilize appropriate assessment tools;
5. Identify opportunities in their undergraduate curriculum for both experimental and applied research opportunities, both in and out of the classroom; and
6. Identify current best practices regarding the incorporation of research and research methods in an undergraduate psychology curriculum.

FOR: Any department chair or area coordinator responsible for undergraduate program development and any college-level teacher or graduate student responsible for statistics, research methods, laboratory, and senior-thesis courses.

LEADERS: Wayne S. Messer, PhD, Berea College
Robert J. Smith, PhD, Berea College

D. Thursday, 1:00-4:00	[3 CE Credits]	Room: Signal
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ETHICAL CONCERNS WITH DUAL RELATIONSHIPS

Problematic dual relationships are among the most common reasons for malpractice lawsuits being lodged against mental health professionals. Dual relationships and related concerns will be discussed in an effort to heighten awareness and to avoid potential liability. The workshop will be conducted in both a lecture and discussion format. Attendees are asked to bring case examples of ethical dilemmas related to dual relationships to discuss as time allows.

Workshop participants, at the completion of this activity, will be able to:

1. Describe examples of potential problematic Dual Relationships;
2. Provide a rationale for avoiding Dual Relationships with clients;
3. Describe risks associated with Dual Relationships; and
4. Describe common dilemmas for the therapist relating to clients in dual roles.

FOR: Masters and PhD level professionals and graduate students.

LEADER: Robert W. Hill, PhD, Appalachian State University

E. Thursday, 1:00-4:00	[3 CE Credits]	Room: Lookout
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BETTER AGING: THE GOOD, BAD, AND UGLY

The purpose of the workshop is to promote preventive and remedial strategies for successful aging. These strategies, emphasizing prevention, are categorized into physical, psychological, and social domains. Both societal and personal rights and responsibilities will be identified, as well as technological advances that promote caregiving options. Participants will have opportunities to engage in preventive and remedial strategy exercises.

Workshop participants, at the completion of this activity, will be able to:

1. Demonstrate principles of successful, normal, and unsuccessful aging in the physical, psychological, and social realms;
2. Identify key factors promoting positive aging;
3. Promote successful aging strategies with focused personal and group activities; and
4. Advocate for personal and communal technologies to enhance self- and other- caregiving for better aging.

FOR: Open to all levels of academic and mental health professionals, but will especially benefit lifespan/adulthood and aging/mental health academics and practitioners.

LEADERS: Douglas D. Friedrich, PhD, University of West Florida
Neil Davis, EdD, University of West Florida
Jamie Partyka, BA, University of West Florida
Melissa Padgett, BA, University of West Florida

F. Friday, 9:00-12:00	[3 CE Credits]	Room: Plaza A
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EATING DISORDERS: FROM DIAGNOSIS TO TREATMENT

This workshop is designed to aid clinicians who are trying to assess and treat patients who present with eating disorders (Anorexia Nervosa, Bulimia Nervosa, Eating Disorder NOS, Binge Eating Disorder). Etiological theories, risk factors, and medical concerns will be presented, as will a multidisciplinary assessment process and empirically supported treatment approaches. Common therapeutic challenges and ethical issues specific to the treatment of eating disorders will be addressed. Case examples and accompanying food diaries, journal entries, art work, videotapes, etc., produced by former patients, will be used to highlight educational objectives.

Workshop participants, at the completion of this activity, will be able to:

1. Identify the diagnostic criteria that determine eating disorder diagnoses;
2. Discuss differential diagnosis considerations;
3. Describe the necessary components of a thorough biopsychosocial evaluation for patients suspected of eating disorders;
4. Identify the comorbid psychological factors that most often accompany eating disorders;
5. Discuss the ambivalence, denial and resistance often revealed by patients who present for treatment of eating disorders;
6. Recognize the importance of a comprehensive multidisciplinary treatment plan for typical eating disorder patients; and
7. Describe the common medical problems, refeeding challenges, and psychopharmacological approaches to the treatment of the eating disorders.

FOR: Open to all; however, those who work with clients with eating disorders, or plan to work with clients with eating disorders, will most benefit.

LEADERS: Christian Lemmon, PhD, Medical College of Georgia
Rebecca Rogers, PhD, Augusta State University

G. Friday, 9:00-12:00	[3 CE Credits]	Room: Lookout
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**DISSEMINATION AND TRANSPORTABILITY OF
PARENT CHILD INTERACTION THERAPY
TO COMMUNITY AND APPLIED SETTINGS**

Parent Child Interaction Therapy (PCIT) is an empirically supported treatment for children ages 2–7 with disruptive behavior problems. Although PCIT was originally designed for parents and children, it has been used to help other adult–child dyads such as grandparents, foster parents, and teachers. This workshop will provide an overview of PCIT and will engage participants in hands-on practice with the Child Directed Interaction skills. Presenters will also review recent research that has extended the applications of PCIT to include prevention efforts with community volunteers, mentors, and undergraduate psychology students.

Workshop participants, at the completion of this activity, will be able to:

1. Recognize the theoretical background for Parent Child Interaction Therapy (PCIT);
2. Recognize the skills for the Child Directed Interaction phase of PCIT;
3. Describe the differences between modifying, adapting, and tailoring treatment in PCIT;
4. Identify parenting skills that can be taught to non-parent populations as a means of intervention and prevention;
5. Describe the advantages and barriers of transporting intervention and research to classrooms and communities;
6. Discuss an innovative collaboration between professional psychologists in training, undergraduate volunteers, and a local community service agency involved in a project investigating the effectiveness of a modified child-directed interaction program working with high-risk children;
7. Discuss the effectiveness of modified and abbreviated trainings on comprehension and implementation of PCIT skills; and
8. Discuss the implications for using empirically supported techniques with new populations.

FOR: Open to all, but a background in learning and behavior theory would be helpful.

LEADERS: Ember Lee, PhD, Rady Children's Hospital
Elizabeth Brestan Knight, PhD, Auburn University
Shalonda Brooks, MS, Auburn University
Meenakshi Lambha, MS, Dupont Children's Hospital
Timothy Thornberry, BA, Auburn University

H. Friday, 9:00-4:00	[6 CE Credits]	Room: Signal
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LD AND ADHD: A LIFESPAN APPROACH

LD and ADHD are lifelong conditions although their impact is often overlooked in adults. Further, clinicians' training with regard to understanding, assessment and intervention for these conditions across the lifespan tends to be superficial. This workshop will provide an overview of current literature on the major subtypes of LD/ADHD. Through a combination of didactic presentation and case material, developmental issues, assessment, and intervention will be addressed.

Workshop participants will, at the completion of this activity, be able to:

1. Identify the major sub-types of LD and ADHD;
2. Formulate an appropriate assessment approach for children and adults with LD and ADHD;
3. Describe the psychological impact, developmentally, of LD and ADHD across the lifespan;
4. Discuss some of the ways that LD and ADHD factor into marital problems as well as performance problems in the workplace; and
5. Formulate more effective treatment plans, taking information processing style into account.

FOR: Open to all.

LEADERS: Lori R. Muskat, PhD, Georgia School of Professional Psychology, Argosy/Atlanta
 April L. Coleman, MA, Georgia School of Professional Psychology, Argosy/Atlanta
 Ben Garrison, MA, Georgia School of Professional Psychology, Argosy/Atlanta

I. Friday, 1:00-4:00	[3 CE Credits]	Room: Lookout
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ETHICAL DILEMMAS: TEACHING, RESEARCH, AND PRACTICE

A case-based approach to solving ethical dilemmas in teaching, research, and practice will be presented. Steps in an ethical decision model will be used and relevant ethical codes will be presented to support the decision. Participants will use an individual dilemma observed or experienced in their work.

Workshop participants, at the completion of this activity, will be able to:

1. Solve ethical dilemmas in teaching, research, and practice using an ethical decision model;
2. Locate the ethical principle or code that supports choices to make in decision making in conflict situations;
3. Identify potential dilemmas under each of the five ethical principles and 10 codes of APA;
4. Identify ways to prevent ethical dilemmas in their workplace in order to avoid risky behaviors with implications of legal or ethical recourse.

FOR: Instructors and professors who teach courses in psychology; professors who engage in research and supervise research of students' research in classes, theses, dissertations and publications of research; practitioners in the areas of Clinical, Counseling, School, and Industrial/Organizational Psychology; and Consultants in the field; psychology students at all levels

LEADER: Annie M. Wells, PhD, Alabama A&M University

J. Saturday, 9:00-12:00	[3 CE Credits]	Room: Signal
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THE ETHICAL PRACTICE OF FORENSIC PSYCHOLOGY

This workshop focuses on the ethical practice of forensic psychology. After a brief overview of the practice of forensic psychology, participants will learn the potential ethical pitfalls in the areas of forensic evaluations, forensic consultation and appearing as an expert witness. Participants will review relevant sections of the Ethics Code as well as the "Specialty Guidelines for Forensic Psychologists." Participants will be provided with an eight-step decision model developed for resolving ethical dilemmas in the practice of forensic psychology. Information will be presented didactically and through small-group experiential exercises in order to analyze case studies.

Workshop participants, at the completion of this activity, will be able to:

1. Describe the specialty of forensic psychology and identify specific activities within the specialty;
2. Identify potential ethical conflicts associated with forensic assessment;
3. Identify potential ethical conflicts associated with forensic consultation;
4. Identify potential ethical conflicts associated with appearing as an expert witness; and
5. Articulate an eight-step decision model for resolving ethical conflicts in forensic psychology.

FOR: Open to graduate students and mental health professionals who are considering entry into forensic psychology or who are currently practitioners in the field.

LEADER: Christopher Cronin, PhD, Saint Leo University

K. Saturday, 9:00-12:00	[3 CE Credits]	Room: Lookout
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RITEs OF PASSAGE

This interactive workshop focuses on "rites of passage" as a strategy to prevent "at risk" youth from engaging in risky behaviors. Using the "*Let the Circle Be Unbroken*" approach as a model, participants will learn about implementing a "rites of passage" training program, including its intent (e.g., to help youth achieve a sense of who they are), process (e.g., how to get a program started, components of a successful program) and expected outcomes (e.g., confident youth). The importance of program evaluation will be addressed.

Workshop participants, at the completion of this activity, will be able to:

1. Discuss what "rites of passage" training is and is not, and how it might be used within each participant's community to reduce the likelihood that young people become involved in risky behaviors;
2. Discuss some theoretical approaches and findings from research that supports "rites of passage" as a strategy for prevention of risky behavior;
3. Discuss the intent, process and expected outcomes for a "rites of passage" training program;
4. Discuss the key components of an effective "rites of passage" program;
5. Discuss the process involved in establishing, implementing, evaluating, and sustaining a "rites of passage" program; and
6. Make contact with others who are also interested in utilizing "rites of passage" activities and programs with "at risk" youth.

FOR: Those working with "at risk" youth, especially those interested in implementing a holistic, comprehensive, culturally relevant and meaningful prevention or intervention program for adolescent risk behavior reduction.

LEADERS: Theresa Montgomery Okwumabua, PhD, The University of Memphis
 Andrea Wheeler Watson, BS, The University of Memphis
 Courtney Peasant, BS, The University of Memphis
 Kristin Walker, PhD, Memphis City Schools, Urban Education Fellow

**Please plan now to join us at the
2011 SEPA Convention
to be held in
Jacksonville, Florida,
March 2-6, 2011**

**SEPA Administrative Office
Department of Psychology
University of West Florida
Pensacola, FL 32514**

850-474-2070

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