

**SOUTHEASTERN PSYCHOLOGICAL  
ASSOCIATION**

**CONTINUING EDUCATION  
WORKSHOPS**

**February 16-18, 2012**

**Sheraton New Orleans  
500 Canal Street  
New Orleans, Louisiana 70130  
504-525-2500**

**Please join us to earn your CE credits.**

In order to attend the CE workshops, you must pay the registration fee for the SEPA Annual Meeting, as well as the fees for your chosen workshop(s). In order to complete the registration process (for the meeting registration and for the workshops you wish to attend), go to the SEPA Web site at [www.sepaonline.com](http://www.sepaonline.com) for details.

**If you have questions concerning the meeting registration form, the workshop registration form, or your registration fees, please contact the SEPA office by e-mail ([sepa@citadel.edu](mailto:sepa@citadel.edu)) or by telephone (843-953-0772).**

To register onsite, you MUST check in and pay both your meeting registration fee and your workshop registration fee(s) before you attend the workshop(s).

## SEPA WORKSHOP REGISTRATION

**February 16-18, 2012 — New Orleans, Louisiana**

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. Please check each workshop description to determine your eligibility.

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

A. (50/25) \$ _____	F. (100/50) \$ _____
B. (100/50) \$ _____	G. (50/25) \$ _____
C. (50/25) \$ _____	H. (50/25) \$ _____
D. (50/25) \$ _____	I. (50/25) \$ _____
E. (50/25) \$ _____	J. (50/25) \$ _____
<b>TOTAL</b> \$ _____	

Return this page, your meeting registration form and a check for the total cost of the workshops you wish to attend (made payable to SEPA) to: SEPA, 171 Moultrie Street, Charleston, SC 29409. If you have not already registered for the meeting, the form is available on the SEPA Web site at [www.sepaonline.com](http://www.sepaonline.com).

**If you prefer to use your Visa or Master Card to register for the workshop(s), please fax this form to the SEPA office at 1-843-953-6797. Then call 1-843-953-0772, to provide your credit card information to the SEPA staff. For your security, do not fax your credit card information on the form.**

<b>COMPLETE THE FORM BELOW—IT WILL BE RETURNED AS YOUR ADMISSION TICKET</b>
Name: _____
Workshop number(s): _____
Total fees paid for SEPA Workshops 2012: _____
<b>YOU MUST PRESENT THIS FORM TO BE ADMITTED TO YOUR CHOSEN WORKSHOP(S)</b>

**SOUTHEASTERN PSYCHOLOGICAL ASSOCIATION  
CONTINUING EDUCATION  
SEPA Meeting  
February 16-18, 2012 — New Orleans, Louisiana**

Jared W. Keeley, PhD, SEPA CE Director, Mississippi State University

**T**he 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, 6-hour workshops, 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:** Preregistration is strongly encouraged. Full refunds for workshop registrations will be made for cancellations prior to **February 10, 2012**. 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, C, D, E, G, H, I, and J offer three (3) hours of CE credit each. Workshops B and F offer six (6) hours of CE credit each. The cost for the three-hour workshops is \$50 for professionals and \$25 for students. The cost for the six-hour workshops is \$100 for professionals and \$50 for students. All onsite registrations and payments for CE workshops will be processed at the SEPA registration desk.

**INVITED SPEAKERS' PRESENTATIONS OFFER ADDITIONAL CES**

Continuing education credit also will be offered for presentations by the SEPA Invited Speakers, marked with a **[CE]** throughout the meeting program (found on the SEPA Web site). Each of these sessions will offer one hour of credit for a fee of \$10.

Information on registration and payment for the Invited Speaker sessions will be available onsite at the conference. Although any registrant may attend these one-hour sessions, a CE certificate will be awarded only to those attendees who also remit the \$10 payment and submit an evaluation form.

<b>A. Thursday, 9:00-12:00</b>	3 CE Credits	Room: Bayside A
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**STRATEGIES FOR IMPROVING PRODUCTIVITY WITH UNDERPERFORMING FACULTY**

Academic psychologists who find themselves in leadership roles on their campuses are often confronted with the dilemma of dealing with underperforming faculty members, both in psychology and in other disciplines. This workshop will provide participants with strategies for assessing faculty underperformance, examine the causes of poor productivity among faculty, provide suggestions for discussing issues of underperformance with faculty, and offer potential solutions for improving the performance of these colleagues. Participants will be given case studies of faculty underperformance to assess, discuss, and recommend solutions to address the identified problems.

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

1. identify leading causes of underperformance among faculty members;
2. develop specific and measurable goals to be used in developing action plans for poor performing faculty;
3. identify potential solutions for each area (teaching, scholarship, service) of faculty underperformance;
4. articulate the components of facilitating effective meetings with underperforming faculty;
5. apply their knowledge of working with underperforming faculty members to two case presentations.

**Target Audience:** Open to all, but targeted toward academic psychologists who are presently in, or aspire to, leadership roles within their institutions.

**Leader:** R. Christopher Qualls, PhD, Emory & Henry College

<b>B. Thursday, 9:00-12:00 &amp; 1:00-4:00</b>	6 CE Credits	Room: Bayside B
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**COMPREHENSIVE BEHAVIORAL INTERVENTIONS FOR TICS**

This didactic presentation on Comprehensive Behavioral Intervention for Tics (CBIT) offers authoritative information on Tourette Syndrome and its common co-occurring conditions. CBIT combines elements of habit reversal training with psychoeducation and function-based behavioral interventions. Dr. Himle will provide an overview of the current evidence supporting CBIT as an effective intervention for patients with tics. Participants will learn the CBIT protocol for tic management and understand the impact of environmental events on tics. This presentation is presented on behalf of the national Tourette Syndrome Association and the US Centers for Disease Control and Prevention (CDC).

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

1. recognize the common symptoms and clinical characteristics of Tourette Syndrome;
2. discuss the impact of environmental events on tics;
3. summarize current state of evidence regarding non-pharmacological interventions for tics;
4. describe the CBIT protocol for tic management.

**Target Audience:** Open to all, but targeted toward CBIT practitioners (most of whom are clinical psychologists and social workers).

**Leader:** Michael Himle, PhD, University of Utah

<b>C. Thursday, 9:00-12:00</b>	3 CE Credits	Room: Bayside C
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**THE COPING POWER PROGRAM FOR CHILDHOOD AGGRESSION**

This workshop will provide an overview of the Coping Power program, will review active mechanisms (peers; parenting; children’s social cognitive processes and emotion-regulation) which contribute to the maintenance of children’s aggressive behavior, and show how this contextual social-cognitive conceptual framework guides successful intervention, treatment and prevention. The Coping Power Program, typically delivered as a small group intervention within clinics and elementary and middle schools, has a 34-session child component and a 16-session parent component. Clinicians and researchers attending the workshop will be able to identify preadolescent children who are appropriate for the intervention; to describe how the Coping Power model provides a framework for the assessment and intervention of specific children; to understand the intervention research findings supporting this program; and to implement tools to help the child recognize physiological cues of anger and manage their anger arousal, and to identify competent strategies for coping with social problems, and to help parents respond to children’s aggressive behavior problems.

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

1. describe the risk factors for angry, aggressive children;
2. discuss the Coping Power Program’s outcome effects;
3. list techniques to help children cope more effectively with anger and other difficult emotions;
4. list techniques for enhancing children’s social problem-solving skills; and
5. discuss the skills needed to assist parents in enhancing parent-child relationships and developing effective behavior management strategies.

**Target Audience:** Open to graduate students and doctoral-level practitioners.

**Leader:** John E. Lochman, PhD, ABPP, University of Alabama

<b>D. Thursday, 1:00-4:00</b>	3 CE Credits	Room: Bayside C
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**MANAGING DIVERSITY MANAGEMENT IN ORGANIZATIONS**

This workshop will provide a conceptual and empirical foundation for work in organizational diversity management. Rationale, effective techniques and methods, and evaluation will be covered as well as sources of resistance and pitfalls. Examples of best practices will be presented. Participants will apply some of the ideas to develop a plan for their own organization or one with which they are familiar. Didactic, case discussion, and experiential approaches will be used.

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

1. discuss primary rationales for “diversity management” and evaluate empirical basis for each;
2. state the difference between diversity management and other organizational approaches such as EEO, Affirmative Action, Valuing Diversity, Training, and Organization Development;
3. describe effective techniques and methods for managing organizational diversity at individual and organizational levels;
4. list factors shown to be important in the success of diversity management efforts; and
5. assess the status of an organization with respect to diversity climate and the status of diversity management.

**Target Audience:** Open to all, but some background in organizational, social, or industrial psychology preferred.

**Leader:** Rosemary Hays-Thomas, PhD, University of West Florida

<b>E. Thursday, 1:00-4:00</b>	3 CE Credits	Room: Bayside A
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**FACULTY ONLINE LEARNING COMMUNITIES:  
FACULTY ACADEMIES MAKE THE DIFFERENCE**

This workshop explores developing online teaching communities within your college through the mechanism of formal Faculty Academies. The facilitators' experiences developing and conducting online Academies across disciplines will be shared in three themes:

- Establishing the Foundation for Buy-In
- Aligning the Academy Model to Your Needs
- Growing and Nurturing Your Online Community

With the support of facilitators, participants will work together to discover how they can help faculty engage, contribute, and become more active with their peers as an online community. The desired long-term result is improved faculty and student satisfaction in online education, improved alignment between learning objectives and learning outcomes, and heightened awareness of regulatory requirements in online education.

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

1. identify practical applications to help faculty engage, contribute, and become more active with their peers as an online community;
2. negotiate the regulatory information regarding equivalency, copyright, and accommodation of disability in the online environment;
3. describe how the proper design of asynchronous and synchronous structure can create more efficient online environments and improve faculty and student satisfaction in online education; and
4. analyze alignment between learning objectives and learning outcomes, creating effective online models.

**Target Audience:** Individuals interested in learning about establishing online teaching courses.

**Leaders:** **Mary Lou Yates, EdD**, The Citadel  
**Raymond Jones, EdD**, The Citadel  
**Nichelle Middleton, MA**, The Citadel

<b>F. Friday, 9:00-12:00 &amp; 1:00-4:00</b>	6 CE Credits	Room: Bayside B
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**DOCUMENTING LD/ADHD FOR STUDENTS IN HIGHER EDUCATION**

Providing documentation for students seeking accommodations in higher education requires specific skills. These include knowledge of assessment instruments, information processing, personality development and diagnostic psychopathology as well as an understanding of legal issues and the range of disorders that impact performance in an academic setting. This workshop will address an overview of prevalent conditions/disorders that warrant accommodations, relevant laws that govern the granting of accommodations, and best practices in psychological report writing needed to compile effective documentation. A combination of didactic and experiential methods will be used. (Continued on next page.)

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

1. describe the most prevalent conditions/disorders for which students can seek accommodations in higher education;
2. discuss the major laws (i.e., Americans with Disabilities Act, Section 504) that govern the provision of accommodations in higher education;
3. compare the similarities and differences between laws regulating the provision of accommodations in grade school (i.e., Individuals with Disabilities Education Improvement Act) and those regulating accommodations in higher education; and
4. with increased knowledge and skill, write psychological, psychoeducational and neuropsychological evaluation reports that provide appropriate documentation for students seeking accommodations in higher education.

**Target Audience:** Open to clinicians and clinicians in training who provide evaluation services to students seeking accommodations in higher education. Some prior training in assessment is necessary, and those with some prior training in the areas of LD, ADHD, and chronic medical and psychiatric conditions are likely to benefit most.

**Leader:** Lori R. Muskat, PhD, Georgia School of Professional Psychology, Argosy/Atlanta

<b>G. Friday, 9:00-12:00</b>	3 CE Credits	Room: Bayside A
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**UNDERSTANDING PTSD: ETIOLOGY AND EVIDENCED BASED TREATMENT  
FROM THE BIOPSYCHOSOCIAL PERSPECTIVE**

The purpose of this workshop is to explain the etiology, diagnosis and treatment of PTSD from the Biopsychosocial perspective. Recent brain imaging results will be shown to demonstrate findings on how trauma affects brain structure and function. This approach to understanding PTSD and Borderline Personality Disorder will show the etiology of both diagnoses, describe the psychological and social systems effects of this brain alteration on the individual, and discuss evidence based treatment options consistent with the neurobiology of PTSD. Special attention will be paid to women who are victims of childhood sexual abuse.

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

1. identify the biological responses of the brain and the endocrine system to psychological stressors;
2. discuss the results of fMRI techniques in terms of understanding the neurobiology of PTSD;
3. describe how the process of significant and/or extended trauma changes the structure and function of the brain;
4. describe how trauma-related neurological structure and function changes affect behavior of both PTSD and Borderline Personality Disorder patients; and
5. discuss evidence-based treatment options for trauma victims from the Biopsychosocial perspectives.

**Target Audience:** Open to all.

**Leader:** Melton Strozier, PhD., ABPP, Mercer University School of Medicine

<b>H. Friday, 9:00-12:00</b>	3 CE Credits	Room: Bayside C
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**MICROSKILLS:**

**I'M HEARING WHAT YOU ARE SAYING, BUT WHAT ARE YOU SAYING?**

Helping Professionals (therapists, counselors, advisors, mentors, etc.) need a "tool bag (techniques and skills)" for effectiveness and efficiency when facilitating those they serve. This interactive workshop will present both theory and practice exercises designed to assist Helping Professionals improve their communication skills. The information included is based on Ivey, Ivey, and Zalaquett (2009) *Intentional Interviewing and Counseling* theories regarding, Microskills Hierarchy Basic Listening Sequences: attending behaviors and active listening. The benefit of using the microskills model lies in the ability of the helping professional to effectively communicate to those they serve.

There are two goals for this workshop:

- The participants will demonstrate their ability to enhance their "tool bag" in two of the basic communication skills by successfully completing the role-playing activities and then apply these skills in their therapy sessions.
- The participants will be able to identify and to better understand how personal values impact professionalism.

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

1. identify the characteristics and skills of a positive helping professional;
2. identify the barriers to effective communication;
3. define and implement the first tier of the Microskills Hierarchy: Attending Behaviors;
4. define and implement the second tier of the Microskills Hierarchy: Active Listening;
5. identify and describe how personal values impact professionalism;
6. identify and develop a better understanding of Multicultural issues; and
7. define the ethics for the helping professional and identify resources to assist.

**Target Audience:** Beginning therapists, counselors, graduate students, and professionals in helping occupations.

**Leaders:** **Susan Thorson-Barnett, PhD**, Northwestern State University of Louisiana  
**Joseph D. Biscoe, III, MHS**, Northwestern State University of Louisiana  
**Laura Burns, BS**, Northwestern State University of Louisiana

<b>I. Friday, 1:00-4:00</b>	3 CE Credits	Room: Bayside A
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**ETHICAL PRACTICE FOR CHILD CLINICAL PSYCHOLOGISTS**

The purpose of this workshop will be to introduce psychologists and mental health professionals to the ethical and legal dilemmas commonly faced by those working with children and families. The workshop will utilize experiential and case studies to facilitate learning and will also consist of lecture-learner format. Handouts and other instructional materials will be provided.

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

1. define the limits of confidentiality when working with children and families;
2. recognize the roles of individuals involved in divorce and legal proceedings;
3. facilitate interactions between therapists and the legal system; and
4. discuss the implications of technology and electronic communication as they relate to ethical treatment of children and families.

**Target Audience:** Open to all, but targeted toward parties who will likely work with children and families and will also interface with the legal system.

**Leaders:** Lloyd Adam “Chip” Taylor, PhD, The Citadel

<b>J. Saturday, 9:00-12:00</b>	3 CE Credits	Room: Bayside A
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**CLINICAL SUPERVISION: WHEN THINGS GO AWRY**

In this session, we will discuss various pitfalls in the clinical supervision of trainees, including barriers to effective communication, resistance of the student to adjust, power struggles, and ethical issues. The session will be highly interactive, inviting participants to share problems they have encountered. Session participants will discuss a variety of problem scenarios. We will discuss solutions for various types of problems in supervision as well as review the implicit ethical and training considerations.

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

1. identify problems in standard clinical supervision with students that could lead to a less effective outcome for the supervisor, supervisee, and/or client;
2. identify communication patterns, like mitigating language, that could decrease the effectiveness of communication;
3. discuss specific situations where participants have encountered supervision issues as examples of broader concerns;
4. provide means for preventing and ameliorating supervision problems;
5. review relevant sections of the ethics code as they apply to supervision issues; and
6. discuss implications for training models and practices.

**Target Audience:** Open to all, but targeted toward Individuals involved in providing clinical supervision at any level (graduate practica, internship, postdoctoral, peer).

**Leaders:** Scott A. Cardin, PhD, VA Gulf Coast Veterans Health Care Center  
 Jared W. Keeley, PhD, Mississippi State University