Workshop A

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 Psychology.” 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 analyzing 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 and analyze potential ethical conflicts associated with forensic assessment;
3. describe potential ethical conflicts associated with forensic consultation;
4. identify potential ethical conflicts associated with appearing as an expert witness; and
5. articulate and apply an eight-step decision model for resolving ethical conflicts in forensic psychology.

For: This workshop is open to graduate students and mental health professionals who are considering entry into the specialty of forensic psychology or who are currently practitioners in the field.

Leader: Christopher Cronin, Ph.D., Saint Leo University
Workshop B

The impact of Hurricane Katrina on Young Children

For parents whose children were born in the months following Hurricane Katrina, the level of stress was higher than usual for new parents. Children's emotional and behavioral functioning were negatively affected even years after due to the effects of stress on pregnant women who were living in a disaster environment during Hurricane Katrina. The aim of the current workshop is to inform professionals and trainees in mental health about the long-term negative effects of disasters or other traumatic events on young children who were born immediately following a disaster. The workshop will utilize a didactic and case-based approach.

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

1. describe how a disaster or traumatic event increases the level of stress for pregnant woman and new parents;
2. identify how disasters can negatively impact young children's emotional and behavioral functioning;
3. identify the behaviors which may suggest that a young child has been affected by a traumatic event;
4. describe potential ways to work with families and young children who have experienced a traumatic event; and
5. describe ways to approach parents of young children who have been effected by trauma, as well as ways to communicate with them about the effect trauma can have on young children's mental health.

For: The workshop is designed to be open to all levels of training and anyone who is interested in further understanding how traumatic events like Hurricane Katrina can impact a family.

Leaders: Michelle Moore, Psy.D. Louisiana State University

Kristin Callahan, Ph.D., Louisiana State University

Tonya C. Hansel, Ph.D., Louisiana State University
| Thursday 1:00 pm – 4:00 pm | 3 CE Credits | Jasmine |

**Workshop C**

**Clinical Ethics and Risk Management Approaches to Private Practice**

This workshop will focus on common ethical difficulties faced by clinicians. We will be discussing the risk management approach and how it can be used in a way that also leads to aspirational ethical practice. Time will be spent discussing the ethical difficulties raised by new technology and concrete approaches regarding how to handle these new challenges. Finally, a growth mindset will be discussed as it relates to ethical practice.

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

1. describe the components of the risk management model of practice;
2. describe aspirational models of ethical practice and the balance between aspirational ethics and risk management;
3. identify common ethical pitfalls faced by today’s clinicians; and
4. describe technological advances and the use of technology associated with ethical concerns.

**For:** Open to All

**Leader:** Lloyd Adam “Chip” Taylor, Ph.D., The Citadel
Workshop D

Youth with Chronic Medical Conditions: Psychotherapeutic Issues and Approaches in the Context of Healthcare’s Changing Landscape

The landscape of healthcare is changing. This impacts clinicians and clients and may complicate the needs and experiences of children and adolescents with chronic medical illnesses, as well as their families. Youth with medical issues are at greater risk for learning, behavioral and/or psychological issues and may seek psychotherapy for issues seemingly unrelated to their medical condition. Consequently, psychotherapeutic approaches that do not factor medical issues into the treatment formulation may be used. This interactive workshop addresses psychotherapeutic issues of youth with medical conditions and the impact of a changing healthcare system. Implications for clinical practice and advocacy will be discussed.

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

1. describe key changes in the healthcare system, which impact service delivery to youth with medical illnesses and their families;
2. identify several common chronic medical conditions of children and adolescence clinical psychological manifestations;
3. describe key factors affecting families of children and adolescents with chronic medical conditions;
4. identify some common psychotherapeutic issues of children and adolescents with chronic medical conditions; and
5. apply a self-psychology model to psychotherapy intervention with children and adolescents who have chronic medical conditions.

For: The target population of this workshop is clinicians and clinicians in training who work with children and adolescents—including those in general practice as well as those working with children and adolescents who have chronic medical conditions.

Leaders: Lori R. Muskat, PhD., Georgia School of Professional Psychology, Argosy/Atlanta
Naadira C. Upshaw, M.A., Georgia School of Professional Psychology, Argosy/Atlanta
Maria F. Jay, M.A., Georgia School of Professional Psychology, Argosy/Atlanta
Workshop E

Effects of Child Abuse on Neurological Development and Functioning

This presentation will examine the types and prevalence of child abuse, review research regarding the prenatal and postnatal development of healthy brains, highlight recent research regarding the ways in which child abuse (emotional, physical, and sexual) place children’s neurological development at risk for delays and deficits, and discuss the nature and importance of reparative environments to optimize the neurological functioning of children who have been abused.

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

1. provide estimates regarding the current prevalence of the different types of child abuse;
2. describe the key milestones in healthy brain development and prenatal/postnatal environments that promote healthy brain development;
3. describe the negative neurological sequelae associated with the different types of child abuse;
4. identify characteristics of caretakers at-risk to abuse children; and
5. describe the components of reparative environments which are important to mitigating the effects of child abuse.

For: This workshop is appropriate for undergraduate and graduate students as well as all mental health professionals who work with children.

Leader: R. Christopher Qualls, Ph.D., Emory & Henry College
Workshop F

Practical Introduction to the MMPI-2-RF

The MMPI-2-Restructured Form (MMPI-2-RF) was introduced in 2008 and is substantially different from its predecessors, the MMPI (1940) and the MMPI-2 (1989). The purpose of this workshop is to provide a relatively brief description of the reasons for restructuring the test and the methods used in doing so, to then fully present the RF assessment framework, including all 51 scales, and finally to apply the test to a series of case studies.

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

1. describe key problems with the MMPI-2 and how those problems were addressed in the development of the RF;
2. describe the organizational structure of the 51 scales comprising the MMPI-2-RF, recognizing their hierarchical association;
3. discuss the use of the MMPI-2-RF in assessing internalizing-emotional disorders;
4. discuss the use of the MMPI-2-RF in assessing behavioral-externalizing disorders;
5. discuss the use of the MMPI-2-RF in assessing thought disorders; and
6. apply the interpretive strategy presented in the workshop to actual MMPI-2-RF profiles in an accurate manner.

For: This workshop is designed for practicing psychologists who are involved with assessment, and for advanced graduate students with some background in clinical assessment. Some background training and experience with previous versions of the MMPI would be helpful in order to fully benefit from this workshop, though it is not required.

Leader David M. McCord, Ph.D., Western Carolina University
Workshop G

Evaluating the Impact of Community Engagement: Taking the Fear out of Data

Psychologists engage in community outreach as a means of enhancing their students’ learning and development, and/or as a way of contributing their expertise as partners in community advocacy or service. In this session an academic psychologist and a community partner who specializes in assessing the impact of community-wide volunteer efforts team up to address interdisciplinary assessment of service learning impact from a variety of perspectives. While broader in its applications, this half-day workshop will focus on the issues most relevant to academic psychologists integrating service learning into their courses and to psychologists practicing in community non-profit or service-oriented agencies.

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

1. articulate cost-effective impact evaluation and data collection methods;
2. describe the latest tools for measuring volunteer impact;
3. articulate steps to improve community outreach programs;
4. describe the latest data on volunteer impact and relevance of volunteering for students or professionals entering job markets; and
5. identify resources for deepening their understanding of volunteer impact measurement (e.g., other volunteer professionals; organizations; available surveys).

For: This interactive workshop can accommodate students, academic psychologists, and practitioners who seek to engage with their community.

Leaders: Conway F. Saylor, Ph.D., ABPP, The Citadel
Kat Morgan, MSOD, MSW, Trident United Way
Workshop H

The Science and Practice of Teamwork in Psychology

Teamwork is inevitable in psychology, from the treatment of patients who require an expert care team to the development of interdisciplinary research teams to address complex research problems. However, teams can fail when we only focus on task relevant expertise and not expertise required for teamwork. The aim of this workshop is to draw upon the psychological science behind teamwork in order to offer a perspective of teamwork demands for the 21st century psychologist, both in terms of applying team science in research and practice. This workshop will involve experiential learning and in-depth discussion of applying teamwork science in psychology.

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

1. discuss and suggest means to demonstrate the findings of research on the inputs, processes, and outcomes related to effective teamwork;
2. explain how concepts such as interdisciplinarity, virtuality, culture, physical distribution, and multiteam systems impact and challenge our current understanding of teams;
3. model effective teamwork skills in a team setting—skills such as leadership, communication, coordination, cooperation, and conflict management; and
4. describe ways to diagnose team functioning issues and recommend techniques/strategies for improving teams facing challenges.

For: This workshop is open to all participants of any level, as the knowledge and skills developed will be applicable across a wide range of settings.

Leader: Marissa L. Shuffler, Ph.D. Clemson University
## WORKSHOP I

### The Identification of Students with Special Needs: An Update for Clinicians

In this session, attendees will learn about recent updates to special education law (i.e., Individuals with Disabilities Education Act [IDEA] of 2004) and salient implications of these changes for the identification of children/youth with special needs across various disability categories. In particular, considerations related to the identification of students with Specific Learning Disability, Intellectual Disability, Emotional Disturbance, etc., will be addressed. This workshop is primarily intended for clinicians and/or practitioners who work with children and youth outside of school settings, yet commonly interface with educators and school employees.

Workshop participants, at the conclusion of this program, will be able to:

1. identify best practice guidelines in the assessment and identification of students for special education services in school settings;

2. identify general criteria that lead to conferral of special education services across multiple disability categories, including Specific Learning Disability, Intellectual Disability, Emotional Disturbance, and Other Health Impairment;

3. optimally and ethically advocate on behalf of their clients and their families who are likely to be candidates for special education services; and

4. describe the salient differences between necessary qualifying criteria for service provision in the private sector versus the school setting.

**For:** The target population for this session is clinicians who work with children/youth primarily outside of the school setting, but it is open to everyone with interest in the subject matter.

**Leader:** Timothy A. Hanchon, Ph.D., NCSP, The Citadel