Continuing Education Workshops

Methodology Workshop 1

Thursday 9 to 12 Suite 2507

Title: Qualitative Research Methods

Presenters: Kristina B. Hood, Ph.D., Virginia Commonwealth University
           Alison J. Patev, M.S., Virginia Commonwealth University

Workshop Description:

This workshop will focus on qualitative research for individuals at all levels of education and professional development. The workshop is intended to build on existing knowledge of qualitative work gained in research method courses. It will begin with an overview of qualitative research, including the characteristics of different qualitative designs. Participants will learn how to choose the qualitative design that is best for their proposed research goals. The workshop will also focus on developing a qualitative study, qualitative data collection, analysis, and interpretation, and will provide a brief introduction to writing up qualitative results.

Learning Objectives:

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

- Describe characteristics of qualitative research, identify the types of research problems that might warrant a qualitative design, and explain benefits and challenges of using qualitative research.
- Describe the different types of qualitative designs, and apply specific research designs based on the research problem and desired outcome.
- Design a qualitative study, develop appropriate testing procedures, and explain potential data collection methods.
- Understand analysis and interpretation of the data collected from a qualitative design.
- Understand the basics of writing up a qualitative study.

Target Population: This workshop is open to all. Individuals need no specific qualifications to enroll, nor do they need specialized training in qualitative research.

Methodology Workshop 2

Thursday 1 to 4 Suite 2507

Title: R: From Setup to Statistics

Presenters: Matthew Turner, Ph.D., Georgia State University
           Jessica Turner, Ph.D., Georgia State University
           Maria Misiura, M.A., Georgia State University

Workshop Description:
This workshop gets participants actively using the R statistical system. Installation, setting up additional tools, getting things running, importing data, and several elementary analyses will be demonstrated along with practice times for participants to try these examples out on their own computers (please bring a laptop if you can; software will be available for install at the workshop!). We also cover the range of online sources of information and help. Organizers and TAs will be available to help get you up and running with R if you haven’t been able to get things working in the past.

**Learning Outcomes:**

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

- Obtain, install, set-up, run the R software, and load research data into the R system
- Use specific commands for basic data manipulation and for executing several common statistical analyses in R
- Find documentation and online help for doing other analyses as they arise in the participants’ research work
- Explain the differences in data philosophy between the R system and other statistical software such as SPSS

**Target Population:** This workshop introduces a popular, freely-available, software package for the full range of statistical analyses that arise in research. Therefore, anyone with at least some basic introduction to statistics could benefit from the workshop; it is **open to all**. However, it will be most beneficial to people with some hands-on experience with actual psychological research such as graduate students, post-docs, and researchers/faculty or undergraduates conducting independent study projects.

**Methodology Workshop 3**

**Friday 8 to 11 Suite 2507**

**Title:** Moderation, Mediation, and Moderated Mediation Analyses using SPSS

**Presenter:** A. Nayena Blankson, Ph.D., Howard University

**Workshop Description:**

This 3-hour workshop will introduce attendees to methods for testing moderation, mediation, and moderated mediation hypotheses using SPSS. We will examine traditional approaches as well as more recent approaches to tests of mediation and moderated mediation. The first half of the session will consist of a lecture and live demonstration. The second half of the session will be devoted to questions and answers and lab time where attendees can conduct analyses with their own data. Attendees should bring their own laptops with SPSS installed.

**Learning Outcomes:**

At the end of the workshop, participants will be able to:
• Describe the advantages and disadvantages of traditional methods for testing mediation hypotheses.
• Identify differences between moderation, mediation, and moderated mediation.
• State moderated mediation hypotheses.
• Conduct tests of moderation, mediation, and moderated mediation using SPSS.
• Interpret results of moderation, mediation, moderated mediation analyses and report results in APA style.

Target Population: Open to all.

Methodology Workshop 4

Friday 8 to 11 Cascade Room

Title: Using Eye Tracking Software in Psychological Research: A Hands-On Learning Experience

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

Workshop Description:

This workshop explores the theory and methodology of human eye-tracking for psychological research. Fundamentals of eye movements, including saccades, fixations, and regressions will be discussed. Equipment will be provided for hands-on practice with eye-tracking software and hardware.

Learning Outcomes:

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

• Identify the scientific terminology of eye tracking.
• Describe abnormal eye movement behavior as seen in recordings.
• Describe the abnormal eye movements found in Specific Reading Disability, and their clinical significance.
• Articulate how to design, implement, and analyze a basic eye-tracking experiment using OGAMA 5.0 software.

Target Population: Advanced graduate students and faculty who are interested in adding eye tracking to their research program using low-cost tools. Advanced undergraduates may be admitted, with faculty sponsor.

Workshop A

Thursday 9 to 12 Ivy I

Title: Understanding and Use of Nonverbal Communication in Therapy

Presenter: Blake Rackley, Psy.D.
Workshop Description:

The following workshop will help to educate and demonstrate the seven basic emotions that are universal as proposed by Paul Ekman. It will also give clinical examples and use in a therapeutic environment. It will be experiential and interactive in nature.

Learning Outcomes:

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

- Observe, demonstrate, and recognize the seven basic emotions that are displayed on the face.
- Describe how a clinician can utilize non-verbal communication within the session.
- Identify the emotions that are typically displayed during counseling.
- Articulate an awareness of how the participant can use non-verbal communication in therapy.

Content Level: Intermediate

Target Population: Licensed professionals in the field of psychology/counseling.

Workshop B Thursday 9 to 12 Ivy II

Title: Interpreting the MMPI-2-RF

Presenter: David M. McCord, Ph.D., Western Carolina University

Workshop Description:

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 with a focus on interpretation.

Learning Outcomes:

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

- Describe key problems with the MMPI-2 and how those problems were addressed in the development of the RF.
- Describe the organizational structure of the 51 scales comprising the MMPI-2-RF, recognizing their hierarchical associations.
- Discuss the use of the MMPI-2-RF in assessing internalizing-emotional disorders.
- Discuss the use of the MMPI-2-RF in assessing behavioral-externalizing disorders.
- Discuss the use of the MMPI-2-RF in assessing thought disorders.
• Apply the interpretive strategy presented in the workshop to actual MMPI-2-RF profiles in an accurate manner.

Content Level: Intermediate

Target Population: 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.

Workshop C

Thursday 1 to 4 Ivy I

Title: An Introduction to Metacognitive Psychotherapy: A Treatment for Worry, Rumination, and Other Anxiety Related Problems

Presenters: Brian Fisak, Ph.D., University of Central Florida
            Kellie Kissell, B.A., University of Central Florida
            Hayley Rodriquez, B.A., University of Central Florida

Workshop Description:

This workshop provides an introduction to metacognitive therapy, an emerging, newer generation cognitive-behavioral therapy with a strong evidence base. Following an overview of the metacognitive therapy model, intervention approaches and techniques will be discussed, including attention training and detached mindfulness. Further, participants will learn about the clinical applications of this approach to specific psychological problems, with an emphasis on the treatment of worry and depressive rumination. Finally, the most recent empirical evidence regarding the effectiveness of this model will be reviewed, including favorable comparisons relative to traditional CBT.

Learning Outcomes:

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

• Describe the metacognitive therapy approach and discuss the differences between this model and traditional CBT.
• Identify specific metacognitive therapy intervention techniques, including attention training and detached mindfulness, in clinical practice.
• Discuss the metacognitive models of worry and rumination in clinical practice.
• Describe other psychological problems for which the metacognitive model is applicable.
• Summarize the evidence for the effectiveness of the emerging metacognitive model.

Content Level: Introductory

Target Population: This workshop is open to all. The target population is doctoral level clinicians, as they are expected to be particularly interested in and likely to benefit from this
approach to CBT. At the same time, we plan on presenting in a matter that would be understandable and engaging to anybody with a psychology background, including graduate students.

**Workshop D**  
Thursday 1 to 4 Ivy II

*Title:* Psychopharmacology: Physiological actions and interactions

*Presenters:* Sharon M. Pearcey, Ph.D., Kennesaw State University  
Lauren A. Fowler, Ph.D., Weber State University

*Workshop Description:*

The Center for Disease Control reports that 2.3 billion drugs were ordered by physicians in 2012 with antidepressants as one of the most frequently prescribed medications (CDC, 2016). Additionally, approximately 20% of the population take three or more prescription drugs daily. Using a didactic approach, the facilitators will address the mechanisms of action and most salient interactions for commonly prescribed antidepressants and anxiolytics. This workshop will include a history of the psychopharmacology, pharmacodynamics, and pharmacokinetics related to these drugs, as well as information regarding the clinical efficacy of these medications. Key drug-drug interactions including commonly used recreational drugs will be discussed. References for further information will be provided.

*Learning Outcomes:*

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

- Describe the history of psychopharmacology as it relates to the development of antidepressants and anxiolytics
- Identify the major types of drugs prescribed to treat depression and anxiety
- Describe the pharmacodynamics and pharmacokinetics of each drug class
- Recognize the main interactions associated with each class of drug discussed

*Content Level:* Introductory

*Target Population:* Open to all

**Workshop E**  
Friday 9 to 12 Ivy I

*Title:* Ostracism: Causes, Consequences, and Interventions

*Presenter:* Steve A. Nida, Ph.D., The Citadel

*Workshop Description:*
This workshop will introduce the participant to the empirical research on social ostracism. After introducing the theoretical foundation of this work, the session will present a range of examples of research findings supporting that theory. Special attention will be given to recent research that has clinical implications for children and adolescents, and the final portion of the workshop will explore some implications of this work for intervention strategies and public policy. The workshop will employ a lecture/discussion format (and may incorporate a role-playing exercise, depending on the number of participants).

**Learning Outcomes:**

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

- Define and identify ostracism.
- Describe how ostracism impacts individuals by threatening one or more of four basic needs.
- Explain the possible connection between physical pain and the social pain of ostracism (“pain overlap theory”).
- Understand the possible consequences of ostracism, particularly for children and adolescents.
- Explain strategies for assessing the prevalence and impact of ostracism and bullying.
- Identify strategies for countering the effects of ostracism and social rejection.

**Content Level:** Intermediate

**Target Population:** Although the workshop will be aimed somewhat at doctoral-level psychologists and psychology graduate students, my intent is still to make the content accessible to a broader audience. Consequently, the workshop should be open to anyone who is interested.

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**Workshop F**

**Friday 9 to 12 Ivy II**

**Title:** Cultural Miscommunication: A Matter of Life and Death

**Presenter:** Carlette Perry, Psy.D., Saint Leo University

**Workshop Description:**

This workshop will offer research on cultural views of law enforcement, the role of the law enforcement in the community, tools for evaluating emotional intelligence, and resources to provide to officers on the frontline. This session will allow participants to learn how to bridge the gap that exists between law enforcement and many communities. Participants will engage in effective communication strategies, interpersonal skills assessment, video review, and small group discussions that allow conversations around training, cultural interactions, media and cultural miscommunication.

**Learning Outcomes:**
At the end of the workshop, participants will be able to:

- Describe past research on police-community relations.
- Identify cultural differences that cause miscommunication.
- Provide examples of interactions that lead to miscommunication.
- Identify areas within their own lives that influence their reaction to interactions with law enforcement.
- Describe effective strategies for helping those on the frontline think differently when interacting with someone of a different culture.

*Content Level:* Intermediate

*Target Population:* Open to all.

**Workshop G**  
**Friday 1 to 4 Ivy I**

**Title:** The Intersection of Ethics and Multicultural Practice

**Presenter:** Ephi J. Betan, Ph.D., Georgia School of Professional Psychology

**Workshop Description:**

This workshop will explore the intersection of professional ethics and multicultural practice using a relational-contextual approach to ethical decision-making. The goal is to promote psychologists’ ability to implement sound ethical judgments based on greater awareness of the interplay of subjective, interpersonal, and cultural considerations in clinical work. Particular attention will be given to ethical considerations that emerge strongly in the context of diversity, examining (1) how a clinician’s cultural assumptions and experiences inform ethical judgement, and (2) key ethical obligations emerging in multicultural practice, including considerations around multiple relationships, boundaries, and therapist self-disclosure in the context of multicultural practice.

**Learning Outcomes:**

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

- Critically examine the influence of subjective, interpersonal, and cultural contexts on clinical and ethical decision making.
- Evaluate professional ethical standards of conduct in terms of diversity and multiculturalism considerations.
- Recognize how the parameters of professional conduct, including integrity and accountability, competence, self-reflection, and interpersonal engagement are culturally bound constructs.
- Articulate and apply a specific framework for ethical decision making to address ethical issues in multicultural clinical practice.
Content Level: Intermediate

Target Population: Open to all, this workshop will be beneficial for clinicians, professors, and supervisors across all levels.

Workshop H
Friday 1 to 4 Ivy II

Title: Getting Past Go: Helping Young Men Transition from Addiction to Adulthood

Presenters: John Dyben, DHSc, Hanley Center at Origins
Justin McLendon, M.A., Hanley Center at Origins

Workshop Description:

For young men who are struggling with substance use disorder, the successful transition from adolescence to adulthood, from irresponsibility to accountability and self-reliance is challenging. Daily life is daunting, and heroin is often an “answer.” Through case studies, role play and clinical instruction, we address the underlying, complex issues of addiction and relapse among young male adults and present effective treatment in a peer living setting. Participants will learn elements of treatment and relapse prevention that is non-reliant on drugs of abuse, and incorporates building basic living and relational skill sets. Handouts include reference and instructional materials.

Learning Objectives:

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

- Describe the relationship of young male adult substance use disorder to comorbid conditions and an inability to mature socially and emotionally.
- Identify the family dynamics in young male adult addiction and relapse in the course of treatment.
- Describe the philosophy and overview of a holistic, peer-based residential program that builds resilience, accountability, responsibility and holistic sobriety.
- Apply therapeutic principles and clinical findings regarding substance use disorder, relapse and holistic recovery in young males.

Content Level: Intermediate

Target Population: Professionals with a level of clinical experience will benefit the most from this session, although students will gain an understanding of the specific patient profile and the factors that may determine addition as well as relapse.

Workshop I
Saturday 9 to 12 Ivy I

Title: Theoretically Informed Suicide Risk Assessment
**Presenters:** Phillip N. Smith, Ph.D., University of South Alabama  
Shane Kuhlman, B.A., University of South Alabama  
Laura Marie, M.Ed., University of South Alabama

**Workshop Description:**

The current workshop will provide attendees with training in suicide risk assessment and clinical formulation as informed by empirically supported theories of suicide. We will address important considerations in the conduct of a suicide risk assessment, including the impact of personal bias, framing questions, and clarity in the terminology related to risk and risk factors. We will then discuss how the interpersonal and fluid vulnerability theories of suicide directly inform the formulation of suicide risk with specific attention to differentiating types of (i.e., chronic and acute) suicide risk. Last, we will present a prevention oriented framework for suicide risk formulation that is geared toward directing specific intervention efforts.

**Learning Outcomes:**

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

- Describe the difference between suicide risk assessment and suicide risk formulation to promote better clinical practice in working with suicidal individuals.
- Describe the role of the working alliance in suicide risk assessment and factors that may contribute to or detract from formation of the alliance.
- Identify the difference between chronic and acute suicide risk so that providers can tailor their interventions to match client needs.
- Describe the main assumptions of the interpersonal and fluid vulnerability theories of suicide.
- Apply a prevention oriented suicide risk formulation framework to a clinical case.

**Content Level:** Intermediate

**Target Population:** The current workshop is appropriate for graduate students and professionals (masters and doctoral) involved in clinical practice.

**Workshop J **

Saturday 9 to 12 Ivy II

**Title:** Testing Accommodations: Legal and Clinical Updates

**Presenter:** Lori R. Muskat, Ph.D., Georgia School of Professional Psychology

**Workshop Description:**

Major policy changes, guided by the Department of Justice, have occurred in the past year regarding disability documentation requirements for individuals seeking accommodations on high stakes tests such as the SAT, GRE, LSAT and MCAT. These changes have substantial implications for psychologists who work with clients at all levels of education, K – 12 as well as graduate and professional schools. Using interactive and didactic methods, this workshop will
provide up to date information on relevant policy changes and, more importantly, the implications of these changes for effective clinical practice.

**Learning Objectives:**

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

- Describe the conditions under which an individual with a disability is entitled to receive accommodations in educational and employment settings
- Identify the differences between the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Amendment Act (ADAA), which contribute to the lack of alignment between accommodations on the undergraduate and graduate/professional school level
- Describe the key concepts in the Department of Justice guidance issued to high stakes testing agencies and resulting from the suit brought against the Law School Admission Council (LSAC) by California test takers
- Identify the salient clinical issues raised by policy and paradigm changes governing accommodations documentation and the potential impact on clients seeking our services
- Discuss the potential impact of policy changes on clients as well as on grade school, college and graduate/professional educational settings
- Translate newly acquired policy knowledge into effective clinical practices in order to meet the changing needs of clients seeking accommodations

**Content Level:** Intermediate

**Target Population:** This workshop will be open to anyone who has interest in the topic.