

**Georgia Psychological Association  
2019 Annual Meeting  
"Growing Pains: Pathways to Resilience"**

Friday, April 12-Sunday, April 14, 2019  
\*Trust Workshop on Thursday, April 11  
The Marriott Century Center  
2000 Century Center Blvd NE, Atlanta, GA 30345  
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**Thursday, April 11– Pre-Conference**

9:00am-4:30pm: **The Trust Workshop**  
**Sequence IX: Ethics & Risk Management in Complex Clinical Conundrums**  
Dan O. Taube, PhD, JD

For this newest workshop, The Trust Risk Management Program reviewed data from 70,000 consultations provided to date in order to determine which issues and questions are most pressing for today's psychologists. Topics will include boundaries and multiple relationships, challenging terminations, working with children in the midst of family conflict, coping with disciplinary complaints, psychotherapy patient requests for legally-related documentation, and, time permitting, working with clients in other jurisdictions.

(CE Hours: 6 Ethics)

**Learning Objectives:**

- Describe basic principles of risk management, as applied to several specific clinical situations that frequently arise in professional practice
- Identify high risk boundary violations and multiple relationship situations.
- Recall important considerations when making therapeutic termination decisions.
- Evaluate potential risks when working with children in high conflict families.
- Formulate a plan for responding to disciplinary or legal complaints.
- Identify issues and strategies when psychotherapy patients make quasi-forensic requests.
- Develop a decision-making strategy regarding working with clients in other jurisdictions.

**About the Presenter:**

Daniel O. Taube earned his J.D. from Villanova University in 1985 and his Ph.D. in clinical psychology from Hahnemann University in 1987, as a member of the Hahnemann/Villanova Joint Psychology and Law Graduate Program. He is a Full Professor at the California School of Professional Psychology, San Francisco at Alliant International University, past Psy.D. Program Director, founder and coordinator of the Forensic Family Child Track and member of the Child/Family Track.

His areas of professional focus include ethical and legal issues in professional practice, child protection, addictions, and disability and parenting. In addition to his teaching and research interests, he has been in private practice for 23 years, has served on the APA Ethics Appeals Panel for the past 20 years, and taught graduate and professional level courses on ethical and legal issues in professional practice for 25 years. Dr. Taube regularly consults with a wide range of practitioners and community agencies regarding standards of practice and ethical concerns.

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## **Friday, April 12 AM**

8:00am-9:15am: **Keynote Session**

**Collective Resilience: Psychology's Role in The World Trade Center (Multidisciplinary) Health Program**

**Mark R. Evces, PhD, ABPP**

(CE Credit: 1)

This talk will describe the WTC HP and psychology's role within the Program. Through case examples and review of current data, I will illustrate the emerging role of psychology as an important component of multidisciplinary healthcare. We will review the unique aspects of the WTC HP mental health program as an effort to assess and treat first responders who participated in the rescue and recovery effort following the largest terrorist attack in US history. I will discuss the mental health team's experience of providing treatment within a unique, multidisciplinary healthcare setting. I will discuss implications for expanding our practices into multidisciplinary health care, possibilities for psychology's role in an evolving healthcare landscape, and multidisciplinary approaches to building psychological resilience in 9/11 first responders.

### **About the Presenter:**

Mark R. Evces, PhD, ABPP, is Assistant Director of Mental Health of the WTC Health Program NYU School of Medicine Clinical Center of Excellence, and a Clinical Instructor of Psychiatry at the NYU School of Medicine. He maintains a psychotherapy and organizational consulting practice in New York. His practice includes a focus on fostering resilience in organizations and individuals in the helping professions. He is co-editor, with Gertie Quitangon, MD, of *Vicarious Trauma and Disaster Mental Health: Understanding Risks and Promoting Resilience*, published by Routledge Press.

## **Friday, April 12 AM**

**9:30am-12:30pm: CE Workshops:**

**#1 – Brain Aging 101: What Every Psychologist Should Know about Brain Health Across the Adult Lifespan**

Vonetta Dotson, PhD

As the population ages, clinical psychologists of any specialty can expect to encounter older adults in their practice. Many of the presenting issues in this population are directly or indirectly associated with age-related changes in the brain. This CE will provide an overview of patterns of brain aging across the adult lifespan and the clinical correlates of these changes, including cognitive and mood symptoms. The workshop will highlight the literature on sex, race/ethnicity, and socioeconomic status effects on patterns of cognitive and brain aging. Finally, this CE will discuss evidence-based methods for promoting brain health across the adult lifespan. (Intermediate)

(CE Credits: 3)

### **Learning Objectives:**

1. Identify patterns of brain changes associated with aging from adulthood through late life.
2. Summarize sex, race/ethnicity, and socioeconomic status effects on patterns of cognitive and brain aging.
3. Explain the relationships between mood symptoms and brain aging across the adult lifespan.
4. Describe evidence-based methods for promoting brain health across the adult lifespan.

### **Presenter Qualifications:**

Dr. Dotson is a clinical neuropsychologist with a specialization in aging (she received a gerontology certificate with her PhD in psychology). She is the director of the Cognitive Neuroscience of Aging and Depression laboratory at Georgia State University (GSU) and director of the GSU Brain Health Clinic, which specializes in providing neuropsychological assessments for middle-aged to older adults with concerns about cognitive decline, and also provides psychoeducational material and resources for promoting brain health. She gave a Clinician's Corner CE workshop on brain aging at APA headquarters this past June and recently gave a CE workshop on ethical decision-making in working with older adults at GSU.

## **#2 - Beyond Tarasoff: Federal and State Laws Psychologists Should Know**

Sanjay Shah, JD, PhD; Adriana L. Flores, PhD; and Glenn J. Egan, PhD

Psychologists' education about federal and state landmark laws concerning mental health issues is woefully lacking. Most psychologists have never taken classes or workshops on laws related to mental health and can rarely name more than two cases. The goal of this presentation is to help psychologists become aware of laws important for our profession. Areas to be addressed include: the civil rights of psychiatric patients, psychologist-client relationship issues, liability to patients, duty to protect/warn, criminal process issues, emotional harm/disability/workplace issues, expert witness testimony standards, and issues involving children. We cannot hope to change what we do not know. (Intermediate)

(CE Hours: 6 Ethics)

### **Learning Objectives:**

1. Identify what the Amendments to the Constitution were used by the court to make decisions in at least two landmark legal cases.
2. Describe the landmark laws related to at least three subsections of the Ethical Principles of Psychologists.
3. Recite the decision in at least one U.S. Supreme Court case that is relevant to your particular practice as a psychologist and discuss the opposing position offered by one of the justices.

### **Presenter Qualifications:**

Drs. Shah, Flores, and Egan presented workshops at the GPA Annual Meetings with very large attendance in 2017 and 2018. Dr. Shah has a law degree as well as a PhD in clinical psychology, did forensic postdoctoral training with Emory's Psychiatry and Law Service, and worked for four years at Georgia Regional Hospital in Atlanta. Dr. Flores has a PhD in clinical psychology, did forensic training during her internship with Emory's Psychiatry and Law Service, and worked for ten years at Georgia Regional Hospital in Atlanta. Dr. Egan has a PhD in clinical psychology, has been a faculty member at Emory University's School of Medicine since 1990, and is in charge of the forensic psychology training program that is part of Emory's Psychiatry and Law Service. All three of the presenters have extensive forensic experience, including courtroom testimony.

## **#3 - The Role of Psychology across the Healthcare System**

Ryan E. Breshears, PhD; Shawn Coyne, PhD, ABPP; Jennifer Kilkus, PhD; and Tonette Robinson, PhD

This workshop will focus on the role of psychologists within the healthcare system. It will provide a high-level overview of healthcare (hospitals, ambulatory practices, accountable care organizations, and clinically-integrated networks). Presenters will highlight how psychologists are working across the care continuum by obtaining medical staff membership and measuring outcomes. The presenters will offer a "real world" application of how psychologists can work strategically within an organizational context to integrate clinical health psychology services within a system. . Programmatic

examples (psycho-oncology, cardiac psychology, and obesity medicine psychology) highlighting relevant clinical tools and interventions will be included. The workshop will conclude with a Q&A panel. (Intermediate)

(CE Credits: 3)

### **Learning Objectives:**

1. Attendees will list three tactics that psychologists can employ to improve alignment with healthcare systems
2. Attendees will be able to identify at least three quality (value) metrics that are aligned with most hospital systems.
3. Attendees will be able to identify three essential components of effective psychology leadership in a healthcare setting.
4. Attendees will be able to describe three or more advantages to collaboration between psychologists and medical professionals to improve patient outcomes in healthcare systems.
5. Attendees will be able to explain how to effectively utilize consultation, assessment, and intervention in a medical setting to align health psychology specialization with healthcare systems.

### **Presenter Qualifications:**

Dr. Ryan Breshears is a licensed clinical psychologist in Georgia, Chief Behavioral Health Officer for the WellStar Health System, and Director of Psychology and Psychiatry for the WellStar Medical Group. At WellStar, he oversees the strategic development of services for an 11-hospital and 20,000-employee health system. He began developing WellStar's Psychological Services in 2009 and has since led initiatives to change hospital bylaw that support inclusion of psychologists as full members of the Medical Staff at 11 hospitals. As Chief of the Behavioral Health Service Line, he is responsible for leading behavioral health quality and safety efforts across the system. He also co-chairs the system's Opioid Steering Committee and sits on WellStar's Telehealth Steering Committee.

Dr. Kilkus is a licensed clinical psychologist working with the WellStar Medical Group. She serves as Program Lead for behavioral health program development for Oncology and Women's Health services lines for WellStar. She also collaborates with Mercer University as a course instructor, co-PI on research topics related to psycho-oncology, and supervisor for WellStar's doctoral practicum placement. Her clinical and research interests include physiology and stress, mindfulness-based interventions, adjustment to diagnosis and chronic illness, patient-physician communication, and women's health.

Dr. Shawn Coyne is a board certified, licensed clinical psychologist with the Wellstar Medical Group. She serves as Program Lead for behavioral health development for the Cardiac Psychology program. She serves as a co-supervisor for WellStar's doctoral practicum student placement and sits on the Kennestone Hospital Ethics Committee. She has a strong clinical background in CBT, DBT, trauma, and mindfulness. Her research interest areas straddle health psychology, clinical psychology, community psychology, and women's studies; specifically, she has an interest in studying the role of motivational interviewing on health behavior changes, and examining how mindfulness and exercise can impact mental health symptoms in order to alter cardiovascular risk factors.

Dr. Tonette Robinson is a clinical health psychologist specializing in obesity medicine with the WellStar Medical Group. She oversees the obesity medicine psychology program for WellStar, providing services for patients in need of surgical and nonsurgical interventions.

## **#4 - Working with Refugees and other Special Population; Trauma Informed Care for Ourselves and for Our Work**

Betsy Gard, PhD

This workshop will provide an overview of the psychological and public health perspectives on trauma-informed care and its relevance to special populations, particularly refugees and immigrants. The unique challenges faced by refugees will be presented and the current climate towards immigrants and its implications will be discussed. Additionally, refugee children's issues and concerns will be highlighted. The role psychologists can play in providing service to support and

care for refugees, asylum seeking immigrants, and those working with traumatized populations will be examined. Vicarious trauma and burnout and the challenges for psychologists working with traumatized populations will be examined and recommendations for self-care considered. (Introductory)

(CE Credits: 3)

**Learning Objectives:**

1. Participants will be able to list 3 outcomes from finding for the ACE study
2. Participants will be able to identify 2 components of trauma informed care
3. Participants will demonstrate an understanding of the unique challenges for refugees and asylum seeking immigrants
4. Participants will be able to identify 2 components of effective interpretation
5. Participants will be able to describe vicarious trauma and burnout and steps for self-care.

**Presenter Qualifications:**

I have been a mental health consultant to the International Rescue Committee, a member of the Diversity and Inclusion Committee of the Emory Department of Psychiatry and Behavioral Sciences, and the Co-lead of the APA supported Refugee Mental Health Network Data Base. I have presented and/or help support 8 Webinars presented nationally sponsored by the American Psychological Association's Division of Trauma (Division 56).

**Friday, April 12 PM**

**2:00pm -5:00pm: CE Workshops:**

**#5 - Meaningful Work: Maintaining a Thriving and Resilient Psychology Practice**

Mark R. Evces, PhD, ABPP

This workshop presents common challenges of psychological practice and uses a guided inquiry process to help clinicians build a personalized plan for maintaining resilience and achieving a state of thriving in their professional lives. Participants will develop plans to integrate physical, mental and spiritual health behaviors to maintain a thriving and resilient professional practice. Common risk factors for burnout and other negative outcomes include inadequate self-care, overwhelming work stressors, clinician trauma history, and organizational dysfunction. Potentially stressful aspects of practice include explicit or implicit experiences of power, privilege and entitlement both held by and inflicted upon the therapist. (Introductory)

(3hrs. CE)

**Learning Objectives:**

1. List a set of five sources of stress in the workplace, and their effects on the attendee.
2. List a set of five aspirations for professional practice.
3. Construct a five-point plan for addressing stressful challenges in the workplace and for achieving aspirational goals for professional practice.

**Presenter Qualifications:**

I have presented at ISTSS, APA (psychology), APA (psychiatry), various nonprofits, and universities (e.g. University of Georgia, NYU School of Medicine), and offered workshops nationally (e.g. APAs) and internationally (e.g. nScience in London, UK), as well as online webinars on this topic.

## **#6 - Maximizing Early Brain Development: Universal practices that improve outcomes for all children**

Jennifer L. Stapel-Wax, PsyD

This workshop will focus on the developmentally sound and universal practices with infants and toddlers that may build resilience and prevent poor outcomes for our youngest children. Factors addressed will include factors that can put young children at risk such as trauma, prematurity, early language and communication delays, and early delays in emotional regulation and social communication. Capitalizing on neuroplasticity, there is incontrovertible evidence indicating the considerable positive impact of prevention practices, early detection, and early intervention to improve the course of development. (Intermediate)

(3hrs. CE)

### **Learning Objectives:**

1. Describes issues of early brain development
2. Present factors related to early risk and resilience
3. Provide an overview of prevention and intervention methods for young children
4. Discuss the synergistic collaborations leading to the building of system wide capacity and effective community viable methods for screening, detection, intervention and professional training.

### **Presenter Qualifications:**

Dr. Jennifer Stapel-Wax is an Associate Professor in the Division of Autism and Related Disorders in the Department of Pediatrics at Emory University School of Medicine. Her primary clinical and administrative role is as the Director of the Infant and Toddler Community Outreach Research Core and as Director of Clinical Research Operations at the Marcus Autism Center at Children's Healthcare of Atlanta.

Dr. Stapel-Wax has worked clinically with children and families for over 25 years with a 20-year career in doctoral clinical work and graduate level teaching at Emory University, the Georgia School of Professional Psychology and at the Marcus Autism Center. She completed her doctorate in clinical psychology at the Georgia School of Professional Psychology and her internship in pediatric behavioral medicine and neurodevelopmental disabilities at Miami Children's Hospital. Dr. Stapel-Wax completed her postdoctoral fellowship in neuropsychology and neurodevelopmental disabilities at the Marcus Center/Emory University postdoctoral fellowship program.

Dr. Stapel-Wax's specialties include assessment of young children, neurodevelopmental disorders and consultation/liaison in multiple systems of care. Dr. Stapel-Wax is actively involved in her professional community through her positions on advisory boards, as a consultant, as a past member of the board of directors and as a Past President of the Georgia Psychological Association. She is a senior member of the Division of Autism and Related Disorders faculty providing supervision and mentoring to junior faculty and sits on committees at Marcus Autism Center, Children's Healthcare of Atlanta, and Emory Department of Pediatrics and School of Medicine. She is also a member of several national and international collaboratives focused on early screening, early identification and early intervention and routinely sits on grant review panels for the NIH, HRSA and DOD.

Dr. Stapel-Wax's clinical and research interests are in the areas of development and assessment of young children, neurodevelopmental disorders, and teaching, training and supervision. Dr. Stapel-Wax uses her clinical and interpersonal strengths in building collaborative and consultative relationships among professional colleagues in the community and other institutions. She is also an accomplished speaker and teacher as well as an expert in building of strong collaborative relationships focused on training, education, and service delivery. Her current focus on the research team is to lead community based research on infants and toddlers at risk for autism spectrum disorders based at the Marcus Autism Center. Dr. Stapel-Wax is a team scientist who has been an investigator and site principal investigator on 4 federally

funded grants addressing screening and intervention for ASF in infants and toddlers. She is the principal investigator on several foundation grants addressing the training of community based early interventionists. She is also leading several outreach efforts to build a community viable healthcare system for infants and teachers and on a grant-Talk With Me Baby- that is aggressively implementing capacity building strategies early in the developmental period to collectively address the early language gap that has dramatic implications for reading proficiency by third grade and further dramatic implications on education and health outcomes over the lifetime. Dr. Stapel-Wax and her colleagues are providing leadership for community based research on infants and toddlers at risk for autism spectrum disorders based at the Marcus Autism Center.

## **#7 - Body Acceptance in a World of Judgment**

Rick Kilmer, PhD and Ashley Scott, LCSW

Do your clients have genuine respect for their bodies and the ability see their unique beauty? Do they have a compassionate voice to counter the inner critic? In this workshop we will share body positivity and appearance acceptance resources for non-clinical, eating disordered and diverse populations. We will demonstrate ways to assess the different components of body dissatisfaction and to create a therapeutic alliance and effective treatment plan. We will present an in depth look at practical clinical approaches and modalities to body image work...cognitive, experiential, narrative, mindfulness, desensitization, and others. Case examples and experiential demonstrations will be included. (Intermediate)

(CE Credits: 3)

### **Learning Objectives:**

1. Following this presentation, participants will be able to explain two different ways to assess body dissatisfaction and create an effective treatment plan.
2. Participants will be able to list differing theoretical orientations which can be used to treat a particular body dissatisfaction issue.
3. Participants will be able to identify how different theoretical orientations may be integrated to enable more rapid growth and change.

### **Presenter Qualifications:**

Rick Kilmer, PhD, is a licensed psychologist who has been treating people with eating disorders since 1982. Having led the Body Acceptance Group at the Atlanta Center for Eating Disorders (now Walden Behavioral Healthcare) for over 20 years, Dr. Kilmer has worked to help thousands of individuals heal their relationships with their bodies, food and exercise. He uses an integrated approach of cognitive, behavioral, and experiential techniques in helping people overcome life limiting fears, behaviors and beliefs.

Ashley Scott LCSW, is a licensed clinical social worker who has been with Walden Behavioral Care since 2016. She currently works with adults at the Dunwoody and Decatur sites, treating eating disorders at the PHP and IOP levels of care. She leads a Body Acceptance Group as well as working individually with clients to heal body image. She received her Masters of Social Work at Louisiana State University in 2013. Prior to working at Walden, she worked in adoption and intensive foster care.

## **#8 - Intermediate Motivational Interviewing Training: Reinforcing the “How”**

Megan Benoit Ratcliff, PhD, MPH

This engaging workshop will expand attendees’ proficiency with motivational interviewing (MI) through applied training and reflective self-evaluation. It moves from the “what” of MI to the “how” through structured role-plays and other interactive activities. Attendees should have prior knowledge of and experience with MI as content provided will move

beyond the basics to include more process-oriented application. Utilization of MI with diverse populations will be explored. Enrollment will be limited to ensure attendees are able to receive individualized feedback. (Intermediate)

(CE Credits: 3)

### **Learning Objectives:**

1. Summarize four processes of MI and strategies for engagement within each
2. Identify “sustain” talk and strategies for moving clients towards “change” talk
3. Demonstrate increased proficiency in MI skills
4. Discuss the practical and ethical considerations of MI with varied populations

### **Presenter Qualifications:**

As an independent consultant, I have delivered motivational interviewing (MI) workshops ranging from half-day intensives to two-day trainings. I delivered this workshop last year through GPA Continuing Education with very positive reviews and requests for additional trainings. Local clients include Children’s Healthcare of Atlanta, Wellspring Living, University of Georgia Psychology Department, and Highland Rivers Health. I delivered 7 presentations on the use of MI in pediatric primary care throughout the state of Ohio in conjunction with the Healthy Kids Ohio Learning Collaborative. Additionally, I have served as a MI consultant for a community-based initiative and as an advanced trainer for colleagues. I helped design a behavior change intervention protocol for a national clinical research trial for which I also evaluated integrity ratings. I have been a member of the International Motivational Interviewing Network of Trainers since 2014.

## **Saturday, April 13 AM**

8:00am-9:15am: **Keynote Session**

**Posttraumatic Growth-- Shifting Perspectives in Trauma Treatment**

**Richard G. Tedeschi, PhD**

(CE Credit: 1)

In this presentation, Dr. Tedeschi will discuss the theoretical model of posttraumatic growth, some of the research that supports it, and how to apply this concept to clinical work. This approach to practice incorporates a broad view of what constitutes trauma, including many experiences that are traumatic to people because they challenge core beliefs about oneself, other people, the future, and the kind of world in which we live. The possibilities for transformation of individuals and their relationships does not preclude working on typical symptoms of trauma, but recognizes that symptoms are better understood, tolerated, and reduced when traumatic suffering can have meaning and purpose.

### **About the Presenter:**

Dr. Tedeschi is Professor Emeritus at UNC Charlotte, where he served as a core faculty member for the Clinical Health Psychology Ph.D. program. He taught ethics, psychotherapy, and personality, and supervised doctoral students in their clinical rotations. Along with his colleague, Lawrence Calhoun, he coined the term “posttraumatic growth” in 1995, and is continuing to conduct research in this area. He has maintained a private practice throughout his academic career. He has been involved in incorporating the posttraumatic growth concept in work with veterans during the past ten years, and has recently assumed the position of Distinguished Chair at Boulder Crest Institute for Posttraumatic Growth in Bluemont, Virginia, where veterans and their families are offered an innovative program based on the posttraumatic growth model.



## **9:30am-12:30pm: CE Workshops**

### **#9 - Stress and Resiliency in the Face of Litigation**

Tomina J. Schwenke, PhD, ABPP; Nicole Marie Azores-Gococo, PhD; Holly Victoria Kaufman, PhD; Maria Teresa Silva, PsyD; Kelly Lynn Coffman, MD, MPH; Amy Lee Gambow, PhD; and Allison B. Hill, PhD, JD

Individuals embroiled in civil or criminal litigation often experience stress that exceeds the limits of their coping resources and resiliency. Touched by complex forensic dilemmas, clients may need psychologists to help them navigate their emotions and difficult decisions during interactions with the legal system. This presentation addresses ways to strengthen the individual and the support systems during difficult legal conflicts, such as in custody disputes and claims of abuse, especially when culture, language, and disabilities such as deafness, complicate the problem. Strength-based approaches to working with vulnerable populations, including juveniles and women in the justice system, will be the focus. (Intermediate)

(CE Credits: 3)

#### **Learning Objectives:**

1. Identify two strategies for improving relationships between child and parent in alienation treatment (civil cases).
2. Explain the prevalence and consequences of traumatic event exposure among juvenile offenders.
3. Identify two psychological measures used to assess feigning
4. Describe the unique role of a language specialist compared a sign language interpreter.

#### **Presenter Qualifications:**

All presenters are affiliated with the Psychiatry & Law Service at Emory University School of Medicine and work directly with individuals in a variety of settings (e.g., private practice, state psychiatric facilities) who are involved in civil litigation and criminal justice. Presenters are involved in ongoing research on the practice of forensic psychology and have given several presentations at local and national conferences.

### **#10 - Hot Topics in Ethics**

Rachel Waford, PhD; Rachel Ammirati, PhD; Rachel Hershenberg, PhD; Erica Lee, PhD; and Jordan Cattie, PhD

This workshop will focus on ethical issues associated with timely topics relevant to psychology practice, education, and research. Five psychologists will present on the following topics: Discussing political and religious affiliations in a new political climate; Ethical issues related to gun violence and mental health; Ethical billing practices: When exceptions are the rule; Ethical issues associated with social networking and the internet; Ethical issues associated with documentation in integrated healthcare settings. These topics will address diversity issues such as SES and limited access to care. We will use a five-step ethical decision-making model to explore and unify each individual presentation. (Intermediate)

(CE Credits: 3 Ethics)

#### **Learning Objectives:**

1. Describe a widely-used, five-step model of ethical decision-making.
2. Discuss and assess at least one ethical issue and potential resolutions associated with political and religious affiliations with clients.
3. Discuss and assess at least one ethical issue and potential resolutions associated with gun violence and mental health.
4. Discuss and assess at least one ethical issue and potential resolutions associated with billing for psychological services.

5. Discuss and assess at least one ethical issue and potential resolutions associated with social networking and internet.
6. Discuss and assess at least one ethical issue and potential resolutions associated with documenting critical services in integrated care settings.

### **Presenter Qualifications:**

Drs. Ammirati, Cattie, Hershenberg, Lee, and Waford are faculty at Emory School of Medicine. Roles and responsibilities include clinical service, clinical research, and clinical training of psychology and psychiatry trainees. The specialty areas of these presenters cross the lifespan and DSM-5 diagnostic categories, and include significant racial, sexual, cultural, gender, and SES diversity.

## **#11 - Applying Acceptance in Relationships: Implementing Diversity in Daily Life**

David Woodsfellow, PhD

Acceptance is an important skill for our clients. Without acceptance, people can't tolerate distress and can't regulate emotions. But what exactly needs to be accepted? And don't some things need to be changed rather than accepted?

This workshop presents a model for facilitating acceptance and change in client's everyday relationships. These principles apply to primary relationships as well as family relationships, professional relationships, and friendships. The model is based on theories from Imago Relationship Theory, Emotionally-Focused Therapy, Scientifically-Based Relationship Therapy, Relational Life Therapy.

By understanding the diversity issues in each person's vulnerabilities and defenses, you can clarify for them what needs to be accepted and what needs to change. These insights can help clients move out of fear cycles of control, dominance, and reactivity and into love cycles of cooperation, respect, and acceptance. (Advanced)

(CE Credits: 3)

### **Learning Objectives:**

1. Draw a relationship diagram of each person's vulnerabilities and defenses and how they are connected.
2. From that diagram, explain what feelings need to be accepted and/or what behaviors need to be changed.
3. List two or more ways that a fear cycle can be broken.

### **Presenter Qualifications:**

I have taught CE workshops for 16 years, approved by GPA and APA. The Woodsfellow Institute of Couples Therapy has been an APA approved sponsor of continuing education for psychologists for 6 years. I have had a practice of 100% couple's therapy for 25 years. This includes 25,000 hours of couple's therapy experience. I am a Licensed Psychologist in Georgia. I hold Master Certification in Relational Empowerment Therapy. I am a Certified Imago Relationship Therapist and Certified Mars/Venus Counselor. I have taken Advanced Training in Gottman Method Marital Therapy and Emotionally-Focused Couples Therapy.

## **#12 - Improving Parent Well-Being & Effectiveness: A DBT-Informed Approach to Parent Guidance**

Allison M. LoPilato, PhD; Joya Hampton, PhD; and W. Edward Craighead, PhD

Parents face considerable challenges, stress, and uncertainty, yet often receive little support or guidance. However, a parent's ability to manage their own emotions, reactions, and expectations can significantly impact the success of their

child's social and emotional development. In this workshop, participants will learn how to help parents adopt principles of DBT to build their own emotional resilience and to improve their responses to their children. Emphasis will be placed on helping parents lessen their own emotional reactivity, communicate more effectively, and respond in ways that will de-escalate difficult situations. Special attention will be paid to developmental and cultural adaptations. (Introductory)

(CE Credits: 3)

### **Learning Objectives:**

1. Assess the challenges, obstacles, and stress parents face in raising children with psychiatric illness.
2. Review how DBT principles and techniques can be implemented in parent guidance work to support parents emotional well-being as well as their ability to parent more effectively.
3. Demonstrate and model specific skills therapists can use to engage and coach parents.
4. Review how to structure the home environment to reduce stress and promote healthy behaviors for both parents and children.

### **Presenter Qualifications:**

Dr. Allison LoPilato is an Assistant Professor and assistant director of the Child and Adolescent Mood Program in the Emory School of Medicine Department of Psychiatry and Behavioral Sciences. Dr. LoPilato has specialized training working with child and adolescent populations, as well as family therapy. She also has experience running multi-family DBT skills groups and providing DBT-informed parent guidance. Dr. LoPilato has co-authored several book chapters and publications related to adolescent mental health and developmental psychopathology. Additionally, she has experience teaching and providing clinical supervision to psychology and psychiatry trainees in individual, group, and family therapy.

Dr. Joya Hampton is a postdoctoral fellow in the Emory School of Medicine/Grady Health System. Dr. Hampton has specialized training working with children, adolescents, and their families. She also has experience with Child Behavior Management training as well as with running DBT skills groups. Her research focuses on cross-cultural considerations in the relationship between physical and mental health. She is also interested in what these cross-cultural considerations imply for disparities in mental health development, prognosis, and treatment. She is particularly attentive to how these issues inform culturally competent clinical practice and research.

Dr. W. Edward Craighead, Ph.D. is Vice Chair of the Division of Child, Adolescent, and Young Adult Division, and Director of the Child and Adolescent Mood Program (CAMP) in the Department of Psychiatry and Behavioral Sciences at Emory University School of Medicine, and is Professor of Psychology. Dr. Craighead has extensive experience and expertise in the area of child and adolescent mood disorders and the development and assessment of psychotherapy and preventive interventions. He has served as President of the Association for Behavioral and Cognitive Therapies and the Clinical Division of the American Psychological Association (Society of Clinical Psychology). He has been Editor of Behavior Therapy and Editor-in-Chief of Clinical Psychology: Science and Practice. Dr. Craighead has written or co-authored over 200 publications focused primarily on the effectiveness of depression treatments across a wide range of populations. Dr. Craighead has lead several national and international clinical workshops over the years.

## **Saturday, 13 PM**

### **2:00pm-5:00pm: CE Workshops**

#### **#13 - Understanding and Facilitating Posttraumatic Growth**

Richard G. Tedeschi, PhD

This workshop introduces the concept of posttraumatic growth (PTG), that is, how people report personal transformations in the aftermath of traumatic events. These growth experiences are relatively common, but often ignored in standard trauma theory and practice. This workshop will help professionals integrate the PTG model into their trauma treatment

strategies and practice. The workshop will be devoted to an integrative cognitive-existential-narrative theoretical basis and intervention strategy to facilitate PTG. (Intermediate)

(CE Credits: 3)

### **Learning Objectives:**

1. Describe the concept of posttraumatic growth, and its five domains.
2. Identify the models of psychotherapy represented in the posttraumatic growth facilitation paradigm.
3. Utilize a framework for facilitating posttraumatic growth through expert companionship within existing treatment models.

### **Presenter Qualifications:**

Dr. Tedeschi is Professor Emeritus at UNC Charlotte, where he served as a core faculty member for the Clinical Health Psychology Ph.D. program. He taught ethics, psychotherapy, and personality, and supervised doctoral students in their clinical rotations. Along with his colleague, Lawrence Calhoun, he coined the term “posttraumatic growth” in 1995, and is continuing to conduct research in this area. He has maintained a private practice throughout his academic career. He has been involved in incorporating the posttraumatic growth concept in work with veterans during the past ten years, and has recently assumed the position of Distinguished Chair at Boulder Crest Institute for Posttraumatic Growth in Bluemont, Virginia, where veterans and their families are offered an innovative program based on the posttraumatic growth model.

### **#14 - Fostering Resilience in Serious Mental Health: Building Positive Outcomes**

Erica D. Marshall Lee, PhD; Anna-Leigh Powell; Renato Popovic; Tonya Miller Roberts; and Michelle Casimir

This workshop will address resilience and its implications for individuals with serious and persistent mental health challenges, their mental health providers, and caregivers. Relevant resilience research will be presented and effective interventions will be introduced. Applications for individuals with mental health disabilities, providers, and caregivers will be explored. Barriers and future directions for resilience research will be addressed. (Intermediate)

(CE Credits: 3)

### **Learning Objectives:**

1. Describe resilience.
2. Discuss effective interventions utilized to cultivate resilience in individuals who experience mental health challenges as well as their providers and caregivers.
3. Discuss barriers to implementation of effective resilience skill building.
4. Discuss future implications and research.

### **Presenter Qualifications:**

Dr Erica Marshall Lee is a Clinical Psychologist and Assistant Professor at the Emory University School of Medicine. She is the Clinical Director at Grady Behavioral Health Services, Psychosocial Rehabilitation and Peer Support Programs. She also serves as Practicum Director at Grady. She works with individuals with serious and persistent mental disorders, personality disorder, and trauma. She is passionate about social justice advocacy geared toward serving the underserved, disenfranchised, and disadvantaged. Dr. Marshall Lee, is the co chair of APA division 18’s Public Policy and Advocacy Subcommittee and she serves on Emory University’s Committee for Open Expression, Emory University School of Medicine’s Diversity and Inclusion Committee; Race, Ethnic, and Cultural Minority Committee, and the Atlanta Behavioral Health Advocate inter-professional workgroup.

Anna-Leigh Powell received her Master of Science in Clinical Health Psychology in 2017. She is a doctoral candidate at Mercer University and will be completing her predoctoral internship this fall. She works with individuals experiencing

psychiatric and behavioral concerns secondary to medical conditions. She is member of APA division 38's Health Psychology and is enthusiastic about the modifiable behaviors implicated in preventative healthcare.

Renato Popovic received his Master of Science in Clinical Health Psychology in 2017. He is a doctoral candidate at Mercer University and will be began his predoctoral internship this fall. His research interests involve advocacy for mental health care in severe and persistent mental disorders as well as factors influencing clinician attitudes towards borderline personality disorder. He enjoys conducting open dialogue network meetings and working alongside the interdisciplinary team members to provide comprehensive care addressing symptoms of schizophrenia.

Tonya Miller Roberts received her Master's Degree in Clinical Health Psychology in 2017. She is a doctoral candidate at Mercer University and will began her predoctoral internship this fall. She has research interests in sociocultural factors influence in therapy, pediatric interventions and severe and persistent mental illness advocacy. She enjoys working with vulnerable populations across the lifespan. She is currently working with individuals experiencing severe and persistent mental illness for individual and group therapy.

### **#15 - Lessons Learned from Parent-Child Interaction Therapy (PCIT): Adaptations and Applications for Diverse Clinical Populations and Purposes**

Shanee Toledano, PhD and Marianne Celano, PhD, ABPP

Parent-Child Interaction Therapy (PCIT) has been recognized as a well-supported parent training and early intervention program for childhood disruptive behaviors. PCIT teaches verbal interaction and play skills to parents of young children in order to reduce child externalizing behaviors, parenting stress, and physical abuse. The PCIT skills, however, have utility for a wide variety of purposes and populations. Presenters will review adaptations of PCIT; provide guided practice in treatment components derived from PCIT (e.g., PRIDE skills); and discuss how these skills may be applied within many aspects of clinical practice, including individual and family therapy, testing, and school consultation. (Intermediate)

(CE Credits: 3)

#### **Learning Objectives:**

1. Identify essential treatment components of PCIT.
2. Describe evidence-based adaptations of PCIT.
3. Demonstrate the PRIDE skills (labeled praise, reflection, imitation, behavior description, and enjoyment), differential social attention, and effective commands.
4. Apply PRIDE skills and other PCIT treatment components to clinical practice, including individual and family therapy, psychometric testing, and school consultation.

#### **Presenter Qualifications:**

Shanee Toledano, Ph.D., is a licensed psychologist, Nationally Certified School Psychologist (NCSP), and Certified PCIT Therapist. At the University of Florida, Dr. Toledano conducted research on changes in children's physiological stress responses during PCIT sessions. She also assisted in developing online course materials for PCIT trainees. Dr. Toledano currently serves as a school psychologist for the Cobb County School District, where she regularly consults on classroom management of childhood disruptive behaviors. Marianne Celano, Ph.D., ABPP is a licensed psychologist with board certification in Couple and Family Psychology. Dr. Celano is Director of the Emory PCIT Program and the only PCIT Level 1 Trainer in Georgia. Dr. Celano co-authored a peer-reviewed article on the adaptation of PCIT for a child with autism and severe developmental delays.

### **#16 – Mindfulness, Acceptance, and Exposure: An evidence-based and harmonious combination of ACT and ERP for Anxiety**

Jordan E. Cattie, PhD

This workshop summarizes the theory and practice of Acceptance and Commitment Therapy (ACT) applied to anxiety disorders, and the evidence supporting this approach. Common and complementary goals, practices, and mechanisms with more traditional approaches (cognitive-behavioral therapy including exposure therapy with response prevention) will be summarized. Case vignettes will be used in partner/small-group exercises to experientially illustrate the evidence-based integration of ACT and ERP methods during assessment, case conceptualization, treatment planning, and intervention stages. CBT therapists and mindfulness practitioners, prepare to discover that you may have much more in common than you may have imagined! (Intermediate)

(CE Credits: 3)

**Learning Objectives:**

1. Participants will be able to describe the similarities and differences between CBT and ACT models/interventions for anxiety, and articulate a rationale for integrating both in order to increase engagement and motivation to continue in treatment.
2. Participants will practice utilizing mindfulness practices, metaphors, and reduction of experiential avoidance (using case vignettes) to increase effectiveness of exposure therapy practices.
3. Participants will practice using concepts of values and willingness to increase behavioral and cognitive flexibility in clients (using partner exercises).

**Presenter Qualifications:**

Completed BTTI certification from IOCDF, studied ACT through ACBS and various trainings since 2012. Previously provided 3 GPA presentations focused on exposure therapy for OCD. Currently direct OCD program at Emory Outpatient Psychiatry (which provides ERP and ACT in individual and group therapy formats) and co-direct Brain Health Center Practicum (provides training in CBT, DBT, and ACT). Our current practicum students will assist during this workshop as small-group facilitators and actors (during vignette exercises).

**Sunday 14, AM**

**9:30am-12:30pm: CE Workshops**

**#17 - Stay in Your Lane While Expanding Your Practice: Clinical and Ethical Issues When Working with Family Law Attorneys**

Nancy A. McGarrah, PhD and Rebecca Hoelting

Adults and Children going through divorce are at their most vulnerable. Each and every one of them can benefit from developing a therapeutic relationship. There is great value in working with the patient's attorney cooperatively to help them achieve the best outcome in their case and as they move forward beyond the divorce. This cooperation between therapist and attorney can develop and be helpful while keeping the therapist out of the formal legal arena. The more clinicians and family law attorneys interact, the more the attorneys can make the best referrals for their clients, respecting their diversity and individual needs. However, there are ethical issues to be aware of when working with clients and their attorneys. These issues and guidelines will be discussed. (Intermediate)

(CE Credits: 3 Ethics)

**Learning Objectives:**

1. The learner will be able to list and explain different custodial arrangements, the elements of a parenting plan, and be able to articulate the basic ethical considerations in participating as a clinician in a family law case.
2. The learner will be able to identify the legal issues in a particular case and plan for the practitioner's appropriate involvement.
3. The learner will utilize what he/she has learned in the workshop to expand his/her practice in therapy to serve patients in high conflict family law cases.
4. The learner will be able to recognize appropriate individuals and families to refer to family law attorneys, and how to develop a referral network.

**Presenter Qualifications:**

Rebecca Hoelting has been a practicing attorney in the area of Family Law for 23 years and has worked in collaboration with mental health professionals for many years. Rebecca has worked as a Guardian Ad Litem for over 20 years and has trained Guardian ad Litem all over the state.

Nancy McGarrah, Ph.D. has been a licensed psychologist in Georgia since 1984. She specializes in child and family forensic psychology, including working with divorce, reunification, parent coordination, and child trauma. She is a past president of GPA and is the Georgia representative to APA's Council of Representatives.

**#18 - Crafting Well-Being in the Workplace: Positive Psychology for Psychologists**

P. Alex Mabe, PhD and Michael Rollock, PhD

Surveys of psychologists indicate that work-related stress and even burnout are common particularly among those that are younger and perhaps racial/sexual minorities. The traditional focus on work-related stress has often been on addressing problems in coping and mental disorder. It is proposed, however, that a focus more on wellness and optimal functioning might be both more appealing and effective in improving the quality of work life for psychologists. This workshop presents the principles and practices associated with positive psychology with its emphasis on resilience and flourishing as appealing alternatives for psychologists in their efforts to enhance well-being in the workplace. (Intermediate)

(CE Credits: 3)

**Learning Objectives:**

1. Participants will be able to apply information pertaining to the nature and extent of psychologists' stresses and burnout in the workplace in order to identify and address their own common workplace stresses.
2. Participants will be able to describe and compare the commonplace pathology orientation to workplace stress and burnout versus the Positive Psychology perspective and core principles that promote flourishing in the workplace.
3. Participants will be able to design personal strategies for improving resilience and well-being in the workplace using positive psychology based approaches.

**Presenter Qualifications:**

P. Alex Mabe, Ph.D. received his doctoral degree in clinical psychology from Florida State University in Tallahassee, Florida. Currently, he is a professor, Chief of Psychology, and Director of the Psychology Internship for the Medical College of Georgia-Charlie Norwood VA Medical Center Psychology Internship.

His publications include over sixty articles/chapters in the areas of clinical and pediatric psychology. He has made numerous presentations at national and international professional meetings on topics related to behavioral medicine, recovery model of mental health care, child-pediatric psychology, and parent training. Additionally, he has served as a consultant/advisor to various state and federal agencies and provided editorial reviews for numerous professional journals. From 2002 to 2016 he was the principal investigator on a psychology workforce development project funded by the Department of Health and Human Services, Health Resources and Services Administration, Graduate Psychology

Education Program. For the past ten years, he has served as the Director of Project GREAT (Georgia Recovery-based Educational Approach to Treatment) helping to design and implement workshops and recovery based practice tools. In the past five years, Project GREAT has focused on clinician stress and burnout designing well-being strategies based on Positive Psychology's PERMA model of flourishing. Based on this well-being initiative, Project GREAT piloted a six-part Grand Rounds series on facilitating well-being in the workplace with the Department of Pediatrics. In 2018, Project GREAT conducted a six-part Grand Rounds series on facilitating well-being in the workplace with the Department of Psychiatry and Health Behavior entailing a research component examining the effectiveness of this psychoeducational intervention on the well-being of faculty and resident/intern clinicians.

Michael Rollock, Ph.D. received his doctoral degree in clinical psychology from the University of Massachusetts Boston. He is currently on faculty as an Assistant Professor in the Department of Psychiatry & Health Behavior at Augusta University and practices as an attending psychologist at East Central Regional Hospital, an inpatient psychiatric facility. In addition, Dr. Rollock is the Medical College of Georgia's first Well-being Liaison Officer, responsible for supporting a coordinated, systematic, and sustained effort to prevent and ameliorate burnout, and to promote the positive psychological well-being of faculty, residents and students throughout the Medical College of Georgia. He conducted a peer-reviewed symposium titled, "Self-care as a competency in the supervision and education of health service psychologists: It's go time!" This was presented at the annual conference of the American Psychological Association in 2014. He has conducted 16 Continuing Education workshops and presentations, and has created and facilitated an undergraduate course on the science of Positive Psychology and factors impacting clinician and student psychological well-being. Dr. Rollock has published research on medical students' psychological well-being and has given multiple talks in the community on the topics of positive psychology and psychological well-being. He spoke at the 2018 TEDx event in Augusta on the topic of having a sense of purpose as it relates to mental health.

Dr. Rollock was a participant in Project GREAT (Georgia Recovery-based Educational Approach to Treatment) helping to design and implement workshops and recovery-based practice tools. He co-developed and conducted a six-part Grand Rounds series on facilitating well-being in the workplace with the Department of Pediatrics in 2016, and conducted a six-part Grand Rounds series on facilitating well-being in the workplace with the Department of Psychiatry and Health Behavior entailing a research component examining the effectiveness of this psychoeducational intervention on the well-being of faculty and resident/intern clinicians.

## **#19 - Profiles of Adaptive Behavior in Neurodevelopmental Disorders: Implications for Adult Outcome**

Celine A. Saulnier, PhD

Adaptive behavior deficits (i.e., impairments in practical skills required for daily independence) are a common thread across neurodevelopmental disorders. Specific disorders (e.g., ASD, Intellectual Disability, genetic disorders, etc.) have distinct profiles of strengths and weaknesses that can be diagnostic in nature, emphasizing the need for evaluating adaptive behavior when making diagnostic differentials. This workshop will provide an overview of profiles across common neurodevelopmental disorders, highlighting areas of vulnerability specific to each disorder that can help inform diagnosis, treatment planning and educational decisions. Research on disparities in adaptive functioning across race, ethnicity, and socioeconomic status will be discussed. (Introductory)

(CE Credits: 3)

### **Learning Objectives:**

1. Discuss the difference between adaptive behavior and cognition, and the importance for evaluating both.
2. Analyze adaptive behavior profiles across neurodevelopmental disorders such as ASD, Intellectual Disability, Down's Syndrome, Fragile X, and ADHD.
3. Demonstrate how adaptive deficits affect functional independence throughout the lifespan.

### **Presenter Qualifications:**



I am licensed clinical psychologist that has spent nearly 2 decades within academic settings conducting and supervising clinical and research evaluations on individuals with autism spectrum and related neurodevelopmental disorders. I have published numerous articles in peer-reviewed journals, written 2 books (one of which is on this very topic), and I am an author on the Vineland Adaptive Behavior Scales, Third Edition, one of the most widely used measures of adaptive behavior worldwide. I have also given hundreds of lectures, seminars, and CE workshops on topics of ASD and adaptive behavior nationally and internationally.

## **#20- From Risk to Resilience: Using Mindfulness to Promote Health Among African American Clients**

Natalie N. Watson-Singleton, PhD

Mindfulness – nonjudgmental attention to present-oriented thoughts, emotions, and sensations – has gained popularity across health disciplines (Kabat-Zinn, 2003). Mindfulness fosters well-being, with some evidence that these benefits apply to African Americans (Watson-Singleton, Walker, LoParo, Mack, & Kaslow, 2017). However, applications of mindfulness are underrepresented among ethnic minorities, including African Americans (Woods-Giscombé & Black, 2010). This workshop will highlight the timely need to develop culturally-responsive mindfulness interventions to target African Americans’ stress-related illnesses. It will (a) review the status of the literature on mindfulness and African Americans and (b) offer strategies to tailor these skills to align with African Americans’ values. (Intermediate)

(CE Credits: 3)

### **Learning Objectives:**

1. Explain the current literature on mindfulness and racial/ethnic minority populations.
2. Apply mindfulness principles and skills to racial/ethnic minority clients.
3. Utilize culturally-tailored mindfulness skills with African American clients.

### **Presenter Qualifications:**

Dr. Natalie Watson-Singleton received her PhD in Clinical/Community Psychology from the University of Illinois, Urbana-Champaign. She completed her clinical psychology pre-doctoral and postdoctoral fellowships at Emory University School of Medicine in the Department of Psychiatry and Behavioral Sciences. She is currently an Assistant Professor in the Department of Psychology at Spelman College and remains an Adjunct Faculty member with Emory University School of Medicine. Dr. Watson-Singleton is passionate about bringing her teaching, research, and clinical work together to improve the lives of African Americans. Notably, she has expertise in developing culturally-responsive mind-body interventions to reduce health disparities among this population. She is currently a Co-Principle Investigator - along with Trifoia Digital Learning Solutions– on a National Institutes of Health (NIH) funded grant to develop a mindfulness mobile health app for African Americans.