2016 NCPA CE Institutes & Spring Conference
April 29 & 30, 2016
The Harris Conference Center - Charlotte, NC

**FRIDAY, APRIL 29: 6 HOUR INSTITUTES**
Advanced Topics in Ethics*
Steven Mansfield Shaber, JD
Julie W. Hampton, JD

Mining the Teenage Wasteland of Adolescent Anxiety Disorders
Jennifer Fights, MA, NCC, LPC

**SATURDAY, APRIL 30: 3 HOUR WORKSHOPS**
- Projective/Performance Based Methods in Clinical and Forensic Psychological Assessment: Is It Safe to Go Back into The Water?
- Writing as Therapy
- School Refusal in Children & Teens
- Building Empathy through Assessment: An Introduction to Collaborative/Therapeutic Assessment in Clinical & Forensic Practice
- Hoarding Disorder: The Diagnosis They Never Taught You in Graduate School
- This Patient Is Driving Me Nuts: Making Therapeutic Use of Countertransference

*INSTITUTES & WORKSHOPS WITH AN ASTERISK (*) ARE INTENDED TO MEET THE ETHICAL/LEGAL CE REQUIREMENTS FOR NC PSYCHOLOGISTS

**ANNUAL STUDENT POSTER SESSION**
**MEMBERSHIP LUNCHEON**

**SPONSOR A GRADUATE STUDENT OR INTERN**
The North Carolina Psychological Association is approved by the American Psychological Association to sponsor Continuing Education for psychologists.
Friday, April 29 – Please Select One Six (6) Hour Institute

Institute One:

**Advanced Topics in Ethics***
Steven Mansfield Shaber, JD, Partner, Poyner Spruill LLP

Julie W. Hampton, JD, Partner, Poyner Spruill LLP

*THIS INSTITUTE IS INTENDED TO MEET THE ETHICAL/LEGAL CE REQUIREMENTS FOR NC PSYCHOLOGISTS*

All psychologists face ethical issues in practice. This session will address five specific issues that can subtly become especially complicated. They are:

- Management & Release of Records
- Differences between Clinical & Forensic Practice; Testimony
- Subtle Boundary Issues
- Self Defense: Dealing with the Difficult Client
- Confidentiality: Dealing with the Dangerous Client

The institute will be a combination of lecture, panel discussion, and group questions and answers. Presenters will be attorneys who frequently represent psychologists and psychologists who have special interests and expertise in one or more of the topics. Discussion will revolve around hypothetical situations.

**By the end of this Institute, participants will be able to:**

1. explain the N.C. Practice Act requirements for maintaining records, the difference between authorized release of records and compulsory disclosure of records, and limitations on access to records within group settings and integrated provider settings;
2. explain the difference between forensic and clinical practice, and explain the boundary between testifying as a forensic expert or as an expert fact witness;
3. identify three types of multiple relationships and identify sections of the Practice Act, Ethics Code, and Forensic Guidelines applicable to each;
4. learn tactics for identifying and handling the difficult client; and
5. explain the meaning of the Tarasoff rule, explain its application in North Carolina, and explain the standards for breaking confidentiality in cases where a patient threatens to harm others.

**Instructional Level:** Advanced

**Educational Format:** Lecture & Discussion

**Steven Shaber** has spent his entire career in health law - first with the North Carolina Attorney General's Office and, since 1985, in private practice. His clients range from large hospitals to sole practitioners. Most of his work focuses on Medicare and Medicaid fraud & abuse, false claims, hospital medical staff matters, and professional licensing board cases. His cases have involved patient deaths, large-dollar claims for recoupment, and other urgent matters. Steve has also helped providers with a number of innovative business transactions. He speaks frequently to various professional organizations, including the North Carolina Psychological Association, the North Carolina Medical Society, and the North Carolina Hospital Association.
Julie W. Hampton is a commercial litigator, pursuing and defending primarily contract-based claims on behalf of her clients in the construction, real estate, health care, and financial services industries. Within the health care industry, Julie represents health care professionals before occupational licensing boards. She also works with hospice and long-term care clients, advising them on specific contract and regulatory issues. While she enjoys all aspects of litigation, Julie appreciates the assessment and negotiation process the most, where she evaluates the precise contract language, analyzes the applicable law, and applies both to the facts to assess her client’s claims or defenses. This meaningful process utilized at the beginning of the engagement and throughout the case has saved clients precious time and resources, and provides a unique learning opportunity for future contracts.

**Time:**
9:00 am to 12:15 pm; 1:30 to 4:45 pm

**Credit:**
6 hours Category “A” Continuing Education Credit

**Attendance:**
To receive credit, you must be present for the entire institute, and you must sign the sign-in/sign-out sheets. No partial credit can be given.

**Registration:**
- $185 NCPA Members & Non-Psychologist Members of Other Professions
- $145 Early Career Psychologists (NCPA members only)
- $250 Psychologist non-members of NCPA
- $75 Students (includes both lunch and breaks; 10 slots available)

**Please Note:**
A $50 late fee will be added for all registrations received after Noon on April 21, 2016.

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**STUDENT GRANT OPPORTUNITY**

OPPORTUNITY TO HELP A NCPA GRADUATE STUDENT MEMBER

The NCPF Graduate Student Travel Grant assists NCPA graduate student members with travel expenses to present their research at conferences (not just NCPA). Each grant award is $250. Contributions to this fund allow us to provide grants to more student members. If you would like to make a tax deductible contribution to be used for this program put it on the line marked Student Grant on the registration form.

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**SPONSOR A GRADUATE STUDENT OR INTERN**

As part of the ongoing effort to connect Students and Interns pursuing psychology with other psychologists, we ask that you consider sponsoring a psychology Student or Intern so he or she may attend the 2016 Spring Conference. Sponsors may choose to:

- Cover the cost of a Student or Intern registration for ONE day ($75)
  OR
- Cover the cost of a Student or Intern registration for BOTH days ($140)

The cost of a sponsorship includes lunch and all refreshment breaks. If you would like to be a sponsor, or are a Student or Intern seeking sponsorship, please indicate this on the registration form. (You do not need to attend the conference to be a sponsor.) NCPA is thankful to have so many generous members, and we thank you for supporting this valuable program!
Institute Two:

**Mining the Teenage Wasteland of Adolescent Anxiety Disorders**

Jennifer R. Fights, MA, NCC, LPC
Clinician, Southeast Psych

Assessing and treating adolescent anxiety disorders can present challenges for even the most experienced clinicians. Parsing out what is true clinical anxiety from normal developmental circumstances or projected anxiety from “helicopter” or “lawnmower” parents can prove very difficult. Adolescent anxiety can often present itself very differently from adult anxiety, and can include maladaptive external coping mechanisms (i.e. severe school avoidance, disordered eating and self-harming behaviors), which can increase the complexity of treatment. This, coupled with the restructuring of the diagnostic criteria from DSM-IV-TR to DSM-V, which included the separating out/addition of Obsessive-Compulsive and Related Disorders, the need for a clear understanding of how adolescent anxiety presents itself, and the knowledge of how to appropriately and effectively treat these issues is essential. This workshop will provide a clear understanding of the diagnostic criteria for adolescent anxiety disorders and how to differentiate them from behavioral disorders, bi-polar, and ADHD. Through presentation of the latest research on the subject and review of case studies, treatment of adolescent anxiety disorders will be the primary focus of the workshop with special attention paid to mitigating projected parental anxiety and the management of maladaptive external coping mechanisms.

**By the end of this Institute, participants will be able to:**

1. understand the specific diagnostic changes between DSM-IV-TR and DSM-V of Anxiety Disorders and Obsessive-Compulsive and Related Disorders;
2. understand the distinct ways in which anxiety disorders present differently between adolescent and adult clients;
3. recognize and separate normal anxiety from true clinical anxiety based on an understanding of the changing landscape of adolescent social environments;
4. be familiar with the latest research on the treatment of adolescent anxiety disorders in an individual and family therapy setting;
5. be comfortable in recognizing and addressing projected parental anxiety to include managing “helicopter” and “lawnmower” parents;
6. be comfortable assessing and managing the possible range of maladaptive external coping skills which accompany adolescent anxiety disorders, to include disordered eating, school avoidance, behavioral issues and self-harming behaviors; and
7. formulating an effective treatment plan for working with adolescent anxiety disorders.

**Instructional Level:** Intermediate

**Educational Format:** Lecture, Case Studies/Discussion

**Jennifer Fights, MA, NCC, LPC** has been working with individuals, couples and families for almost 15 years in a wide variety of settings. Her clinical expertise lies in working with those struggling with acute trauma responses, PTSD, mood disorders and anxiety disorders. Ms. Fights consistently provides education through talks and workshops for colleagues, parent groups and students. She is currently a clinician at Southeast Psych where she is an active member of the Purposeful Parenting and Foodwise Teams.
Time: 9:00 am to 12:15 pm; 1:30 to 4:45 pm

Credit: 6 hours Category “A” Continuing Education Credit

Attendance: To receive credit, you must be present for the entire institute, and you must sign the sign-in/sign-out sheets. No partial credit can be given.

Registration: $185 NCPA Members & Non-Psychologist Members of Other Professions
$145 Early Career Psychologists (NCPA members only)
$250 Psychologist non-members of NCPA
$75 Students (includes both lunch and breaks; 10 slots available)

Please Note: A $50 late fee will be added for all registrations received after Noon on April 21, 2016.

SATURDAY, APRIL 30
MORNING WORKSHOPS
8:30 am – 11:30 am: Select ONE Workshop

Each Saturday Workshop is worth 3 Hours Category “A” CE Credit

Workshop 1:

Projective/Performance Based Methods in Clinical and Forensic Psychological Assessment: Is It Safe to Go Back into The Water?
Barton Evans, Ph.D.
Clinical & Forensic Psychologist

Projective tests, now called performance-based methods, such as the Rorschach and Thematic Apperception Test (TAT) have had a long and storied history, but in the 1990’s a small group of psychologists published a series of critiques calling into question the validity of these methods. This led to an unprecedented and productive period of research, particularly as regards the Rorschach, which has convincingly supported their validity and utility in evidence-based interpretation. Yet, many psychologists have either abandoned projective/performance-based methods (P/PBM); become reluctant to use them, especially in forensic settings; or have simply not learned what they can offer. This workshop will provide an overview of the unique advantages of P/PBM in evidence based, multimethod psychological assessment and discuss the ‘value added’ of including them in your test battery. Four P/PBMs will be reviewed (Rorschach, TAT, Adult Attachment Projective, and the Roberts Apperception Test for Children-2) with case examples illustrating their value in both clinical and forensic settings.

By the end of this Workshop, participants will be able to:
1. demonstrate how new research on, and past misunderstanding about, P/PBMs make them solidly evidenced-based methods, applicable in both clinical and forensic settings;
2. distinguish the difference in the response process between P/PBMs and self-report inventories such that the MMPI-2, etc. (formerly called “objective tests”) and identify the “value added” when including P/PBMs in an assessment test battery; and
3. identify four P/PBMs applicable across nearly all personality assessment contexts and demonstrate their application in both clinical and forensic settings through case examples.

Instructional Level: Intermediate

Educational Format: Lecture, Discussion, Case Examples
Barton Evans, Ph.D. is a clinical and forensic psychologist in Asheville, NC. He is a Fellow of the American Psychological Association (Clinical Psychology) and Fellow of the Society for Personality Assessment and serves a Clinical Professor of Psychiatry at George Washington University School of Medicine. Barton has presented workshops nationally and internationally on a variety of topics, including the Rorschach, Therapeutic Assessment, Forensic Assessment, Psychological Trauma, and Interpersonal Theory and Psychotherapy. He is the author of two books, *Harry Stack Sullivan: Interpersonal Theory and Psychotherapy* and *The Handbook of Forensic Rorschach Assessment* (with Carl Gacono), as well as the forthcoming books *The Rorschach in Multimethod Forensic Assessment* (with Robert Erard) and *Guide to Forensic Psychological Evaluation for Immigration Court* (with Giselle Hass).

Workshop 2:

**Writing as Therapy**
Lucy Daniels, Ph.D.
Clinical Psychologist

“Writing as Therapy” is a personal account of how writing and problems encountered during the process can trigger insight that assists both writing and emotional freedom.

**By the end of this Workshop, participants will be able to:**
1. identify the practical applications for learning about the etiology of anorexia nervosa;
2. delineate the treatment of anorexia in the 1950s and discuss the disadvantages of these methods, along with anything that Lucy Daniels was able to do during those years to mitigate the disadvantages;
3. discuss the differences between treatment methods for anorexia 50 years ago and current methods; and
4. identify and discuss three ways attachment can influence development.

**Instructional Level:** Intermediate

**Educational Format:** Lecture, Film, PowerPoint

Lucy Daniels, Ph.D., award-winning writer and clinical psychologist, has an active practice in Raleigh and is the author of six books. Her rich history has impacted both. A documentary about her life, *In So Many Words*, was released in 2013 along with her most recent book, *Walking with Moonshine.*
Workshop 3:  

School Refusal Behavior in Children and Adolescents:  
An Evidence Based Approach to Assessment and Treatment  
Christian F. Mauro, Ph.D., Assistant Professor  
Department of Psychiatry and Behavioral Sciences  
Director, Psychosocial Treatment Clinic, Duke Child and Family Study Center  

Whether a child clings to a parent’s leg and won’t enter school, has stomach aches on test-taking days, or an adolescent would rather stay home and play games on-line with friends, the reasons of school refusal behavior are diverse. It is clear that one size does not fit all when it comes to understanding and helping children and adolescents who refuse school.

The goal of this workshop will be to present an evidence based approach to assessing and treating school refusal behavior in children and adolescents. The approach focuses on assessing the specific factors that maintain the behavior and the best methods to intervene in multiple settings and contexts.

By the end of this Workshop, participants will be able to:  
1. recognize the historical context for school refusal behaviors and identify 2-3 previous terms for the behavior;  
2. describe 3-5 characteristics of children and adolescents who refuse school;  
3. assess the four primary functions served by school refusal behaviors; and  
4. develop 2-3 effective goals for children and adolescents who refuse school.

Instructional Level: Basic  

Educational Format: Lecture, Discussion, Practice  

Agenda:  
1) History, Terms, and Definitions  
2) Characteristics of Youth  
3) Assessment: Understanding the Functions  
4) Functionally Based Treatment  
5) Case Examples  

Christian F. Mauro, Ph.D. is an Assistant Professor in the Department of Psychiatry and Behavioral Sciences and Division of Medical Psychology at Duke University Medical Center. Dr. Mauro is the Director of the Psychosocial Treatment Clinic at the Duke Child and Family Study Center. There he supervises and trains graduate students, psychology interns, and psychiatry residents on evidence based practice for children and adolescents. He received his doctorate in Clinical Psychology from Miami University (Ohio) and completed his internship at Duke University Medical Center. Dr. Mauro has been a certified cognitive behavioral therapist (CBT) on a number of NIMH funded clinical trials and was the CBT Supervisor for The Child and Adolescent Anxiety Multimodal Treatment Study (CAMS) at Duke University. He specializes in individual and family therapy for children with internalizing disorders such as anxiety and depression.
11:30 am – 12:15 pm ANNUAL NCPF POSTER SESSION
Graduate & Undergraduate Psychology Students will present their posters. Recognition of Poster Session entries will be acknowledged at the membership luncheon. The poster session is organized by the NC Psychological Foundation’s Scientific, Academic, & Student Affairs Committee, co-chaired by John Parsley, Psy.D. & Terra Rose, Psy.D.

12:15 pm - 1:45 pm: ANNUAL MEMBERSHIP LUNCHEON
The business meeting portion of lunch will include an annual report by NCPA President Glen Martin, Ph.D., financial statement, and other matters of the Association. In addition, the Poster Session participants will be recognized, and the NCPA and NCPF President’s Awards, The Mary G. Clarke Award, and The Sally Cameron Award will be presented.

AFTERNOON WORKSHOPS
2:00 pm – 5:00 pm: Select ONE Workshop
Each workshop is worth 3 Hours of Category “A” CE Credit

Workshop 1:

Building Empathy through Assessment: An Introduction to Collaborative/Therapeutic Assessment in Clinical & Forensic Practice
Barton Evans, Ph.D., Clinical & Forensic Psychologist

Many psychologists include psychological assessment into their practice and search for ways to make their work increasingly relevant and effective. This workshop introduces assessors to a cutting edge approach to psychological assessment that can be readily incorporated into their practice. Collaborative/Therapeutic Assessment (CTA) is an empirically supported treatment procedure that systematically includes the client as an active participant in the assessment process, collaborating with mutually agreeable treatment goals. “Building Empathy through Assessment (BETAssessment™) is a generic approach to both clinical and forensic assessment which incorporates CTA principles applicable across nearly all personality assessment contexts. This workshop will introduce the core principles of BETAssessment™ and will provide their application through case examples in both clinical and forensic practice.

By the end of this Workshop, participants will be able to:
1. identify the three core BETAssessment™ principles applicable across nearly all personality assessment contexts and demonstrate their application in both clinical and forensic setting through case examples;
2. distinguish the four collaborative assessment models including BETAssessment™ and demonstrate differences in approach to assessment through case examples;
3. identify at least four ways psychologists can modify current assessment practice to incorporate BETAssessment™ principles; and
4. demonstrate three ways that assessment psychologists can modify forensic assessment practices in certain psycholegal areas to increase collaborative outcomes.

Instructional Level: Intermediate

Educational Format: Lecture, Discussion, Case Presentation
Barton Evans, Ph.D., is a clinical and forensic psychologist in Asheville, NC. He is a Fellow of the American Psychological Association (Clinical Psychology) and Fellow of the Society for Personality Assessment and serves a Clinical Professor of Psychiatry at George Washington University School of Medicine. Barton has presented workshops nationally and internationally on a variety of topics, including Therapeutic Assessment, the Rorschach, Forensic Assessment, Psychological Trauma, and Interpersonal Theory and Psychotherapy. He is the author of two books, *Harry Stack Sullivan: Interpersonal Theory and Psychotherapy* and *The Handbook of Forensic Rorschach Assessment* (with Carl Gacono), as well as the forthcoming books *The Rorschach in Multimethod Forensic Assessment* (with Robert Erard) and *Guide to Forensic Psychological Evaluation for Immigration Court* (with Giselle Hass).

**Workshop 2:**

**Hoarding Disorder: The Diagnosis They Never Taught You in Graduate School**

Annette R. Perot, Ph.D., Private Practice

Hoarding Disorder has only recently been officially recognized as a disorder in the DSM-5 (2013). Given this, few mental health professionals have received training in what constitutes Hoarding Disorder and how to treat this challenging mental health issue. This workshop will cover the DSM-5 criteria for Hoarding Disorder as well as factors that contribute to the development of hoarding. In addition, the program will focus on key components in the cognitive-behavioral treatment model and interventions developed by Steketee & Frost (2007), through a combination of didactic presentation, case presentation, video demonstrations and an opportunity to role-play relevant skills.

**By the end of this Workshop, participants will be able to:**

1. state at least 5 clinical features of Hoarding Disorder and the 6 DSM-5 criteria for its diagnosis;
2. name at least 5 components of cognitive-behavioral treatment and interventions for Hoarding Disorder; and
3. list at least 4 ways to enhance motivation for change in those who compulsively hoard.

**Instructional Level:** Basic

**Educational Format:** Didactic presentation, case presentation, video demonstrations and an opportunity to role-play relevant skills.

Annette R. Perot, Ph.D. is a licensed psychologist in Durham, NC. For the past 20 years, she has specialized in working with adults with anxiety disorders, OCD, and related issues, such as Hoarding Disorder and Trichotillomania. Dr. Perot is past president of the North Carolina Psychological Association and currently serves as an officer on the Board of OCD North Carolina, an Affiliate of the International OCD Foundation.
Workshop 3:

**This Patient Is Driving Me Nuts: Making Therapeutic Use of Countertransference**

Mary Ellen Griffin, Ph.D.
Private Practice, Asheville and Sylva, NC

Empathic inquiry, the cornerstone of psychodynamic psychotherapy, can be difficult when the patient’s way of relating is experienced by the therapist in ways that are difficult - for the therapist. We sometimes feel bored, angry, alarmed, anxious, distracted, sleepy, torn, disconnected, or otherwise ill at ease with patients. Some patients are difficult for us over time, which may leave us feeling incompetent, stymied, or that we’ve lost perspective. Using our own feelings - our countertransference - to formulate therapeutic interventions with our patients is the hallmark of modern psychoanalytic psychotherapy. Yet even for senior clinicians, thorny countertransference issues arise, and seeking the consultation of trusted peers never ceases to be of value. In this intermediate to advanced psychotherapy seminar, Dr. Griffin will teach Burke and Tansey’s 1989 “Unitary Sequence for Processing Interactional Communications.” Theirs is an exceptionally clear, explicit, and systematic methodology for thinking about and working with countertransference in psychotherapy. This model elucidates what we teach and seek in supervision and consultation, and what we do in our work every day, often subconsciously. Dr. Griffin learned this model from her professor and supervisor at Northwestern, Walter F. Burke. It is a foundation of her own clinical work and teaching.

**By the end of this Workshop, participants will be able to:**

1. explain the importance of remaining open to, identifying, and work through countertransference as a way of avoiding clinical pitfalls and resolving therapeutic dilemmas via enhanced empathy;
2. identify signal affects in countertransference that indicate important relational communication with the patient may have occurred;
3. contain countertransference reactions, and clarify their psychodynamic source and meaning; and
4. generate and validate clinical hypotheses, and formulate several types of therapeutic interventions arising from these data, with considerations of timing and technique.

**Instructional Level:** Intermediate

**Educational Format:** Lecture, Case Presentation, Discussion, Experiential Exercises

**Mary Ellen Griffin, Ph.D.** is a psychologist in private practice in Sylva and Asheville, North Carolina. She earned her doctorate in Clinical Psychology from Northwestern University in 1997, and completed her Predoctoral Internship and a Fellowship in Developmental Neuropsychology at The Cambridge Hospital/Harvard Medical School. Dr. Griffin specializes in psychodynamic psychotherapy with adult individuals and couples, case consultation with other psychotherapists, and psychoanalytic clinical teaching. She is a past presenter with Appalachian Psychoanalytic Society and Lenoir Rhyne University, and a former faculty member in the Psychology Department at Western Carolina University. She served on the Continuing Education Committee of NCPA for several years, and now serves on the Boards of both the Appalachian Psychoanalytic Society and the Western North Carolina Psychological Association. When not practicing psychoanalytic psychology, she can often be found kayaking whitewater rivers in the region.
INFORMATION

CONFERENCE REGISTRATION DEADLINE AND REFUND POLICY - The registration deadline is Thursday, April 21, 2016 at 12:00 pm noon. Any registration not received by April 21st at noon will be charged an additional $50 late fee. Registration includes the institute and/or workshop(s) selected, refreshment breaks, and lunch each day. Refund Policy: If you cancel before 12:00 pm on Thursday, April 14th you will receive a full refund*; cancel by noon On Thursday, April 21st and receive a one-half refund*, & no refunds* for cancellations after noon on April 21st.

*A $50 processing fee is deducted from all refunds.

CONFERENCE FEES - For those interested in registering for only one of the 3 Hour Saturday workshops (Morning Or Afternoon), payment of the full day’s registration fee is required.

CONTINUING EDUCATION CREDITS - The North Carolina Psychological Association is approved by the American Psychological Association to sponsor continuing education for psychologists. The North Carolina Psychological Association maintains responsibility for the program and its content. Each Friday session is offered for 6 hours of continuing education credit; each Saturday session is offered for 3 hours of continuing education credit. The credits are Category “A” under the rules of the North Carolina Psychology Board.

ETHICAL/LEGAL CONTINUING EDUCATION REQUIREMENTS – “Advanced Topics in Ethics” is designed with the intention of meeting North Carolina’s Ethical/Legal Issues CE requirement for psychologists. For detailed information on Continuing Education requirements for psychologists, please visit the NC Psychology Board website: www.ncpsychologyboard.org.

ATTENDANCE POLICY - To receive credit, you must be present for the entire session, and you must sign the sign-in and sign-out sheets. No credit will be given to participants who are more than 15 minutes late at the beginning of any session. No credit will be given to participants who leave before the close of a session. Please do not ask the staff to be excused early. Thank you.

FACILITY INFORMATION – The Harris Conference Center is located at 3216 CPCC Harris Campus Dr. (formerly CPCC West Campus Dr.), Charlotte, NC 28208. Directions will be included with your registration confirmation. You may also visit http://harrisconferencecenter.com/getting-here/ for directions & additional facility information.


SPECIAL NEEDS - If you have any special needs (dietary, a medical issue, etc.) please note this on the registration form. This information must be received by April 14, 2016.

EXHIBITORS – NCPA/NCPF is fortunate to have the support of exhibitors for the Spring Conference. Thank you for visiting the Exhibit Area during breaks and showing appreciation for their ongoing generosity!

STUDENT SPONSORS/STUDENT TRAVEL GRANT – Please consider sponsoring a graduate student or psychology intern and/or making a contribution to NCPF for the Student Travel Grant. See the instructions on the registration form.

JOIN NCPA NOW! – Save on your registration fee by joining NCPA. Membership application is on our website, www.ncpsychology.org. For more information, contact the NCPA Office: 919.872.1005.

PROGRAM/CONTINUING EDUCATION COMMITTEE – Catherine Forneris, Ph.D., Chair; Suzanne Bates, Ph.D., Michael Bigsby, Ph.D., Jerry Brittain, Ph.D., Mary Ann Garcia, Ph.D., Andrew Goff, Ph.D., Susan Hurt, J.D., Ph.D., Abra Nardo, Ph.D., Cristin Saffo, Ph.D., Janet Savia, Psy.D., Kacey Jo Wilson, Ph.D., Sally Cameron and Carol Kulwicki.

NC PSYCHOLOGICAL ASSOCIATION & FOUNDATION
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Web: www.ncpsychology.org
2016 NCPA SPRING INSTITUTES & CONFERENCE: APRIL 29 & 30
REGISTRATION DEADLINE: APRIL 21, 2016 at NOON

Name _____________________________ Highest Degree __________
(To Appear On Nametag) First Name Last Name

Address __________________________________________ City __________ State ____ Zip __________
Phone Number __________________________ Email __________________________ Email REQUIRED For CE Evaluation

Profession (Social Worker, Psychologist, etc.) ______________________________________________

FRIDAY INSTITUTES - Select ONE Institute:

☐ Advanced Topics in Ethics*

Or

☐ Mining the Teenage Wasteland of Anxiety Disorders

SATURDAY WORKSHOPS - Select ONE Morning and ONE Afternoon Workshop:

Morning: Afternoon:
☐ Clinical & Forensic Psychological Assessment ☐ Introduction to Collaborative/Therapeutic Assessment
☐ Writing as Therapy ☐ Hoarding Disorder
☐ School Refusal in Children & Teens ☐ Therapeutic Use of Countertransference

* THIS INSTITUTE IS INTENDED TO MEET THE ETHICAL/LEGAL CE REQUIREMENTS FOR NC PSYCHOLOGISTS

NCPA Members or Non-Psychologists Early Career Psychologists - NCPA Members Only Psychologist Non-Members Students
1 day (Friday OR Saturday) $185 ____ $145 ____ $250 ____ $75 ____
2 days (Friday AND Saturday) $330 ____ $260 ____ $470 ____ $140 ____

AFTER 4.21.16 ADD: $50 ____ $50 ____ $50 ____ $50 ____

☐ I will sponsor a Student/Intern Friday and/or Saturday: ☐ $75 = 1 Day or ☐ $140 = Both Days

☐ NCPA Student Travel Grant: I would like to make a tax deductible contribution (see page 3)

☐ I am a Graduate Student/Intern who would like a Sponsor. Please complete & return this registration form.

☐ Lunch Only on Saturday, April 30 - $35

TOTAL ENCLOSED $ __________

☐ I have special dietary/physical needs; must know by 4.14.16 _______________________________________

PAYMENT METHOD Please Circle One: Check Visa MasterCard

If paying by credit card, please complete the information below:

For credit card payment, please complete the following:

Name as it appears on card ______________________________________________

Card Number _____________________________ Exp. Date __________ CVV # __________
(3 digits on back of card)

Billing Address ______________________________________________

City _____________________________ State __________ Zip __________

Signature ____________________________________________

SEND REGISTRATION FORM with check payable to NCPA or credit card information to:
NCPA, 1004 Dresser Court, Suite 106, Raleigh, NC 27609. Fax: 919.872.0805 Email: carol@ncpsychology.org

Spaces cannot be reserved without payment.