

# IAEAPE CONFERENCE

October 4-6, 2010

## Workshops

### **Values and Core Services of IAEAPE Program (10/4/10)**

Presented by Tom Ruggieri, LCSW-C, University of Maryland and Tom Waldecker, MSW, University of Michigan

The strategic planning committee of IAEAPE, formed in 2009, developed a "Value Statement" adopted by the Board and subsequently created a "Core Services of IAEAPE Programs" document. The motivation for such a document came about following the elimination of quality internal programs and our desire to help guide administrators through a decision making process. This document may also be used to reinforce support for existing programs. IAEAPE member programs provide unique and specialized employee assistance programming to their respective institutions that is based on a comprehensive set of skills and ea knowledge not easily attainable or known by external vendors of employee assistance programming. This session will review the IAEAPE "Value Statement" and the "Core Services of IAEAPE Programs", including its purpose and the principal for having one. An explanation of the three primary core service areas of an IAEAPE program will be identified and discussed. Detailed components of "Services to Faculty and Staff, "Services to Managers/Supervisors" and "Services to the Organization" will be explained.

#### **Objectives:**

- To identify and discuss the key value components of an internal employee assistance program in higher education
- To describe in detail the unique knowledge needed to address behavioral health and safety issues and in an academic setting
- To identify and discuss the three major "Core Service" areas of an internal employee assistance program in an academic setting and their subcomponents

### **Vicarious Trauma and Stress Management for EAP Professionals (10/4/10)**

Presented by: Emilia O'Neill, PhD, MOD, LPCC, New Mexico State University

As professionals in the helping field, we are often secondary witnesses to the traumatic events our clients experience every day. When we listen to our client's recounts of abuse, violence, addictions and other memories of painful events, we bear witness to their victimization. When we meet with our clients as healers, we listen, we support and we validate their feelings and their experience. By being empathic and authentic, we help them heal by providing them with a safe place to express and to let go of their hurtful memories. But also, we absorb some of the emotional pain our clients have shared with us. Little by little, we accumulate stories and pictures that produce intense feelings in our minds, our bodies and our spirit. These memories, feelings and physical symptoms define vicarious trauma, or, as other experts call it, *empathic strain, secondary victimization or compassion fatigue*.

#### **Objectives:**

- Identify the symptoms of vicarious trauma
- Identify differences between stress, burnout and vicarious trauma
- Become familiar with and practice some techniques that can help prevent and treat stress and vicarious trauma

## **Flood, Stress and Tears: Providing Psychological First Aid to Vanderbilt University (10/4/10)**

Presented by: Jim Kendall, LCSW, CEAP – Manager of Work/Life Connections, Vanderbilt University

In May 2010, the city of Nashville received more than 15 inches of rain in 48 hours. Homes and businesses were destroyed in an instant. People were rescued by boats. Streets were impassable. Natural disasters are equal opportunity destroyers. At Vanderbilt University some University and Hospital buildings flooded. Equipment was destroyed. Faculty and staff found themselves without homes, no flood insurance, and unable to inhabit their dwellings. The after effects continue today.

The Work/Life Connections–EAP responded immediately with gift cards, information and counseling. The University provided unprecedented assistance. The EAP was an integral part of the Command Center and response. This session will outline the EAP's response to the flood, concerns in responding to natural disasters, managing existing EAP functions, lessons learned and EAP staff response.

### **Objectives:**

- Outline how Work/Life Connections-EAP responded after the flood in support of the faculty and staff at Vanderbilt University
- Examine the impact of natural disasters on the organization/lessons learned
- Provide an overview of the support for those who grieve for losses
- Review of the importance of staff self care throughout the response timeline

## **Emory University's Mental Health Task Force: Facing Challenges by Increasing Opportunities (10/5/10)**

Presented by: Paula G. Gomes, PsyD, Director, Faculty Staff Assistance Program (FSAP), Emory University and Emory Healthcare and Robin Huskey, LCSW, CEAP, Manager of Education and Outreach Director, FSAP, Emory University and Emory Healthcare

This presentation will provide an overview of the experiences and strategies used to form and implement a campus-wide initiative aimed at increasing community awareness of mental health needs, reducing stigma related to help seeking behaviors and advocating for viable resources. Campus-wide implementations, coordination and collaboration will be emphasized. Areas of focus will include: role of student activism and administrative support; identification of task force members; planning and writing of task force report; communication with leadership; implementation including evaluation and funding strategies; ongoing challenges.

### **Objectives:**

- Learn about and share strategies related to grassroots advocacy for mental health resources at colleges and universities
- Increase and share knowledge gained in running an effective institutional task force on mental health based on college and university environments
- Enhance knowledge of the benefits of collaboration to promote organizational awareness and culture change regarding mental health concerns

## **Ethics and Boundaries (10/5/10)**

Presented by: Jenene Case Pease, PhD, CEAP, University of Illinois, Springfield and Mary Wilkes, LCSW, CEAP, Florida State University

This workshop is designed to provide attendees learning opportunities to explore and address their professional ethical values. Participation in this workshop will enable attendees to consider and review their concept of and commitment to professional, ethical practice. Experiential teaching techniques employed will

capitalize on the participants' perception, knowledge and experience through case studies and discussion analysis.

**Objectives:**

- Participants will explore and evaluate the time-tested definition of ETHICS, specifically in the context of work in Employee Assistance Programs
- Participants will analyze and discuss ethical dilemmas
- Participants will be challenged to assess their professional ethical standards and ethical practice

**Applying Marital Research to Help Stabilize Recovering Couples (10/6/10)**

Presented by: Julia Corbett, MSW, LCSW, CEAP, Director, Southwest Florida Employee Assistance Programs – external provider for Florida Gulf Coast University and Edison State College and Tom Hofmann, PhD, LCSW, CPP, Chair, Applied Psychology Department, Hodges University and part time counselor at Southwest Florida Employee Assistance

This workshop will focus on what researchers studying marital satisfaction have pinpointed as key areas of impact on today's marriages. We will pinpoint the trouble areas that need intervention in the recovering relationship. The improvement of certain skills in relating will help the couple navigate recovery challenges with an improving marital relationship that supports successful coping.

**Objectives:**

- Participants will identify 2 primary research findings of factors enhancing stability in marriage
- Participants will recognize common pitfalls within the marital relationship
- Participants will learn short term coaching techniques to assist marriage stability within the context of early recovery

**Influencing Without Authority (10/6/10)**

Presented by: Jason Sackett, LCSW, CEAP, SAP, USC Center for Work and Family Life, University of Southern California

Employee Assistance Professionals require an especially high degree of influence in their work as they must procure buy-in for programs and proposals, facilitate communication and compromise and at times challenge practices or modes of thinking that do not support their organization's goals. Furthermore, EAP's regularly coach their clients in influence strategies, and their clients' success or failure may hinge on the ability to absorb and apply this coaching.

**Objectives:**

- Participants will be introduced to practical skills and strategies that make an immediate impact at work – regardless of actual authority to hand down decisions or delegate tasks
- Participants will develop an advanced repertoire of influence techniques and strategies which they will apply to their own professional tasks and goals to enhance overall effectiveness in their role as Employee Assistance Professional
- Participants will learn methods for coaching their clients in the development of more persuasive communication
- Participants will learn applications of advanced influence strategies targeted to the specific needs of their clients, to enhance their clients' professional growth and emotional well-being