Jul 10  Ethics and Ethics Committees- Dr. Linton

Tag: Ethics

Course: Psychology Interns

Topic: Ethics and Ethics Committees: There Must be 50 Ways to Lose Your License

Faculty: John C. Linton, PhD, ABPP

Method: Didactic Presentation, Case Examples

Emphasis: This will provide interns with an indepth introduction to professional ethics in psychology at the independent practice level, explain how ethics committees are organized and carry out their duties across states and professional organizations, and underscore methods to increase awareness of potentially challenging ethical situations.

Key words: Ethics, Professionalism

Objectives:

1. Understand how the APA Code of Ethics is designed regarding aspirational vs. enforceable standards
2. Learn to differentiate personal from professional ethics
3. Understand how ethics committees are organized
4. Understand how the process of ethics charges unfolds, and the ways one should respond
5. Learn to recognize potentially risky or ethically challenging issues before they develop
6. Learn critical incidents in professional psychology that place one at risk for ethics breaches
7. Learn the three phases of specific risk for early career, mid-career and late career professionals
8. Discuss current controversies in professional ethics in psychology
9. Discover situations virtually guaranteed to place one at risk for ethics charges

Handouts provided:

- Ethical Dilemmas Encountered by Members of the American Psychological Association: A National Survey
  Kenneth S. Pope & Valerie A. Vetter
  *American Psychologist, vol. 47, No. 3, 397-411*

- 21 Ethical Fallacies: Cognitive Strategies to Justify Unethical Behavior
  Kenneth S. Pope, Ph.D., ABPP & Melba Vasquez, Ph.D., ABPP
Ph.D., ABPP, and Melba J. T Vasquez, Ph.D., ABPP (San Francisco: John Wiley & Sons, 2011), used with permission of the holder of the copyright

- *Confronting an Impasse*
  Kenneth S. Pope, Janet L. Sonne & Jean C. Holroyd

Adapted from the chapter of the same name by Ken Pope, Ph.D., Janet Sonne, Ph.D., and Jean Holroyd, Ph.D., which appears on pages 179-190 of their book *Sexual Feelings in Psychotherapy: Explorations for Therapists and Therapists-in-Training*, published by the American Psychological Association. Copyright ©American Psychological Association.
Jul 17  Health Psychology Ethics- Dr. Linton

Tag: Ethics, Health Psychology

Course: Psychology Interns

Topic: Health Psychology Ethics

Faculty: John C. Linton, PhD, ABPP

Method: Didactic Presentation, Case Examples

Emphasis: This will provide interns with an indepth introduction to professional ethics in clinical health psychology at the independent practice level, discuss the unique challenges presented in the medical setting, and underscore methods to increase awareness of potentially perplexing ethical situations.

Key words: Ethics, Professionalism

Objectives:

1. Understand how the APA Code of Ethics often comes in conflict with the demand characteristics of medical settings
2. Learn to cope with varying roles from setting to setting within the larger institution
3. Become sensitive to boundary threats in a stimulating and professionally seductive environment
4. Understand why relatively few ethics charges are brought against clinical health psychologists in spite of their often complex presentations
5. Learn to recognize potentially risky or ethically challenging issues before they develop
6. Learn critical incidents in clinical health psychology that place one at risk for ethics breaches
7. Understand the critical need for high fidelity peer support
8. Discuss the benefits vs. challenges of treating patients with medical conditions that have personal meaning, through having the condition or family members who do
9. Be aware of controversies regarding whether psychologists have an ethical obligation different than dentists or dermatologists

Handouts provided:

Guidelines for psychological practice in health care delivery systems.
Jul 24  Job Search Preparation: Tips, Tricks, What to Avoid- Dr. Linton

Tag: Professional Development

Course:  Psychology Interns

Topic:  Job Search Preparations: Tips, Tricks; What to Avoid

Faculty:  John C. Linton, PhD, ABPP

Method:  Didactic Presentation, Strategy Discussion

Emphasis:  This lecture will present interns with an opportunity to understand the process of applying for postdoctoral positions, whether fellowships or employment opportunities. Focus will be on a general overview of the timeline for applying for fellowships and employment, where to look for information on availability, learning what factors are important in the decision, viz. salary, geographic location, and career enhancement to the next step. This is a practical discussion geared to the specific needs of each intern, and introduces the internship long conversation that will be held with each of them individually as the year progresses relative to their distinctive plans for the future.

Key words:  Professional Development

Objectives:

1. Understand the way the CV should be re-written for position applications (this is individually red-lined by the training director for feedback)
2. How to research a potential position on line, learning subtleties that are tips to how psychologists are viewed there
3. How to submit an application, what to write, how to send it, how to follow up, and how to avoid over vs. under emphasizing one’s interest
4. What to consider when applying, how to learn about the reputation of a site from the internet and back channel from other contacts, for example the incumbent or those still working in the setting.
5. The importance of the “gut”; if it doesn’t seem like a good fit at the early stages, chances are not good it will improve
6. How to deal with the fears associated with not hearing; it is a student’s highest priority, but it is the lowest priority of the potential employer, so anxiety can grow
7. The approach-approach conflict when comparing two opportunities
8. The interview, who pays, how to interview, what to wear, how to manage, what to ask and how to get a true read on a place
9. What to do in follow-up after a visit and waiting
10. And individual questions and answers from participants

Handouts provided:

http://www.apa.org/careers/early-career/ website resource

Jul 31 Introduction to DBT I – Dr. Kerr

Tag: EST, Psychotherapy (same outline for both parts)

Course: Psychology Internship
Topic: How and Why We Do Dialectical Behavior Therapy (parts 1 and 2)
Faculty: Patrick L. Kerr, PhD
Method: Didactic Presentation, Video demonstrations, Case Examples
Emphasis: Using an integrated didactic, discussion, and multi-media format, this two-part lecture provides interns with an introduction to Dialectical Behavior Therapy. Interns are introduced to the biosocial theory; philosophical foundations of DBT; core treatment strategies; core communication strategies; the skills taught in DBT; strategies for skills training; strategies for skills coaching; and consultation team structure.
Key words: Intervention
Objectives:
1. Learn and understand Linehan’s Biosocial Model of Borderline Personality Disorder and how this applies to other forms of psychopathology.
2. Learn and understand the clinical assumptions and functions of treatment in DBT.
3. Learn and understand the necessary components of DBT.
4. Learn and understand core treatment strategies for individual therapy in DBT.
5. Learn and understand the skills taught in DBT.
6. Learn and understand core skills training strategies.
7. Learn and understand the steps and procedures for skills coaching in DBT.

Handouts provided:


Aug 7 No lecture: APA

Aug 14 Introduction to DBT II – Dr. Kerr

Tag: EST, Psychotherapy

Course: Psychology Internship
Topic: How and Why We Do Dialectical Behavior Therapy (parts 1 and 2)
Faculty: Patrick L. Kerr, PhD
Method: Didactic Presentation, Video demonstrations, Case Examples
Emphasis: Using an integrated didactic, discussion, and multi-media format, this two-part lecture provides interns with an introduction to Dialectical Behavior Therapy. Interns are introduced to the biosocial theory; philosophical foundations of DBT; core treatment strategies; core communication strategies; the skills taught in DBT; strategies for skills training; strategies for skills coaching; and consultation team structure.
Key words: Intervention

Objectives:
1. Learn and understand Linehan’s Biosocial Model of Borderline Personality Disorder and how this applies to other forms of psychopathology.
2. Learn and understand the clinical assumptions and functions of treatment in DBT.
3. Learn and understand the necessary components of DBT.
4. Learn and understand core treatment strategies for individual therapy in DBT
5. Learn and understand the skills taught in DBT
6. Learn and understand core skills training strategies
7. Learn and understand the steps and procedures for skills coaching in DBT

Handouts provided:


Aug 21 Cultural and Ethical Issues in Rural Primary Care- Dr. Selby-Nelson

Tag: Diversity, Ethics, Health Psychology

Course: Psychology Interns

Topic: Cultural and Ethical Issues in Rural Integrated Primary Care.

Faculty: Emily M. Selby-Nelson, PsyD

Method: Didactic Presentation, Case Examples

Emphasis: This seminar will provide interns with an indepth introduction to professional ethics in Integrated Primary Care (IPC) psychology and address rural issues as they apply to the APA ethics guidelines and standards. Content covered will include detailed presentation of typical ethical dilemmas that occur in rural IPC settings, recommend best practices in resolving these dilemmas, and case examples to provide clinical context.

Key words: Ethics, Interprofessionalism, rural Issues

Objectives:

1. Learn the most prevalent ethical dilemmas that present in both rural and IPC settings.
2. Understand the nuances and varied facets of IPC and rural practice that may create ethical challenges for psychologists.
3. Learn specific strategies for early identification of risk factors in rural and IPC practice to prevent involvement in ethical dilemmas.
4. Discuss case examples of ethical dilemmas and identify appropriate ethical response and resolution.
5. Discuss best practices for setting limits and educating others in your interprofessional team to create an ethical rural and/or IPC practice.

Handouts provided:


Aug 28 Open date

Sept 4th No lecture; Labor Day

Sep 11 Eating Disorders Etiology: Current Research- Dr. Luzier

Tag: Diagnosis, Clinical Research

Course: Psychology Interns

Topic: Etiology of Eating Disorders

Faculty: Jess Luzier, Ph.D., ABPP

Method: Didactic Presentation; Discussion of Article

Emphasis: This lecture provides an example of how genes and environment affect the development of eating disorders. It highlights the relationships between different causal factors and reviews how these factors affect prevention and treatment. An interactive discussion follows a didactic portion with extensive student input on a reading I provided to them in advance.

Key words: Etiology, Eating disorder, Neuroscience, Culture

Objectives:
1. Discuss heritability, genetics, neurological markers, temperamental factors and animal models linked to the development of eating disorders.
2. Discuss environmental impacts on the development of eating disorders, including culture, media, and family.
4. Review how these factors affect prevention and treatment efforts with individuals with eating disorders.
5. Critically review and discuss a recent peer-reviewed article relating to etiology of eating disorders (examples have included beauty pageants, father-daughter relationships, and social media in the past three years).

Handouts provided:
2. Copy of powerpoint and reference list (see below).
3. *Recent article of choice to critically review and discuss. Provided to interns one week before presentation to allow adequate time to read and review.

References:


Sep 18 Treatment of BN and BED with CBT- Dr. Luzier

Tag: EST, Diagnosis, Treatment

Course: Psychology Interns

Topic: CBT Treatment of Bulimia Nervosa and Binge Eating Disorder

Faculty: Jess Luzier, Ph.D., ABPP

Method: Didactic Presentation; Case Example

Emphasis: This lecture provides interns with an overview of CBT-Eating Disorders, including a review of the evidence-base for BN and BED, plus a discussion of the treatment model and first two treatment targets. We conclude the lecture with a case presentation and discussion highlighting the issues presented in the didactic portion.

Key words: Behavior, CBT, Eating disorder, Evidence-based treatment

Objectives:
1. Understand the evidence-based psychological treatments for Bulimia Nervosa and Binge Eating Disorder.
2. Review the assessment criterion to begin CBT-E, including self-monitoring.
3. Provide an overview of the CBT-E treatment model and case conceptualization.
4. Review the components of treatment, including therapeutic alliance, session structure, and treatment sequence.
5. Review treatment targets and interventions, beginning with regular eating and overvaluation of body shape and weight.
6. Briefly discuss the extended treatment model, highlighting interventions for clients with interpersonal problems and mood intolerance.
7. Discuss a case that either Dr. Luzier or an intern is currently treating with CBT-E.

Handouts provided:

   a. Assessment targets
   b. CBT-E conceptualization
   c. “Feeling fat” worksheet
   d. Defining regular eating
   e. Self-monitoring forms
5. Copy of powerpoint and reference list (see below)

References:


Sep 25 Psychoneuroimmunology-Dr. Sirbu

Tag: Health Psychology, Adult

Course: Psychology Interns

Topic: Psychoneuroimmunology

Faculty: Cristian Sirbu, Ph.D., Psy.D.

Method: Didactic Presentation, Case Conceptualization

Emphasis: This lecture will provide interns with an introduction to the field of psychoneuroimmunology, examining the interaction between behavior, health, the neuroendocrine and the immune systems. The role of inflammation in the etiology of depression, anxiety and sleep disorders will be discussed. Case conceptualizations using the psychoneuroimmunology framework will be presented emphasizing the role of immune and endocrine biomarkers.

Key words: Neuroendocrine and immune systems, Health

Objectives:
1. Understand the components of the immune and neuroendocrine systems and their interaction; 2. Discuss the role of behavioral risk factors in inflammation and health; 3. Understand the conceptualization of depression, anxiety and sleep disorders based on immunological and neuroendocrine mechanisms; 4. Learn how to use immunological and endocrine biomarkers to assess severity of psychopathology and the efficacy of mind-body interventions.

Handouts provided:


Oct 2 Cardiac Psychology- Dr. Chelf Sirbu

**Tag:** Health Psychology, Adult

**Course:** Psychology Interns

**Topic:** Cardiac Psychology and Cardiac Rehabilitation

**Faculty:** Melisa Chelf Sirbu, Ph.D.

**Method:** Didactic Presentation, Case Examples

**Emphasis:** This lecture will provide interns with an introduction to the field of cardiac psychology, examining psychosocial factors associated with cardiac functioning. The role of cardiac rehabilitation as an effective intervention for patients with heart disease is explored.

**Key words:** Cardiac Psychology, Cardiac Rehabilitation

**Objectives:**
1. Understand how psychological factors contribute to recovery from cardiac events
2. Identify key psychosocial factors associated with cardiac functioning, and understand how these factors manifest in patients
3. Learn the components of hardy personality, and how these components can enhance cardiac recovery
4. Discuss the unique challenges faced by African Americans with cardiovascular disease
5. Learn how cardiac rehabilitation assists in recovery from heart disease, and the role behavioral health specialists play in this process

**Handouts provided:**
1. *Heartfelt Interventions* Tori DeAngelis *Monitor on Psychology*, vol. 41, No. 2, 48-51
2. *Minding the Heart* Rebecca A. Clay *Monitor on Psychology*, vol. 44, No. 6, 44-49
3. A *Cardiac Psychologist in Action* Rebecca A. Clay Practice Profile in *Monitor on Psychology*, vol. 44, No. 6, 50-51
4. *Depression’s Toll on the Heart* Rebecca A. Clay *Monitor on Psychology*, vol. 45, No. 5, 24-25
Oct 9  Self-Injury in Teens Dr. Walker Matthews

Tag: Diagnosis, Treatment, Teens

Course: Psychology Interns

Topic: Teen Self-Injury: Theories and Clinical Interventions

Faculty: Susan Walker-Matthews, PhD

Method: Didactic Presentation, Case Examples

Emphasis: Interns will receive an introduction to the definition of self-injury as is pertains to non-developmentally disabled populations as well as typical characteristics of a teen who engages in self-injury. Theories of the cause of self-injurious behavior will be discussed with a focus on biopsychosocial models and interventions will be discussed. Interventions will include recommendations for school personnel as well as parents along with different treatment options for the clinician.

Key Words: Self-injury, Teen Psychology

Objectives:

1. Understand theoretical models of the development of Self-Injury (SI)
2. Describe the warning sings/symptoms of SI and differentiate them from suicidal behavior or developmentally typical body modification
3. Outline appropriate triage interventions to use in the school setting and understand treatment strategies that will likely be used by referral agencies

Recommended Reading:

Oct 16  Ethical and Cultural Issues in Treating Children and Adolescents

Drs. Luzier and Weisenmuller

Tag: Diversity, Ethics, Service Delivery, Child/Teens

Course:  Psychology Internship

Topic:  Ethical & Cultural Issues in Treating Children & Adolescents
Faculty:  Jess Luzier, Ph.D., ABPP, and Holly Cloonan, Ph.D.
Method:  Didactic Presentation; Case Example

Emphasis:  This will provide interns with an overview of the 2002 Ethics Code that includes steps in ethical decision making and review of standards that are particularly relevant to the practice of child and adolescent psychology. We will discuss the role of culture in families with adolescents, with a focus on Appalachian culture, and highlight ethical and cultural issues in a case presentation.

Key words:  Ethics, Culture, Appalachia, Children & Adolescence

Objectives:

1. Learn a brief history of the APA Code of Ethics leading up to the present 2002 code
2. Develop familiarity with steps for ethical decision-making when faced with an ethical dilemma
3. Understand which ethical standards are relevant to the practice of child and adolescent treatment
4. Increase awareness of how psychologists may become involved in ethical dilemmas regarding competence, confidentiality, multiple relationships, etc.
5. Learn WV state law relevant to psychological treatment
6. Discover how Appalachian history and culture may be important in how psychologists interact with children, adolescents, and families
7. Learn how Appalachian culture provides a context for understanding parenting practices that are specific to this region

Handouts provided:

1. APA Ethical Principles of Psychologists and Code of Conduct 2002
3. APA Practice Organization GOOD PRACTICE Winter 2011 article on Working with Children and Adolescents
4. Appalachian Cultural Systems, Past and Present, Patricia D. Beaver
   In the book Appalachian Mental Health by S.E. Keefe (Lexington, KY: University Press of Kentucky, 1988)

Reference:

*Decoding the Ethics Code: A Practical Guide for Psychologists* 2nd edition
Celia B. Fisher (SAGE publications, Inc., 2009)
Oct 23  Depression in Children and Adolescents- Dr. Weisenmuller

**Tag:** Diagnosis, Treatment, Children, Adolescents

**Course:** Psychology Interns

**Topic:** Depression in Children and Adolescents

**Faculty:** Chantel M. Weisenmuller, Ph.D.

**Method:** Didactic Presentation, Discussion, Case Study

**Emphasis:** In this session, interns will learn about depression in childhood and adolescence, including prevalence, risk factors, course and development, and cultural considerations. Additional discussion will focus on suicidality across childhood and the role of childhood stressors or trauma. Recommendations for treatment interventions will be provided.

**Key Words:** Depression, Children, Adolescents, Therapy

**Objectives:**

- Interns will understand how depression differs from normal stress and mood variation.
- Interns will understand how depression presentation may vary across developmental stages.
- Interns will develop interview/assessment strategies for differential diagnosis of depression, conceptualization of depression as a primary or co-occurring condition, and identifying/safety planning for suicidality.
- Interns will recognize cultural considerations for depression in children and adolescents.
- Interns will identify evidence-based treatment interventions for depression in children and adolescents.

**Handouts Provided:**


**References:**


Kovacs, M., Obrosky, S., & George, C. (2016). The course of major depressive disorder from childhood to young adulthood: Recovery and recurrence in a longitudinal observational study. Journal of Affective Disorders, 203, 374-381. DOI: http://dx.doi.org/10.1016/j.jad.2016.05.042


Oct 30               Neuropsychological Screening- Dr. DiPino

Tag: Psychological Assessments, Neuropsychology, Adult, Geriatric

Course: Psychology Interns

Topic: Neuropsychological Assessment

Faculty: Raymond Kim DiPino, Ph.D.
Method: Didactic Presentation, Case Examples

Emphasis: This will provide interns with an introduction to neuropsychology assessment at the independent practice level. The presentation will explain the role of the neuropsychologist, address the various domains measured over the course of a full battery neuropsychological evaluation, and explain how that information is interpreted and synthesized taking into account biological, psychological, and cultural factors to determine an individual’s level of neurocognitive functioning and proved meaningful information to patients and referral sources to address treatment and other real world issues.

Key words: Neuropsychology, Assessment

Objectives:
1. Understand the role of a neuropsychologist
2. Understand conditions evaluated in neuropsychological assessments and the interaction of brain functions and behavior.
3. Learn different approaches to and goals of assessment.
4. Understand the importance of obtaining relevant background information as the context for interpreting obtained test results.
5. Be able to describe the main neurocognitive domains measured over the course of the assessment and name several tests sampling aspect of each domain.
6. Understand the importance of clearly communicating results to referral sources and patients in order to have a positive impact on treatment.
7. Discuss relevant and appropriate aspects of specific neuropsychological cases.

Handouts provided:
3. Indications for neuropsychological assessment Kulas, J. and Naugle, R. I. Cleveland Clinic Journal of Medicine vol 70, No. 9, 785-6, 788, 791-2.
Nov 6  Delirium, Dementia and Depression- Dr. DiPino

Tag: Diagnosis, Assessment, Adult, Geriatric

Course: Psychology Interns

Topic: Losing your Mind: Delirium, Dementia, and Depression

Faculty: Raymond Kim DiPino, Ph.D

Method: Didactic Presentation, Case Examples

Emphasis: This will provide interns with an introduction to the clinical manifestations of delirium, dementia, and depression. It will assist interns in distinguishing among the different conditions, provide strategies for accurate diagnosis and offer possible treatment strategies that may be employed in an independent practice setting.

Key words: Delirium, Dementia, Depression, Affective Disorders.

Objectives:
1. Understand DSM-V criteria for Delirium, Dementia, and Affective Disorders, particularly Depression.
2. Describe the essential features involved with each disorder, including cognitive, perceptual, and emotional features.
3. Understand the causes, treatments and prevalence of the different disorders.
4. Understand the stages of dementia, different types of dementia and possible treatment options.
5. Understand the presentation of affective disorders and how depression can not only mimic, but be an initial symptom of dementia.
6. Distinguish among delirium, dementia, and depression and have strategies for accurate diagnosis in a clinical setting.

Handouts provided:
Nov 13  Third Wave CBT Techniques- Dr. Wilhelm

Tag: EST, Psychotherapy, Adult

Course: Psychology Intern Lecture Series

Topic: Third-Wave CBT

Faculty: Laura Wilhelm, PhD

Method: Didactic Presentation, Role-plays/Demonstrations, Case Examples, Video Clips

Emphasis: This presentation will highlight the similarities and differences among more traditional and newer “third-wave” cognitive-behavioral therapy approaches. Diagnosis-specific, transdiagnostic, and cultural/diversity considerations will be addressed throughout the discussion.

Key words: Acceptance, Acceptance and Commitment Therapy, Behavioral Activation, Cognitive-Behavioral Therapy, Cognitive Defusion, Cognitive Restructuring, Cognitive Therapy, Dialectical Behavioral Therapy, Exposure, Mindfulness, Mindfulness-Based Cognitive Therapy, Rational Emotive Behavioral Therapy, Values

Objectives:

10. Understand historical development of CBT approaches
11. Recognize “core features” of effective CBT
12. Identify key ingredients of Cognitive Therapy and REBT
13. Learn about development of “third-wave” approaches and their essential foci
14. Learn and practice strategies to use/differentiate cognitive restructuring and cognitive defusion interventions
15. Understand and implement values work
16. Incorporate instructor and learner case examples as well as video clips to reinforce concepts presented

Handouts provided:

- Lecture outline
- References to CT, REBT, ACT, DBT, BA, and MBCT resources
- Special Series in Cognitive and Behavioral Practice, Volume 20, Issue 1, February 2013, 1-63 – articles focused on “Clinical Considerations in Using Acceptance and Mindfulness-Based Treatments with Diverse Populations.”
Nov 20  CBT for Anger Management- Dr. Wilhelm

Tag: Diagnosis, Psychotherapy, Adult

Course: Psychology Intern Lecture Series

Topic: CBT for Anger Management

Faculty: Laura Wilhelm, PhD

Method: Didactic Presentation, Role-plays/Demonstrations, Case Examples, Video Clips

Emphasis: This presentation will provide interns with a comprehensive overview of strategies for assessing and intervening with anger management problems across a variety of diagnoses and with sensitivity to diversity issues.

Key words: Anger, Cognitive-Behavioral Therapy

Objectives:

17. Understand biological/evolutionary basis and cultural associations of anger
18. Learn about evidence-based ways to assess problems with anger
19. Recognize empirically-supported interventions for anger problems
20. Become sensitized to important therapeutic issues in working with anger problems
21. Discuss and practice a variety of evidence-based strategies for anger management/reduction
22. Incorporate instructor and learner case examples as well as video clips to reinforce concepts presented

Handouts provided:

- Lecture outline
- Examples of anger monitoring logs/anger diaries/thought records
- References to online anger resources
  - “A Composite Case Study of an Individual with Anger as a Presenting Problem”
  - “Cognitive-Behavioral Conceptualization and Treatment of Anger”
  - “Application of a Flexible, Clinically Driven Approach for Anger Reduction in the Case of Mr. P”
  - “A Comprehensive Treatment Program for a Case of Disturbed Anger”
  - “The Application of Acceptance and Commitment Therapy to Problem Anger”
  - “Perspectives on Anger Treatment: Discussion and Commentary”
Nov 27   CBT for Panic Disorder- Dr. Wilhelm

**Tag:** EST, Diagnosis, Psychotherapy, Adult

**Course:** Psychology Intern Lecture Series

**Topic:** Cognitive-Behavioral Approach to Panic Disorder

**Faculty:** Laura Wilhelm, PhD

**Method:** Didactic Presentation, Role-plays/Demonstrations, Case Examples, Video Clips

**Emphasis:** This presentation will provide interns with a comprehensive overview of strategies for assessing and intervening with panic attacks and panic disorder. Transdiagnostic and cultural considerations will be infused throughout the discussion.

**Key words:** Panic, Cognitive-Behavioral Therapy, Interoceptive Exposure, Anxiety Sensitivity

**Objectives:**

23. Understand biological/evolutionary basis and cultural associations of anxiety and panic
24. Learn about evidence-based ways to assess problems with panic
25. Increase familiarity with concept of anxiety sensitivity and implications for treatment
26. Understand safety behaviors and treatment considerations
27. Learn empirically-supported interventions for panic disorder
28. Learn and practice specific interoceptive exposure exercises
29. Incorporate instructor and learner case examples as well as video clips to reinforce concepts presented

**Handouts provided:**

- Lecture outline
- Examples of panic attack monitoring forms
- References to online anxiety and panic resources
Dec 4 Primary Care Psychology- Dr. Fields

Tag: Health Psychology

Course: Psychology Interns

Topic: Primary Care Psychology

Faculty: Scott Fields, Ph.D.

Method: Didactic Presentation, Case Examples

Emphasis: Integrated primary care provides an opportunity for psychologists to contribute to the mental and physical health of patients in their community. Research suggests that integrated primary care provides a valuable service for patients, is rewarding for psychologists, and that healthcare providers are appreciative of quality behavioral health interventions. While integrated care offers numerous benefits to all involved, key challenges exist for mental health professionals who wish to work in the primary care arena. Chief among these challenges are learning to provide brief, short term interventions and working on timely, effective collaboration with medical providers.

Key words: Primary Care, Integrated Primary Care

Objectives:

1. Participants will learn the origins of integrated care, the present state of practice, and the future trends that will impact the healthcare industry and psychology’s role within the big picture.

2. Participants will increase their understanding of the types of interventions in integrated primary care settings. From various theoretical models, to the standard intake evaluation, all the way to the more time sensitive, problem-focused 20 minute intervention, and participants will learn brief strategies shown to help patients in a busy primary care setting.

3. Participants will learn about the value of consultation with the medical team in a primary care setting. From lunchtime rounds to curbside consultation with healthcare providers, the value of working side by side with medical providers (e.g., doctors, nurses) will be explored. Strategies to make psychologists more accessible and available for consults “on the fly” will also be highlighted.

Handouts provided:


Dec 11  

**Smoking Cessation- Dr. Fields**

*Tag: Health Psychology, Adult*

**Course:** Psychology Interns  
**Topic:** Tobacco (Smoking) Cessation  
**Faculty:** Scott Fields, Ph.D.  
**Method:** Didactic Presentation, Case Examples  

**Emphasis:** Although it is the number one killer nationwide, tobacco smoking is still underestimated as the prominent threat that it is for primary care patients. From increased medical comorbidities to increased hospital utilization, prior studies have found that tobacco smoking puts patients at greater risk for problems and those patients who smoke are more likely to have to go to a hospital for their medical maladies. Psychologists can play a key role in helping patients cut back and eventually quit using tobacco helping them lead physically and mentally healthier lives.

**Key words:** Tobacco Use, Smoking Cessation, Nicotine Dependence

**Objectives:**
1. Participants will learn about the comorbidities of tobacco use and how one year of tracking comorbidities can demonstrate significant differences for smokers as compared to never smokers.
2. Participants will learn about the one year differences in hospital utilization rates for tobacco smokers as compared to never smokers.
3. Participants will learn more about the relationship between tobacco smoking and propensity toward other addictions and behavioral health issues.
4. Participants will learn about the five A’s of tobacco cessation and will learn cognitive and behavioral strategies to assist patients in their quit attempts.

**Handouts provided:**


Dec 18    **Psycho-Oncology - Dr. Hancock**

*Tag: Health Psychology, Adult*

**Course:** Psychology Interns

**Topic:** Psycho-Oncology: Managing Distress in Cancer Patients

**Faculty:** Jennifer Hancock, PsyD

**Method:** Didactic Presentation, Case Examples

**Emphasis:** This will provide interns with an introduction to the history of psycho-oncology in order to emphasize current National Comprehensive Cancer Network (NCCN) guidelines for recognizing and treating psychosocial distress. Barriers and challenges to distress screening will be highlighted as well as an in-depth discussion of common ethical situations encountered by psycho-oncologists.

**Key words:** Screening, Ethics

**Objectives:**

- Describe the history of psycho-oncology
- Verbalize an understanding of NCCN Guidelines for the identification of distress in cancer patients
- Name behavioral health screeners typically used to identify distress in cancer patients
- Recognize patients who are at increased risk of distress and periods of increased vulnerability
- Demonstrate an understanding of the protocol used at the Cancer Center and on 5 South to identify and refer distressed patients to behavioral health services
- Discuss common ethical concerns in Psycho-Oncology

**Handouts provided:**


Dec 25  Holiday break

Jan 1  Holiday break

Jan 8  CBT for Psychosis- Dr. Kerr

Tag: EST, Diagnosis, Psychotherapy, Adult

Course: Psychology Internship
Topic: Cognitive-Behavioral Treatment of Psychosis
Faculty: Patrick L. Kerr, PhD
Method: Didactic Presentation, Case Examples

Emphasis: Using an integration of didactic, multi-media, and case material, this lecture introduces interns to the application of cognitive-behavioral therapy to the treatment of psychosis with an emphasis on Schizophrenia. Interns are introduced to the CBT conceptualization of psychosis; the empirical support for CBT for treating patients diagnosed with Schizophrenia; and CBT techniques and strategies for treating patients with Schizophrenia. Part of the lecture involves critical analysis of CBT for psychosis research, and discussion of the role of clinical psychologists in treating patients with chronic and severe psychiatric disorders in general.

Key words: Intervention

Objectives:
1. Review the diagnostic criteria and epidemiological data for psychotic disorders
2. Learn and understand CBT models of psychosis, including cognitive models proposed by Beck and Kingdon & Turkington
3. Learn and understand the scientific evidence for CBT for psychotic disorders
4. Learn and understand the application of CBT strategies adapted for working with people diagnosed with psychotic disorders
5. Understand challenges to treatment, treatment access, and treatment outcomes imposed by bias and discrimination for patients from non-majority cultures

Handouts and Articles Provided:
1. Diary of Voices & Visions Diary from Kingdon & Turkington (2005), p. 201
2. Understanding Voices handout from Kingdon & Turkington (2005), pp. 190-191
3. Understanding What Others Think handout from Kingdon & Turkington (2005), pp. 192-193

Jan 15 No lecture: Martin Luther King, Jr. day

Jan 22 CBT for Bipolar Disorder- Dr. Kerr

Tag: EST, Diagnosis, Psychotherapy, Adult

Course: Psychology Internship
Topic: Cognitive-Behavioral Therapy for Bipolar Disorder
Faculty: Patrick L. Kerr, PhD
Method: Didactic Presentation, Multi-Media, Case Examples
Emphasis: This lecture integrates didactic, multi-media (video), and case material to introduce the family of cognitive behavioral therapy-based interventions for Bipolar Disorder. The lecture discusses the CBT case conceptualization of Bipolar Disorder; the scientific evidence for the use of CBT-based interventions for treating patients diagnosed with Bipolar Disorder; and CBT techniques and strategies for treating patients with Bipolar Disorder. Part of the lecture involves critical analysis of CBT for Bipolar Disorder research.

Key words: Intervention

Objectives:
1. Review the updated diagnostic criteria and epidemiological data for Bipolar Disorder
2. Learn and understand CBT models of case conceptualization for Bipolar Disorder, including models proposed by Basco and Rush (2005) and the Interpersonal and Social Rhythm therapy model proposed by Frank (2008)
3. Learn and understand the scientific evidence for CBT for Bipolar Disorder
4. Learn and understand the application of CBT techniques and strategies adapted for working with people diagnosed with Bipolar Disorder
5. Understand challenges to treatment, treatment access, and treatment outcomes in Bipolar Disorder imposed by bias and discrimination for patients from non-majority cultures

Handouts and Articles Provided:
1. Mood Chart from Basco & Rush (2005)
2. Symptom Summary Worksheet from Basco & Rush (2005)
Jan 29  Interpersonal Psychotherapy I- Dr. Linton

Tag: EST, Diagnosis, Psychotherapy, Adult

Course: Psychology Interns

Topic: Interpersonal Psychotherapy I

Faculty: John C. Linton, PhD, ABPP

Method: Didactic Presentation, Case Examples

Emphasis: This lecture will introduce interns to the theoretical background of IPT, the overview of stages of therapy and commonly used tools

Key words: Psychotherapy technique

Objectives:

1. Present the initial phase of treatment, support understanding of symptoms, particularly depression, using an interpersonal inventory
2. Identification of the four most common problems areas addressed by IPT.
3. Learn the IPT approach to interpersonal role disputes
4. Learn the IPT approach to role transitions

Handouts provided:


PowerPoint Presentation
Feb 5  Interpersonal Psychotherapy II- Dr. Linton

Tag: EST, Diagnosis, Psychotherapy, Adult

Course:  Psychology Interns

Topic:  Interpersonal Psychotherapy II

Faculty:  John C. Linton, PhD, ABPP

Method:  Didactic Presentation, Case Examples

Emphasis:  This lecture will introduce interns to two additional therapeutic targets in IPT.

Key words:  Psychotherapy technique

Objectives:

1. Review initial phase of treatment, support understanding of symptoms, particularly depression, using an interpersonal inventory

2. Learn the IPT approach to assessment and intervention with grief reactions, focusing on treatment goals, strategies and techniques to include differentiating normal from abnormal grief, non-judgmental exploration and behavioral activation, as well as treatment barriers unique to this population.

3. Learn the symptoms of complicated bereavement

4. Learn the IPT approach to interpersonal deficits, focusing on assessment of three levels of interpersonal connection, goals and strategies to include reduction of social isolation and corrective emotional experiences, and how to avoid therapeutic mistakes unique to this class of patients

Handouts provided:


PowerPoint Presentation
Feb 12  Future Bioethical Challenges Facing Psychology-Dr. Linton

Tag: Ethics, Professional Development

Course: Psychology Interns

Topic: Future Bioethical Challenges Facing Psychology

Faculty: John C. Linton, PhD, ABPP

Method: Didactic Presentation

Emphasis: This will provide interns with an in-depth introduction to bioethical challenges of the future where the Ethics Code will be unable to keep pace with the speed of innovation. Psychologists will have to not only be prepared to make decisions on limited information, but also recognize and seize the opportunities presented for professional expansion as new technology and scientific breakthroughs offer unique opportunities for practice.

Key words: Ethics, Professionalism

Objectives:

1. Present ethics megatrends psychologists will be required to understand and respond to in a rapidly emerging landscape of breakthroughs in medical science, research and practice, as well as dramatic shifts in social connection and mores as yet undeveloped.
2. Understand how the APA Code of Ethics will become increasingly aspirational since specific regulations in such a comparatively static document will be impossible.
3. Understand this new era as the fifth dramatic paradigm shift over the past 300 years.
4. Define and understand transhumanism, with examples of cognitive enhancing drugs, genetic engineering, synthetic biology and the challenges these present.
5. Understand the concerns presented by physician assisted suicide.
6. Discuss neuroethics and brain imaging for forensic and marketing purposes.
7. Distinguish between basic, social and anthropomorphic robotics, and implications for future relationships of humans and machines.
8. Understand health care shifting to home by use of medical apps, which carry considerable ethical complications.
9. Exposure to precision medicine and psychiatry, and how mental illnesses will be classified as brain diseases.
10. Contemplate the dangers of cloud storage of patient data and use of risk analyses to mitigate potential damage to privacy.

Handouts provided:

PowerPoint

Feb 19  Avoiding Ethical Pitfalls in the Practice of Diagnostic Assessment - When Patients Fake Bad  Dr. Blair

Tag: Psychological Assessment, Forensic

Course:  Psychology Interns

Topic:  Avoiding Ethical Pitfalls in the Practice of Diagnostic Assessment - When your “clinical intake” becomes an “IME”.

Faculty:  C. David Blair, PhD

Method:  Didactic presentation, interactive discussion, case examples

Emphasis:  This will provide interns with an in-depth discussion of how the evaluation process often evolves, from initial presentation and subjective self-reports to requests for records and opinions in disability or other contexts that were not initially apparent or anticipated. It will also provide methods to increase awareness of potentially challenging situations and to more effectively evaluate validity.

Key words:  Ethics, Professionalism, Assessment, Validity

Objectives:  
1. Understand multiple influences on the ethical conduct of assessment, diagnosis, and consultation, in the clinic, consultation, or forensic environments.
2. Understand various situations that may affect the purpose of evaluations, how the results may be used by various parties, and the meanings ascribed to our diagnostic statements.
3. Understand how the context of an evaluation can affect which data we pay attention to and influences the basis of the findings and recommendations.
4. Learn to recognize potential agendas that may not be apparent in the referral or the exam presentation.
5. Create a more advanced understanding of issues related to the reliability and validity of various sources of data, including the use of validity analysis and performance validation measures.
6. Clarify differences between subjective and objective data, in order to create supportable opinions.
7. Discuss the broad effects that our opinions have, based on our training and title.
8. Discuss advocacy, ideology, and beliefs that may accompany and influence our decisions and judgments.
9. Discuss what specific, common tests actually “measure” and how to integrate this knowledge into diagnostic formulations.
10. Discuss validity indicators in psychological assessment, from a process approach that involves analysis of multiple convergent data sources.

Handouts provided:

SSI Case Study (identity disguised) for discussion

Typical Validity Statements (and what they really mean). Handout by C. David Blair, PhD from presentations to the West Virginia Psychological Association (WVPA) 2013 Spring Conference.

Reference list: Ethical Challenges in Psychological Assessment.
Feb 26  Psychosocial Aspects of Autoimmune Disorders and Chronic Pain Management – Dr. Sirbu

Tag: Health Psychology, Adult

Course: Psychology Interns

Topic: Autoimmune disorders, Chronic pain management

Faculty: Cristian Sirbu, Ph.D., Psy.D.

Method: Didactic Presentation, Case Examples

Emphasis: This lecture will introduce the interns to (1) the etiology, assessment and treatment of anxiety and depression in autoimmune disorders and 2) the biopsychosocial model of chronic pain. Assessment instruments and evidence based interventions will be discussed and case examples will be provided.

Key words: Autoimmune disorders, Chronic pain

Objectives:
1. Discuss the role of anxiety and depression in the management of autoimmune disorders;
2. Review instruments used for the assessment of psychosocial factors in autoimmune disorders;
3. Review the efficacy of evidence-based interventions for anxiety and depression in autoimmune disorders;
4. Understand the components of the biopsychosocial model of chronic pain;
5. Review instruments used for the multidimensional assessment of chronic pain;
6. Discuss the main components of CBT and ACT interventions for chronic pain.

Handouts provided:


Mar 5  Introduction to Forensic Psychology- Dr. Clayman

Tag: Forensic, Adult

Course: Psychology Interns

Topic: Introduction to Forensic Psychology

Faculty: David A. Clayman, Ph.D.

Method: Didactic Presentation, Case Examples

Emphasis: This presentation provides an overview of the field of forensic psychology and the professional and ethical challenges of working in the usually adversarial world of the courts as assisters to triers of fact. The unique contributions that can be made by psychology are emphasized based on our training as clinicians grounded in a true bio-psycho-social orientation with research underpinnings.

Key words: Forensic Psychology, Expert Witness

Objectives:

1. Identify the numerous areas involved in forensic psychology.
2. Differentiate between the roles of the treating clinician and the forensic evaluator.
3. Define the roles and responsibilities of the expert witness and the potential ethical dilemmas faced by the forensic evaluator.
4. Understand jurisdictional influences such as state v. federal law.
5. Learn the basic concepts involved in criminal courts doing evaluations of Competence to Stand Trial, Criminal Responsibility, Diminished Capacity and Risk.
6. Gain a basic understanding of the issues and challenges involved in dealing with sex offenders.
7. Learn the ways in which training in behavioral medicine/health psychology put psychologists in a unique position to work with personal injury, testamentary capacity, workers’ compensation, disability and Social Security cases.
8. Examine a functional versus diagnostic orientation to assessing damages in civil litigation cases.
9. Discover the responsibility and social value of doing the job correctly and in line with the Forensic Guidelines as well as the APA ethical code.
10. Understand the pressures of dealing with stressful situations that challenge one’s personal values and sometimes sensibilities.
Selected Resources:

Mar 12  Fee-for-Service Private Practice- Dr. Walker Matthews

Tag: Professional Development

Course: Psychology Interns

Topic: Models for Opening Your Own Private Practice

Faculty: Susan Walker-Matthews, PhD

Method: Didactic Presentation

Emphasis: Interns will learn about a variety of business and clinical models for establishing a private practice. Consideration will be given to details about financing, use of professional services in the community, pros and cons of getting on panels for different insurance payors, and ethics in development of a private practice.

Key Words: Private Practice, Ethics, Insurance

Objectives:

1. Participants will be able to describe variables to consider when choosing a private practice business structure.
2. Learn and be able to discuss pros and cons of different private practice delivery models.
3. Understand ethical considerations in building practice parameters, developing paperwork, flow of clientele through the process of the intake, and maintenance of standards of practice.

Recommended Reading:

Mar 19  
Issues Facing Early Career Psychologists - Dr. Selby Nelson

Tag: Professional Development

Course: Psychology Interns

Topic: Early Career Psychologist Development

Faculty: Emily M. Selby-Nelson, PsyD

Method: Didactic Presentation, Professional Examples

Emphasis: This seminar will provide interns with an overview of the expectations that face Early Career Psychologists (ECPs) including deciding on postdoctoral and initial career positions, identifying and evolving a professional niche and identity, licensure requirements, professional and career development, balance/maintenance of varied professional activities and roles (e.g. clinical, training, research, advocacy, leadership), and work-life balance. Interns will learn important strategies for making the most out of their ECP professional phase including finding a mentor, networking with other ECPs, getting involved in leadership in regional and national associations, participating in advocacy, and identifying and using resources for ECPs through APA and other national associations. Specific examples of such activities will be discussed and interns will have the opportunity to explore how these recommendations may be tailored for their own implementation.

Key words: Professional development, Career planning, Mentorship

Objectives:

11. Understand the definition of ECP and the opportunities for support and guidance in the psychology community.
12. Learn about licensure requirements.
13. Develop skills to prepare for the EPPP and the licensure oral exam.
14. Discuss the importance of finding your professional identity and niche, and learn how to get involved in your preferred domain/field of psychology.
15. Learn about opportunities for ECPs in leadership through regional and national organizations.
16. Learn about opportunities for psychologists in advocacy.
17. Discuss the importance of work-life balance and identify ways to prevent burnout and isolation as an ECP.

Handouts provided:

In the Sea of Psychology, Dive Deeper
APA Divisions: Early Career
(Handout summarizing APA Divisions with information about the benefits to ECPs and how to get involved.)

Tips for Nomination to APA Boards & Committees
Committee on Early Career Psychologists, 2012
The State Leadership Conference: A History and Appreciation
Michael J. Sullivan, Russ Newman, and Daniel J. Abrahamson
Psychological Services, Vol. 4, No. 2, 123-134

List of internet resources for ECPs:
- APA Early Career Psychologists main page:
- PsycCareers link:
- APA page on Career Development (making the transition and licensure):
- APA page on financial planning:
- APA page on work-life balance:
- APA page on grants and funding:
- APA Committee on Early Career Psychologists:
- Link to ways of getting connected with ECP resources:
- APA Career Development page:
Mar 26  Post Licensure Self-Assessment: Life Long Learning- Dr. Linton

Tag: Professional Development

Course: Psychology Interns

Topic: Post-Licensure Self-Assessment and Life Long Learning

Faculty: John C. Linton, PhD, ABPP

Method: Didactic Presentation

Emphasis: This will provide interns with information regarding the need for continuing professional development beyond formal training

Key words: Ethics, Professionalism, Continuing Professional Development

Objectives:

1. Interns will be apprised of the half-life of knowledge in professional psychology
2. Discuss how it is an ethical imperative to continue learning across the professional lifespan
3. Understand the weak coordination through stages of training from practica to internship to post-doctoral training and post-licensure, and the vital responsibility professionals retain for their own continuing education
4. Discuss low vs. high fidelity continuing education
5. Understand the limitations of self-assessment of competence, and the importance of developing a competence constellation with peers
6. Learn the value of ongoing peer review and specialty certification via respected organizations

Handouts provided:


PowerPoint
Apr 2  Treating Disruptive Kids- Dr. Luzier

Tag: Psychotherapy, Child

Course: Psychology Interns

Topic: Disruptive Behavior in Children: Diagnosis and Treatment

Faculty: Jess Luzier, Ph.D., ABPP

Method: Didactic Presentation; Case Example

Emphasis: This lecture provides interns with an overview of DSM-V diagnosis of behavior problems in children. We then discuss best practice treatment guidelines for these challenging behaviors, including behavior therapy interventions, cognitive-behavioral, and social skills training (along with their evidence-base). We conclude the lecture with a case presentation and discussion highlighting the issues presented in the didactic portion.

Key words: Behavior, Diagnosis, CBT, BT, Children & Adolescents

Objectives:

1. Review Neurodevelopmental Disorders (ADHD) and changes in classification from DSM-IV to DSM-V.
3. Discuss commonly misdiagnosed conditions, including differential diagnosis of pediatric bipolar disorder and autism spectrum disorder.
4. Review behavioral treatment components, including operant conditioning principles.
5. Provide a sample behavioral treatment intervention by discussing parent-child interaction therapy in brief.
6. Discuss psychosocial interventions such as social skills training.
7. Highlight the importance of treatment of comorbid problems and treatments.
9. Discuss a case that either Dr. Luzier or an intern is currently treating for behavior problems.

Handouts provided:

7. Copy of PowerPoint and reference list (see below)

References:


Apr 9 Developmental Disabilities- Dr. Burum

Tag: Assessment, Diagnosis, Treatment, Child

Course: Psychology Interns

Topic: Developmental Disabilities

Faculty: Jocelyn Burum, Psy.D.

Method: Didactic Presentation, Case Example, Group Discussion

Emphasis: This presentation will provide interns with a comprehensive introduction to developmental disabilities. Interns will learn about ‘warning signs’ to look out for in early childhood and factors that are correlated with a higher risk for autism. Diagnostic criteria will be reviewed and interns will learn about the basics of testing for an autism spectrum disorder. Interventions will be reviewed. There will be an opportunity to discuss common myths and misconceptions in the field. Interns will also learn about the changes in autism spectrum diagnoses between DSM-IV and DSM 5. Challenges that urban versus rural families face in seeking a diagnosis/treatment will be reviewed and a case presentation is included.

Key words: Autism, Diagnosis, Children, Development

Objectives:
1. Identify common 'warning signs' of autism
2. Learn the diagnostic criteria for developmental disabilities
3. Learn to differentiate between similar disabilities pertaining to development
4. Understand common myths/misconceptions about autism and treatments or "cures"
5. Learn the basics of testing for an autism spectrum disorder and supported interventions
6. Understand the changes in diagnoses and diagnostic criteria from DSM-IV to DSM 5
7. Discuss challenges that families face when seeking a diagnosis/treatment
8. Discover local and national resources dedicated to individuals with developmental disabilities and their families

Recommended reading/Handouts:

Apr 16  Foster Care – Dr. Storer

Tag: Clinical Service, Community Coordination, Child

Course: Psychology Intern Lecture

Topic: Psychology and the Foster Care System

Faculty: Jennifer Storer, Ph.D.

Method: Didactic Presentation, Video Clip, Case Examples

Emphasis: This will provide interns with an understanding of the foster care system and highlight some of the unique psychological needs of individuals in the foster care system.

Key Words: Foster care, child welfare, child protective services, foster children

Objectives:

1. Understand the history of the child welfare system and the state of foster care today.
2. Gain an understanding of a psychologist’s role in the multidisciplinary system of child welfare, as well as the roles of some other key team members.
3. Increase understanding of the multiple pathways by which children can become involved in the child welfare system.
4. Develop an understanding of the basic legal processes involved in the foster care system.
5. Understand the demographic and diagnostic profiles of foster children.
8. Understand some of the main challenges facing foster children, foster parents, and biological families involved in the child protective services system.
9. Review case examples that highlight some of the concerns facing children in the foster care system.

Video:

Removed, available at https://www.youtube.com/watch?v=IOeQUwdAjE0
Apr 23  Wrap-around Services for High Risk Youth- Dr. Storer

Course:      Psychology Intern Lectures
Topic:         Wraparound Services for Youth and Families
Faculty:      Jennifer Storer, Ph.D.
Method:      Didactic Presentation

Tag: Case Management, Community Coordination, Child/Teens

Emphasis: This will provide interns with information regarding the wraparound model of service provision and understanding of how it differs from traditional service provision models

Key words: Wraparound, residential treatment, youth services

Objectives:

1. Understand how wraparound programs differ from traditional service provision models
2. Understand how wraparound programs may be implemented to address particular types of needs and circumstances
3. Learn about the skills required for successful implementation of wraparound services
4. Review one example of a wraparound program to develop understanding of structure and process
5. Understand the theoretical and empirical foundations of wraparound work
6. Learn about fidelity to wraparound principles, as defined by the National Wraparound Initiative

Handouts provided:


PowerPoint
Apr 30  Obesity in Adolescence- Dr. Fields

Tag: Health Psychology, Teens

Course: Psychology Interns

Topic: Obesity in Adolescence

Faculty: Scott Fields, Ph.D.

Method: Didactic Presentation, Case Examples

Emphasis: Obesity is defined as body weight 120% more than what is expected given a person’s age, gender, and height. Rates of child and adolescent obesity continue to climb across the United States with some government estimates indicating that 15% of our nation’s youth are obese. Effective interventions exist for young patients, but many clinicians are hesitant to intervene for various reasons, including fear, personal discomfort, and issues regarding how to approach the topic delicately. This seminar will highlight techniques that can be utilized by behavioral health specialists to help youth and families of youth battle obesity and weight problems. In addition, behavioral health professionals will learn how they can be part of the “total package” of treatment delivered by health care and mental health professionals for youth with obesity.

Key words: Obesity, Overweight, Adolescence, Youth

Objectives:

1. Participants will learn about child and adolescent obesity including the diagnostic criteria for overweight and obesity, a review of the problem’s prevalence in youth, and markers that commonly differentiate youth with obesity from those with less serious weight issues.
2. Participants will increase their understanding about the treatment of child and adolescent obesity through discussion of the research on treating youth and families with serious weight problems. This includes the cognitive, behavioral, and medical interventions that have been found to be effective in helping youth with obesity.
3. Participants will learn how to collaborate with physicians as behavioral health professionals in a medical arena to optimally treat the families of youth with obesity. In addition, an exploration of family issues and the building of personal responsibility for young patients will be addressed.

Handouts provided:

May 7  
**Adult ADHD-Dr. Fields**  

**Tag: Diagnosis, Treatment, Adult**

**Course:** Psychology Interns  

**Topic:** Adult ADHD in Primary Care  

**Faculty:** Scott Fields, Ph.D.  

**Method:** Didactic Presentation, Case Examples  

**Emphasis:** ADHD is a common childhood disorder affecting around 3-7% of youth in the United States. Evidence indicates that about half of all children with ADHD continue to meet criteria for diagnosis into adulthood. In recent years, primary care clinics have seen an increase in adults presenting with ADHD symptoms. DSM-5 diagnostic criteria for ADHD are somewhat confusing as they are based primarily on child but not adult behavior. Physicians and behavioral health scientists have to adjust the criteria to accommodate adult occupational and educational roles. Assessment of ADHD in primary care consists of taking a thorough history, examining current behavioral markers, and administering brief screenings such as the Adult ADHD Checklist. Other screenings may be necessary to rule out anxiety or mood issues. Further examination by a neuropsychologist or psychiatrist may also be warranted. Physicians are often advised to use caution in prescribing psychostimulant medication to adult patients due a growing body of research indicating that diversion is an issue. Treatment typically consists of cognitive behavioral strategies, family involvement, medication, or a combination of the aforementioned. The role that physicians and behavioral health scientists play in the process of diagnosing and treating this disorder is integral in primary care.

**Key words:** ADHD, Adult, Psychostimulants, Diversion  

**Objectives:**

1. Participants will learn about adult ADHD including the diagnostic criteria, a review of the problem’s prevalence and markers that commonly differentiate this DSM-5 disorder from others.  
2. Participants will increase their understanding about the treatment of adult ADHD in a primary care setting through discussion of the research. Treatment options will include the cognitive, behavioral, family-based and medical interventions that have been found to be effective in helping treat adult ADHD.  
3. Participants will learn how to collaborate as behavioral scientists in a primary care clinic to optimally treat adult ADHD.  

**Handouts provided:**

May 14  Dealing with Patient Suicide- Dr. Luzier

**Tag:** Professional Development, Self-Care

**Course:** Psychology Interns

**Topic:** Coping with Patient Suicide

**Faculty:** Jess Luzier, Ph.D., ABPP

**Method:** Didactic Presentation; Guided Discussion; Case Example

**Emphasis:** This lecture provides interns with an opportunity to discuss the loss of a patient by suicide. It reviews relevant research on common provider responses, action plans, and coping in the aftermath of the suicide, including ethical and legal concerns. Dr. Luzier shares her experience of a patient in her care who committed suicide in a case review.

**Key words:** self-care, professional development, suicide

**Objectives:**

1. Understand the prevalence of patient suicide.
2. Discuss common provider responses to patient suicide.
3. Discuss the trajectories of grieving and how these relate to a psychologist's professional role.
4. Understand ethical and legal implications of patient suicide.
5. Conduct a “psychological autopsy” and discuss the case of a patient who died by suicide.

**Handouts provided:**

1. Copy of PowerPoint and reference list
May 21  Ethics of Medical Decision Making and End of Life Care: What Psychologists Can Bring to the Table? -Dr. Hancock

Tag: Ethics, Case Management, Health Psychology

Course: Psychology Interns

Topic: The Ethics of Medical Decision Making and End of Life Care: What Psychologists Can Bring to the Table

Faculty: Jennifer Hancock, PsyD

Method: Didactic Presentation, Case Examples

Emphasis: Patients and oncologists often face challenges when it comes to deciding to terminate treatment or determining the best course of care for that patient. Psycho-oncologists can become an invaluable member of the medical team. This lecture will provide interns with an introduction to ethical challenges experienced when patients refuse treatment or request to pursue medically futile treatment and the role that psycho-oncologists can play as a member of the medical team. Assessments to aid in decision-making capacity will be discussed, as well as common psychological interventions used to aid patients in navigating these difficult choices and in end of life care.

Key words: Intervention, Consultation/Liaison, Ethics

Objectives:

- Discuss reasons why patients refuse oncological treatment
- List recommendations to improve decision-making and patient care in cases where treatment is deemed medically futile and the role that psychologists can play as a consultant on this medical team
- List common evaluations used to determine medical decision-making capacity
- Describe common psychological interventions used to aid in End of Life Care

Handouts provided: (These articles will be provided to interns)


Psycho-Oncology Reading List (This reading list will be provided to interns if they are interested to learn more about this topic or in working with cancer patients)

Death and Dying


**Family/Caregivers**
Kivowitz, B., & Weisman, R. (2013). *In sickness as in health: Helping couples cope with the complexities of illness.*

**For the clinician/Psychotherapy**


**General info**

**Respected cancer websites**
- American Cancer Society
- National Cancer Institute
- Cancer.net
- Cancer Care
- American Institute for Cancer Research

**NCCN Clinical Practice Guidelines on various issues**
- Distress
- Cancer-related Fatigue
- Survivorship
- Pain

**Medical/ the Science behind cancer**


**Pain Management**

**Palliative Care**

**Patient experiences**


**Psychosocial Oncology**


Journal of Psychosocial Oncology

American Psychosocial Oncology Society (APOS) Webinars

**May 28 Intern Choice/Make-up Lecture**