Emory University School of Medicine
Child, Adolescent and Young Adult Clinical Psychology Internship
Didactics Seminar

SYLLABUS

COURSE DIRECTOR

Norial Lim, Ph.D. | noriel.lim@emory.edu

MEETING INFORMATION

Thursdays | 1-2pm

COURSE DESCRIPTION

The goal of this course is to provide psychology interns with a knowledge base that broadly covers the core competencies necessary for the practice of psychology. Following a developmental philosophy, the topics we cover in the course are presented in a sequential, cumulative, and graded manner. Based on the Clinical Science model, the course focuses on teaching evidence-based approaches to assessment and treatment of the most common psychological conditions affecting children, adolescents, young adults, and their families.

The course begins with an introduction to clinical interviewing, diagnostic assessment, and conducting first psychotherapy sessions. This is followed by foundational competencies in ethical and legal standards of psychological practice relevant to treating children, teens and families—including seminars on child abuse/neglect reporting, state laws relevant to children and families, and suicide risk assessment and safety planning. Seminars focusing on specific disorders (including discussions of key features, assessment strategies, and evidence-based psychological and pharmacological treatment approaches) follow. As the course progresses, more specialized topics are covered, such as didactics on developmental disorders and learning disabilities, and seminars that help interns deliver culturally competent care. Finally, topics such as consultation, clinical supervision, and career development are discussed.

Of note, the schedule of topics and presenters depends upon speaker availability and the need for certain topics to be prioritized earlier in the sequence. For instance, assessment and treatment of depression and anxiety disorders are covered before more specialized topics (e.g., fetal alcohol spectrum disorders), as these are the most common presenting concerns in our clinic population.

FOCUS ON INDIVIDUAL AND CULTURAL DIVERSITY

This course places a spotlight on the importance of understanding individual and cultural diversity in providing culturally-competent care to diverse children and families. To this end, readings that focus on diversity factors and diverse groups have been incorporated in the list of suggested readings for each topic covered in this course.
COURSE OBJECTIVES

1. provide interns with a knowledge base that broadly covers the core competencies necessary for the practice of psychology.
2. present information in a sequential, cumulative, and graded manner, such that topics presented later in the sequence build on knowledge learned from earlier presentations.
3. focus on teaching evidence-based approaches to assessment and treatment of the most common psychological conditions affecting children, adolescents, young adults, and their families.
4. integrate knowledge about individual and cultural diversity in each presentation through readings and discussions.

Acknowledgements

Drs. Devika Basu, April Brown and Elise Ozvardakci (2019-2021 interns) were instrumental in helping ensure that cultural diversity is covered in our didactics training; they provided relevant readings for each seminar topic.

TOPICS, DESCRIPTIONS, LEARNING OBJECTIVES & RESOURCES

FOUNDATIONAL TOPICS

Initial Evaluation, Clinical Assessment and First Therapy Sessions
Noriel Lim, Ph.D.

Description
The goal of this presentation is to help guide interns to conducting effective initial evaluation. It covers dos and don'ts of initial evaluation and how to discuss confidentiality and build rapport quickly.

Learning Objectives:
(1) Learn ways of preparing children and adolescents for the initial appointment.
(2) Learn strategies to increase patients’ comfort and improve rapport during the evaluation.
(3) Develop a plan to structure the assessment to obtain the necessary information in a short time period.
(4) Learn do's and don'ts when meeting with young patients for the first time.

Suggested Readings:
Structured Clinical Interview: Kiddie-SADS for DSM 5
Lindsay Stewart, Ph.D. & Julie Pace, Ph.D.

Description
The goal of this presentation is to provide an overview of the KSADS and familiarize interns on ways to efficiently conduct a semi-structured interview. It also covers the use of KSADS-COMP.

Learning Objectives:
(1) Become acquainted with the parts of KSADS
(2) Learn strategies to manage time during the evaluation
(3) Increase comfort in navigating the structured interview (via in-person or remote administration)

Suggested Readings:


Child Abuse Reporting
Akilah Thomas, MPH

Description
The goal of this presentation is to familiarize interns to types of abuse and neglect. It covers statistics and typical types of cases reported to DFACS. It also helps interns understand their role and responsibilities as mandated reporters.

Learning Objectives:
(1) Understand how the laws around mandated reporting affect you
(2) Define four types of abuse and related indicators
(3) Describe the process for handling a disclosure of abuse
(4) Follow the basic procedure for reporting suspected child abuse
(5) Identify protective factors and strategies for preventing child abuse

Suggested Readings:

● Wekerle, C. (2013). Resilience in the context of child maltreatment: Connections to the

**Forensic Issues in Child Psychology Practice**  
Peter Ash, M.D.

*Description*
The goal of this presentation is to get interns familiar with state and national laws relevant to children's and adolescent mental health. It covers ethical dilemmas and legal issues clinicians are exposed to when working with children, teens and families.

*Learning Objectives:*
1. Understand how to obtain appropriate consent for treating children and adolescents
2. Understand the duties in Georgia for reporting child abuse

*Suggested Readings:*

**Emergency and Inpatient Psychiatry**  
Milena Armani, M.D.

*Description*
This presentation walks interns through to the process of hospitalizing children and teens due to suicidal ideation and other mental health concerns. It introduces trainees to suicide risk assessment and factors that help clinicians make the decision to hospitalize patients. It discusses the purpose and goal of hospitalization.

*Learning Objectives:*
1. Provide a brief review of adolescent suicide
2. Provide an overview of emergency-inpatient procedure/process
3. Provide understanding of the experience through multiple perspectives (i.e., patient’s, family’s, psychiatrist’s, clinician’s)

*Suggested Readings:*


### Suicide Risk Assessment

Noriel Lim, Ph.D.

**Description**

This presentation provides an overview of the various factors that increase the likelihood of suicide among children and adolescents, and how to use these factors when assessing for suicide risk.

**Learning Objectives:**

1. Provide statistics on suicide
2. Identify risk and protective factors for suicide in adolescents
3. Familiarize trainees with different suicide risk assessment tools

**Suggested Readings:**


Description
This presentation provides an overview of mood disorders as well as research supporting the efficacy of cognitive behavioral therapy in the treatment of mood disorders.

Learning Objectives:
(1) Understand the theory and model of CBT as it relates to treatment of depression
(2) Learn a way to present the model of CBT to patients and to help patients identify and challenge cognitive distortions
(3) Understand the role of assumptions and schema in mood disorders

Suggested Readings:

**Mood Disorders Treatment: Behavioral Activation**

Allison LoPilato, Ph.D.

Description
This presentation walks interns through the treatment of depression using Behavioral Activation (BA). It provides background research and targets of treatment in BA. It covers stages of treatment and specific treatment techniques when using BA to treat depressed adolescents.

Learning Objectives:
(1) Introduce the treatment structure, sequence, and strengths of BA for adolescent populations
(2) Teach and model key BA techniques and homework assignments
(3) Review strategies for overcoming treatment barriers with adolescents

Suggested Readings:
- Choi, N. G., Caamano, J., Vences, K., Marti, C. N., & Kunik, M. E. (2020). Acceptability and


**Mood Disorders Treatment: Interpersonal Psychotherapy**

Devon LoParo, Ph.D.

*Description*
This presentation provides an overview of Interpersonal Psychotherapy for depressed adolescents (IPT-A). It covers the basic foundations of the approach as well as treatment targets of IPT-A.

*Learning Objectives:*
(1) Understand the rationale for interpersonal therapy for depression
(2) Understand the techniques used to treat the four interpersonal problem areas
(3) Feel comfortable selecting cases that are a good fit for interpersonal therapy

*Suggested Readings:*

**Mood Disorders: Psychopharmacological Treatment**

Jennifer Holton, M.D.

*Description*
The goal of this presentation is to provide an overview of psychopharmacological approaches to treating depression and anxiety disorders in children and teens. Focuses on the use of Selective Serotonin Reuptake Inhibitors (SSRIs) and other medication used by psychiatrists as an adjunctive approach to psychotherapy.

*Learning Objectives:*
(1) List the clinical applications of antidepressant medications
(2) List and describe the major classes of proximal antidepressant mechanisms with representative examples from each medication class
(3) List and describe common side effects and potential adverse events associated with antidepressant use

*Suggested Readings:*
Mood Disorders Diagnosis and Assessment: Bipolar Disorder
W. Edward Craighed, Ph.D., ABPP

Description
The goal of the presentation is to help familiarize interns to the diagnostic criteria, prevalence, onset, course and other relevant research on the topic of bipolar disorders.

Learning Objectives:
(1) Discuss the historical evolution of the clinical conceptualization of bipolar disorder.
(2) Describe the clinical phenomenology and epidemiological features of bipolar disorder.
(3) Describe and discuss the risk factors and predictors of illness course of bipolar disorder.
(4) Discuss genetic risk and key findings related to the pathophysiology of bipolar disorder.

Suggested Readings:

Bipolar Disorder: Psychopharmacological Treatment
Charles Gillespie, M.D., Ph.D.

Description
The presentation gives an overview of the different types of medications that are typically prescribed to help patients with bipolar disorder.

Learning Objectives:
(1) List the clinical uses of lithium & mood stabilizers
(2) List and describe hypothesized mechanisms for the clinical effects of lithium and mood stabilizers
(3) List and describe common side effects and potential adverse events associated with lithium use and mood stabilizers

Suggested Readings:
Mood Dysregulation: Dialectical Behavior Therapy (DBT)
Noriel Lim, Ph.D.

Description
The goal of the presentation is to provide an overview of Dialectical Behavior Therapy, including its theoretical underpinning, targets and stages of treatment, structure and format of individual and group therapy, and examples of skills.

Learning Objectives:
(1) Familiarize trainees with the biosocial theory and dialectical dilemmas
(2) Discuss the format and structure of DBT treatment
(3) Demonstrate how to conduct a behavior chain and solution analysis
(4) Illustrate how to tailor a diary card for a patient to monitor symptoms and how to effectively use coaching calls with patient

Suggested Readings:

Anxiety Disorders Treatment: Cognitive Behavioral Therapy
Noriel Lim, Ph.D.

Description
The presentation provides background information, key diagnostic features, etiological factors, and cognitive-behavioral therapy treatment of anxiety disorders in children and adolescents.

Learning Objectives:
(1) Identify the key features and primary characteristics of each anxiety disorder
(2) Provide an overview of the common tools and techniques in cognitive-behavioral therapy
(3) Highlight the most important components of treatment for each anxiety disorder
Suggested Readings:


**Obsessive Compulsive Disorder: Assessment and Diagnosis**

Jessica Nasser, Ph.D.

Description
The goal of the presentation is to give an overview of the assessment and diagnosis of OCD, especially as it applies to children and teens.

Learning Objectives:
(1) Identify symptoms and diagnostic criteria for diagnosis of OCD
(2) Discuss the different types of OCD presentation
(3) Describe underlying mechanisms maintaining OCD and related difficulties

Suggested Readings:


**Obsessive Compulsive Disorder: Exposure and Response Prevention**

Jordan Cattie, Ph.D.

Description
This presentation provides an overview of exposure and response prevention treatment for OCD.

Learning Objectives:
(1) Familiarize trainees with the exposure and response prevention
(2) Identify Exposure and Response Prevention strategies to use with children and adolescents
Suggested Readings:


**Obsessive Compulsive Disorders: Special Topics in Treatment**
Rebecca Schneider, Ph.D.

*Description*
This special topic presentation focuses on troubleshooting specific challenges in treating OCD in children and adolescents. It will discuss the role of family involvement in treatment.

*Learning Objectives:*
(1) Discuss family involvement in treatment planning and implementation.
(2) Identify and address challenges in treatment with children and adolescents.
(3) Introduce the SPACE Program

*Suggested Readings:*


**Post Traumatic Stress Disorder: Assessment and Diagnosis**
Lindsay Stewart, Ph.D.

*Description*
The presentation provides an overview, diagnostic criteria, and assessment of PTSD.

**Learning Objectives:**
(1) Familiarize interns with the presentation and diagnostic criteria of posttraumatic stress disorder
(2) Discuss assessment tools to help with diagnosis
(3) Provide prevalence rates of PTSD in children, adolescents and young adults.

**Suggested Readings:**

**Post Traumatic Stress Disorder: Treatment**
Abigail Powers-Lott, Ph.D., ABPP

**Description**
The goal of the presentation is to give an overview of the various treatment approaches for PTSD, including Prolonged Exposure (PE), Cognitive Processing Therapy (CPT) and Written Exposure Therapy (WET).

**Learning Objectives:**
(1) Review research support of PE, CPT and WET as treatment of PTSD
(2) Discuss theoretical framework of PE, CPT and WET
(3) Describe treatment implementation with patients suffering from PTSD
(4) Identify and problem-solve barriers to treatment

**Suggested Readings:**
Post Traumatic Stress Disorder: Trauma-Focused CBT
Marianne Celano, Ph.D., ABPP

Description
The goal of the presentation is to familiarize interns with the treatment components and modules of TF-CBT.

Learning Objectives:
(1) Provide background information on childhood trauma
(2) Introduce the PRACTICE modules of Trauma-Focused CBT.
(3) Discuss the role of parents in treatment

Suggested Readings:


Eating Disorders: Assessment and Diagnosis
Erin Jones, Ph.D.

Description
The presentation provides background information, diagnostic features and criteria of the different types of eating disorders, and assessment considerations for eating disorders in children and adolescents.

Learning Objectives:
(1) List and differentiate the Feeding and Eating Disorders as classified in the DSM-5
(2) Identify structured interviews, semi-structured instruments, and self-report measures that
can assist with determining symptoms and clinical presentation, and facilitate diagnosis

Suggested Readings:


**Eating Disorders: Treatment**

Erin Jones, Ph.D.

Description
The presentation provides interns an overview of Family Based Treatment, an evidenced based treatment approach to eating disorders, and discuss typical treatment challenges.

Learning Objectives:

(1) Understand the importance of a multidisciplinary approach in the treatment of Feeding and Eating Disorders
(2) Identify evidence based treatment approaches for the primary DSM-5 Eating Disorders
(3) Describe common treatment challenges that arise when working with eating disorder populations

Suggested Readings:


Additional Reading: Recognizing Internalized Bias and Weight Stigma as Providers


**Parent-Child Interaction Therapy (PCIT)**  
Lindsay Stewart, Ph.D. & Laura Jane Miller, M.D.

*Description*

The goal of the presentation is to provide the theoretical background and goals of PCIT, as well as to familiarize interns on the parent-directed and child-directed stages of the treatment.

*Learning Objectives:*

1. Describe the theoretical underpinnings of PCIT and review research support of PCIT
2. Discuss the application of PCIT, including its two stages, Child-Directed Interaction (CDI) and Parent-Directed Interaction (PDI)
3. Learn to differentiate effective versus ineffective commands in the context of PCIT
4. Apply knowledge of PDI to real-life examples

*Suggested Readings:*


**Adolescent Substance Use Disorders**  
Justine Welsh, M.D.

*Description*

The presentation focuses on substance use among teens, including prevalence, risks, and treatment considerations and approaches.
Learning Objectives:
(1) Understand epidemiology of adolescent substance use disorders
(2) Have a basic understanding of ACRA therapy model
(3) Obtain an overview of medication treatment options

Suggested Readings:

SPECIAL POPULATIONS: DEVELOPMENTAL DISORDERS AND DISABILITIES

**Attention-Deficit Hyperactivity Disorder (ADHD): Assessment and Diagnosis**
Julie Pace, Ph.D.

Description
The goal of the presentation is to familiarize interns with the basics of ADHD, including identification/assessment/testing, symptom presentations, types, and differential diagnosis.

Learning Objectives:
(1) Understand best practices in ADHD assessment for both children and adults
(2) Articulate the different ways ADHD symptoms can present in children/adults (go beyond the DSM symptom text)
(3) Recognize differential and comorbid diagnoses

Suggested Readings:

**Attention-Deficit Hyperactivity Disorder (ADHD): Psychopharmacological Treatment**
Jennifer Holton, M.D.
Description
The presentation focuses on medication options for the treatment of ADHD, including different types of stimulant and non-stimulant medications, as well as non-medication approaches.

Learning Objectives:
(1) Provide an overview of the various treatment options for ADHD
(2) Discuss benefits and indications of each medication

Suggested Readings:


**Learning Disabilities: Assessment and Diagnosis**
Julie Pace, Ph.D.

Description
This presentation focuses on the typical learning disabilities identified in school-age children, such as reading disorder (dyslexia), writing disorder (dysgraphia), and math disorder (dyscalculia). It will also focus on features of other disorders (e.g., non-verbal learning disorder) and on how to differentiate the different disorders through testing results.

Learning Objectives:
(1) Recognize common characteristics of gifted students and potential problems that may be associated with those characteristics
(2) Understand specific social, emotional and educational challenges that gifted children and adolescents can face, such as asynchronous development, underachievement and twice exceptionality, perfectionism and peer difficulties
(3) Interns will be able to discuss approaches to therapy and assessment that are useful in working with gifted learners and their families

Suggested Readings:


**Learning Disabilities: Resources and Interventions**
Molly Millians, Ed.D.
Description
The goal of this presentation is to familiarize interns on the different laws and regulations that protect students with learning disabilities and on resources that families may be able to access/utilize.

Learning Objectives:
(1) Understand the differences between clinical vs. educational perspectives towards interventions.
(2) Understand the educational regulations and obtaining intervention.
(3) Examine interventions and community-based and private services.

Suggested Readings:

Autism Spectrum Disorder: Assessment, Diagnosis and Treatment
Michael Epstein, M.D.

Description
The presentation will provide a basic understanding of autism spectrum disorders (ASD) and on how children with ASD may present in the clinic. Symptoms, diagnostic criteria, differential diagnosis, and interventions will also be discussed.

Learning Objectives:
(1) Provide history of and background information on autism spectrum disorder (ASD)
(2) Increase familiarity with symptoms, identification/assessment, and diagnosis of ASD.
(3) Discuss typical behavioral interventions and challenges in treatment.

Suggested Readings:
**Fetal Alcohol Spectrum Disorders: Assessment and Diagnosis**
Claire Coles, Ph.D.

*Description*
The presentation will focus on identification, diagnosis, and clinical presentations (behavioral and emotional manifestations) of Fetal Alcohol Spectrum Disorders (FASD) and related disorders.

*Learning Objectives:*
(1) Identify alcohol-related prenatal and familial factors that impact child development and behavior.
(2) Recognize the brain-basis of fetal alcohol spectrum disorders.

*Suggested Readings:*


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**Fetal Alcohol Spectrum Disorders: Intervention**
Julie Kable, Ph.D.

*Description*
The presentation focuses on existing approaches to helping children with FASD, on the need for effective and targeted interventions, and on factors that affect delivery of intervention.

*Learning Objectives:*
(1) Understand the existing information regarding interventions for children with FASD.
(2) Articulate the gaps in the intervention research, the need for community translation of interventions, and demonstration projects.
(3) Identify factors that limit delivery of intervention services, including problems with identifying those affected, ease of access to care, and problems with payer systems.
(4) Understand the need for targeted interventions and novel methods of assessing the impact of interventions, including the use of various neuroimaging procedures.

Suggested Readings:

Psychosis and Prodrome: Assessment and Intervention
Elaine Walker, Ph.D.

Description
The goal of the presentation is to increase interns' familiarity with the prodromal symptoms of psychosis in children and adolescents, approaches for assessing children and teens, and misconceptions about the condition.

Learning Objectives:
(1) Identify typical manifestations of prodromal symptoms of psychosis in children and adolescents
(2) Make general recommendations for assessments that are appropriate for children and adolescents with such symptoms
(3) Identify common misconceptions about the psychosis prodrome and psychosis symptoms and avoid applying such misconceptions in their clinical practice

Suggested Readings:
**Neuroscience and Neuroimaging**, 7(2), 171.


**Clinical Practice Guidelines and Resources:**
https://www.psychiatry.org/psychiatrists/practice/clinical-practice-guidelines

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**Pediatric Chronic Pain Disorder**
Monica Agoston, Ph.D.

*Description*
The presentation will help clinicians assess individuals with chronic pain symptoms, identify factors that contribute to the problem, and develop strategies to help reduce psychological distress/improve quality of life of patients with chronic pain presentation.

*Learning Objectives:*
(1) Understand how chronic pain results from an interaction between biological, psychological, and social factors.
(2) Be able to conduct a psychological assessment of chronic pain.
(3) Learn how to utilize cognitive-behavioral methods in treating chronic pain.

*Suggested Readings:*

**DIVERSE POPULATIONS**

**Asian American Families**
Noriel Lim, Ph.D.

*Description*
The goal of the presentation is to familiarize clinicians with relevant information that will help them provide culturally competent mental health care to Asian and Asian American families.
Learning Objectives:
(1) Provide background on the diversity of Asian American communities and the Asian Americans in Georgia.
(2) Discuss Asian cultural values that can inform treatment.
(3) Identify treatment barriers and more effective treatment approaches.

Suggested Readings:

Latin Young Adults and Families
Jorge Marquez, Ph.D.

Description
The goal of the presentation is to help trainees understand the context (cultural, societal, political) that impact the mental health and well being of Latin youth and families.

Learning Objectives:
(1) Describe the current context in the US and how it impacts Latin families.
(2) Provide information on how children, teens, and young adults manifest distress and mental health problems
(3) Discuss important cultural factors (values, behaviors, etc.) that may impact help-seeking and mental health care of Latin youth.

Suggested Readings:
**Black/African American Youth and Families**  
Chanda Graves, Ph.D., ABPP & Joya Hampton-Anderson, Ph.D.

*Description*
This presentation will focus on the rich history, experiences, and cultural values of individuals of Black/African descent, as well as on important contextual and cultural considerations for the mental health care of Black/African/African American families.

*Learning Objectives:*
(1) Describe the cultural connection of people of African descent throughout the African diaspora.
(2) Understand contextual factors around African American engagement in psychotherapy.
(3) Articulate considerations in the assessment and treatment of African-Americans in therapy.

*Suggested Readings:*

**Contextual Stress and Anxiety in African American Youth**  
Joya Hampton-Anderson, Ph.D.

*Description*
This presentation focuses on etiological factors related to the development of anxiety and stress-related disorders in African-American youth, including risk and protective factors unique to this population. The presenter will review culturally-responsive care as it relates to this clinical concern.

*Learning Objectives:*
(1) Describe the prevalence rates of anxiety and stress-related disorders in African American youth.
(2) Articulate factors to consider regarding assessing anxiety and stress-related disorders in
African American youth. 
(3) Understand key risk and protective factors for the development of anxiety and stress-related disorders in African American youth.
(4) Describe existing interventions for anxiety and stress-related disorders in African American youth with a focus on cultural responsivity.

Suggested Readings:

**Mental Health of LGBTQ+ Teens**
Ana Adelstein, Ph.D. & Katrina Goines, Ph.D.

Description
The goal of the presentation(s) is to provide information on gender, gender identity development, and sexual orientation in youth.

Learning Objectives:
Discuss different concepts related to gender and sexual orientation (e.g., gender roles, gender identity, gender identity development, etc.) and the ways mental health providers can have a discussion about these concepts with families.
Familiarize trainees with the concept and diagnosis of gender dysphoria
Provide information on trans youth and the typical challenges they experience.
Present common issues and challenges in therapy

Suggested Readings:


**Intersectional Identities and Psychotherapy**
Ivonne A. Florez, Ph.D.

**Description**
The presentation will challenge trainees to think about the concept of intersectionality and how accounting for intersectional identities can help providers provide better mental health care to their patients.

**Learning Objectives:**
(1) Introduce the concept of intersectionality and intersectional identities.
(2) Use examples to demonstrate how a person’s identification with (or belongingness to) multiple groups (e.g., Black women) can impact their experiences (i.e., how they are treated) and their mental health.

**Suggested Readings:**


**SPECIAL TOPICS: PROFESSIONAL DEVELOPMENT AND COMPETENCIES**

**Models of Consultation**
Monica Agoston, Ph.D.

**Description**
The goal of this presentation is to provide an overview of different models of consultation and to help trainees apply these models to a case example.

**Learning Objectives:**
(1) Apply several prominent models of mental health consultation.
(2) Review differences between consultation and supervision.
(3) Apply different models of consultation to patient examples.

**Suggested Readings:**

**Developmental and Process-Based Approaches to Supervision**
Hal Rogers, Ph.D.

**Description**
The presentation will primarily focus on the developmental and process-based supervision models, and briefly discuss the competency-based approach to supervision.

**Learning Objectives:**
(1) Provide a brief introduction to competence-based approach to supervision.
(2) Provide an overview of developmental and process-based models of supervision.
(3) Discuss developmental levels of supervision and supervision tasks associated with each level.

**Suggested Readings:**
Competency-based approach (pp. 29–58). American Psychological Association.
https://doi.org/10.1037/14370-002


Cognitive Behavioral Supervision
Katherine Cullum, Ph.D.

Description
The presentation will help trainees become familiar with the elements of Cognitive Behavioral Supervision (CBS).

Learning Objectives:
(1) Discuss the structure, format, and goals of CBS.
(2) Provide an overview of the responsibilities of the supervisor and describe the supervisor-supervisee relationship in CBS.
(3) Introduce supervision principles and techniques in CBS.
(4) Identify common challenges and strategies for effectively navigating these as a supervisor

Suggested Readings:


Postdoctoral Fellowships and Job Search

W. Edward Craighead, Ph.D., ABPP

Description
The presentation will focus on options when pursuing postdoctoral experience and types of jobs available after postdoc.

Learning Objectives:
(1) Discuss the difference between research and clinical postdocs.
(2) Provide information on faculty positions in a psychology department versus a medical school.

Suggested Readings:

Starting a Private Practice

Julie Etzel, Ph.D.

Description
The presentation will familiarize interns on the process of starting independent practice.

Learning Objectives:
(1) Identify pros and cons of working in private practice vs. a medical center.
(2) Discuss the difference between independent practice vs. group practice.
(3) Discuss the necessary steps to starting a practice.

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<td>Laura Jane Miller, M.D.</td>
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<td>Lindsay Stewart, Ph.D.</td>
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<td>Justine Welsh, MD</td>
<td>Adolescent Substance Use Disorders</td>
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<td>Jorge Marquez, Ph.D.</td>
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<td>Chanda Graves, Ph.D., ABPP &amp; Joya Hampton-Anderson, Ph.D.</td>
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