

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

## SYLLABUS

### COURSE DIRECTOR

Noriel Lim, Ph.D. | [noriel.lim@emory.edu](mailto: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 Ozbardakci (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:*

- Dadlani, M. B., Overtree, C., & Perry-Jenkins, M. (2012). Culture at the center: A reformulation of diagnostic assessment. *Professional Psychology: Research and Practice*, 43(3), 175–182. <https://doi.org/10.1037/a0028152>
- Merino, Y., Adams, L., & Hall, W. J. (2018). Implicit bias and mental health professionals: Priorities and directions for research. *Psychiatr Serv*, 69(6), 723-725. doi: 10.1176/appi.ps.201700294.
- Hairston, D. R., Gibbs, T. A., Wong, S. S., & Jordan, A. (2019). Clinician bias in diagnosis and treatment: Contemporary Issues in Intervention. In Medlock, M.M., Shtasel, D., Trinh, N. T.,

& Williams, D.R. (Eds.), *Racism and Psychiatry* (pp. 105-137). Humana Press, Cham.

### ***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:*

- Aklin, W. M. & Turner, S. M. (2006). Toward understanding ethnic and cultural factors in the interviewing process. *Psychotherapy: Theory, Research, Practice, and Training*, 43(1), 50-64.
- Townsend, L., Kobak, K., Kearney, C., Milham, M., Andreotti, C., Escalera, J., ... & Kaufman, J. (2020). Development of three web-based computerized versions of the Kiddie Schedule for affective disorders and schizophrenia child psychiatric diagnostic interview: preliminary validity data. *Journal of the American Academy of Child & Adolescent Psychiatry*, 59(2), 309-325.
- Kaufman, J., & Schweder, A. E. (2004). The Schedule for Affective Disorders and Schizophrenia for School-Age Children: Present and Lifetime version (K-SADS-PL). In M. J. Hilsenroth & D. L. Segal (Eds.), *Comprehensive handbook of psychological assessment, Vol. 2. Personality assessment* (pp. 247–255). John Wiley & Sons, Inc.

### ***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:*

- Kim, H., & Drake, B. (2018). Child maltreatment risk as a function of poverty and race/ethnicity in the USA. *International Journal of Epidemiology*, 47(3), 780-787.
- Wekerle, C. (2013). Resilience in the context of child maltreatment: Connections to the

practice of mandatory reporting. *Child Abuse & Neglect*, 37(2-3), 93-101.

### ***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:*

- Koocher, G. P. (2008). Ethical challenges in mental health services to children and families. *Journal of Clinical Psychology: In Session*, 64(5), 601-12.
- Elwyn, T. S., Tseng, W. S., & Matthews, D. (2010). Cultural competence in child and adolescent forensic mental health. In E. P. Benedek, P. Ash, & C. L. Scott (Eds.), *Principles and practice of child and adolescent forensic mental health* (pp. 91–106). American Psychiatric Publishing, Inc.
- Sawrikar, P., & Katz, I. (2017). The treatment needs of victims/survivors of child sexual abuse (CSA) from ethnic minority communities: A literature review and suggestions for practice. *Children and Youth Services Review*, 79, 166-179.

### ***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:*

- Reinherz, H. Z., Tanner, J., L., Berger, S. R., Beardslee, W. R., & Fitzmaurice, G. M. (2006). Adolescent suicidal ideation as predictive of psychopathology, suicidal behavior, and compromised functioning at age 30. *American Journal of Psychiatry*, 163(7), 1226-32.
- Bowers, L., Chaplin, R., Quirk, A., & Lelliott, P. (2009). A conceptual model of the aims and functions of acute inpatient psychiatry. *Journal of Mental Health*, 18(4), 316-325.
- Petrik, M. L., Gutierrez, P. M., Berlin, J. S., & Saunders, S. M. (2015). Barriers and facilitators of suicide risk assessment in emergency departments: a qualitative study of

provider perspectives. *General Hospital Psychiatry*, 37(6), 581-586.

- Lu, W., Todhunter-Reid, A., Mitsdarffer, M. L., Munoz-Laboy, M., Yoon, A. S., & Xu, L. (2021). Barriers and facilitators for mental health service among racial/ethnic minority adolescents: A systematic review of literature. *Frontiers in Public Health*, 9, 1-16.
- Alegria, M., Green, J. G., McLaughlin, K. A., & Loder, S. (2015). Disparities in Child and Adolescent Mental Health and Mental Health Services in the U.S. William T. Grant Foundation Inequality Paper. <https://wtgrantfoundation.org/library/uploads/2015/09/Disparities-in-Child-and-Adolescent-Mental-Health.pdf>

### ***Suicide Risk Assessment***

**Noriel Lim, Ph.D.**

#### *Description*

This presentation provides an overview of the various factors that increases 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:*

- Barrio, C. A. (2007). Assessing suicide risk in children: Guidelines for developmentally appropriate interviewing. *Journal of Mental Health Counseling*, 29(1), 50-66.
- Posner, K., Subramany, R., Amira, L., & Mann, J. (2014). From uniform definition to prediction of risk: The Columbia Suicide Severity Rating Scale approach to suicide risk assessment. In Cannon K. E., & Hudzi, T. J. (Eds.), *Suicide Phenomenology and Neurobiology*. Springer International Publishing.
- Chu, J., Floyed, R., Diep, H., Pardo, S. Goldblum, P., & Bongar, B. (2013). A tool for the culturally competent assessment of suicide: The Cultural Assessment of Risk for Suicide (CARS) measure. *Psychological Assessment*, 25(2), 424-434.
- Goldston, D. B., Molock, S. D., Whitbeck, L. B., Murakami, J. L., Zayas, L. H. & Hall, G. N. (2008). Cultural considerations in adolescent suicide prevent and psychosocial treatment. *American Journal of Psychology*, 63(1), 14-31.
- Steele, I. H., Thrower, N., Noroian, P., & Saleh, F. M. (2018). Understanding suicide across the lifespan: A United States perspective on suicide risk factors, assessment and management. *Journal of Forensic Sciences*, 63(1), 162-171.

## **PSYCHOLOGICAL DISORDERS: ASSESSMENT AND TREATMENT**

### ***Mood Disorders Assessment & Treatment: Cognitive Behavioral Therapy***

**W. Edward Craighead, Ph.D., ABPP**

### *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:*

- Webb, C. A., Auerbach, R. P., & DeRubeis, R. J. (2012). Process of Change in CBT of Adolescent Depression: Review and Recommendations. *Journal of Clinical Child and Adolescent Psychology*, 41(5), 654-665.
- Chowdhary, N., Jotheeswaran, A. T., Nadkarni, A., Hollon, S. D., King, M., Jordans, M. J. D., ... & Patel, V. (2014). The methods and outcomes of cultural adaptations of psychological treatments for depressive disorders: a systematic review. *Psychological Medicine*, 44(6), 1131-1146.
- Duarte-Velez, Y., Bernal, G., & Bonilla, K. (2010). Culturally adapted Cognitive-Behavioral Therapy: Integrating sexual, spiritual and family identities in an evidence-based treatment of a depressed Latino adolescent. *Journal of Clinical Psychology: In Session*, 66 (8), 895-906.
- March, J. S. & TADS Team (2014). Fluoxetine, Cognitive-Behavioral Therapy and their combination for adolescents with depression. *JAMA*, 292(7), 807-820.

## ***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:*

- McCauley, E., Gudmundsen, G., Schloretd, K., Martell, C., Rhew, I., Hubley S., & Dimidjian, S. (2016). The Adolescent Behavioral Activation Program: Adapting Behavioral Activation as a treatment for depression in adolescence. *Journal of Clinical Child & Adolescent Psychology*, 45(3), 291-304.
- Ritschel, L. A., Ramirez, C. L., Cooley, J. L., & Craighead, W. E. (2016). Behavioral Activation for Major Depression in Adolescents: Results from a pilot study. *Clinical Psychology: Science and Practice*, 23(1), 39-5
- Choi, N. G., Caamano, J., Vences, K., Marti, C. N., & Kunik, M. E. (2020). Acceptability and

effects of tele-delivered behavioral activation for depression in low-income homebound older adults: in their own words. *Aging & Mental Health*, 1-8.

- Li, M., Ding, C., Kanter, J. W., Zeng, Q., & Yang, D. (2014). Further Evaluation of the Psychometric Properties of the Behavioral Activation for Depression Scale. *International Journal of Psychology & Psychological Therapy*, 14(1), 45-57.

### ***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:*

- Mufson, L. & Sills, R. (2006). Interpersonal Psychotherapy for depressed adolescents (IPT-A): An overview. *Nordic Journal of Psychiatry*, 60(6), 431-437.
- Brunstein-Klomek, A., Zalsman, G., & Mufson, L. (2007). Interpersonal Psychotherapy for Adolescents (IPT-A). *Israel Journal of Psychiatry & Related Sciences*, 44(1), 40-46.
- De Mello, M., Mari, J., Bacaltchuck, J., Verdeli, H., & Neugebauer, R. (2005). A Systematic Review of Research Findings on the Efficacy of Interpersonal Therapy for Depressive Disorders. *European Archives of Psychiatry & Clinical Neurosciences*, 255, 75-82.
- Toth, S. L., Rogosch, F. A., Oshri, A., Gravener-Davis, J., Sturm, R., & Morgan-López, A. A. (2013). The efficacy of interpersonal psychotherapy for depression among economically disadvantaged mothers. *Development and Psychopathology*, 25(4pt1), 1065-1078.

### ***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:*

- Lagomasino, I. T., Stockdale, S. E., & Miranda, J. (2011). Racial-ethnic composition of provider practices and disparities in treatment of depression and anxiety, 2003–2007. *Psychiatric Services*, 62(9), 1019-1025.
- March, J. S. & TADS Team (2014). Fluoxetine, Cognitive-Behavioral Therapy and their combination for adolescents with depression. *JAMA*, 292(7), 807-820.

### ***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, treatment 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:*

- Rizvi, S. H., Ong, M., & Youngstrom, E. A. (2014). Bipolar disorder in children and adolescents: An update on diagnosis. *Clinical Practice*, 11(6), 665-676.
- Johnson, K. R., & Johnson, S. L. (2014). Cross-national prevalence and cultural correlates of bipolar I disorder. *Social Psychiatry and Psychiatric Epidemiology*, 49(7), 1111-1117.
- Akinhanmi et al. (2018). Racial disparities in bipolar disorder treatment and research: A call to action. *Bipolar Disorders*, 20(6), 506-514.
- Warren, B. J. (2007). Cultural aspects of bipolar disorder: Interpersonal meaning for clients & psychiatric nurses. *Journal of Psychosocial Nursing and Mental Health Services*, 45(7), 32-37.

### ***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:*

- Zeber, J. E., Miller, A. L., Copeland, L. A., McCarthy, J. F., Zivin, K., Valenstein, M., ... & Kilbourne, A. M. (2011). Medication adherence, ethnicity, and the influence of multiple psychosocial and financial barriers. *Administration and Policy in Mental Health and Mental*

*Health Services Research*, 38(2), 86-95.

- Sajatovic, M., Valenstein, M., Blow, F., Ganoczy, D., & Ignacio, R. (2007). Treatment adherence with lithium and anticonvulsant medications among patients with bipolar disorder. *Psychiatric services*, 58(6), 855–863. <https://doi.org/10.1176/ps.2007.58.6.855>

### ***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:*

- Bonavitacola, L., Miller, A. L., McGinn, L. K., & Zoloth, E. C. (2019). Clinical guidelines for improving dialectical thinking in DBT. *Cognitive and Behavioral Practice*, 26(3), 547-561. <https://www.sciencedirect.com/science/article/pii/S107772291930001X>
- Bolden, L. S., Gaona, L., McFarr, L., & Comtois, K. (2020). DBT–ACES in a multicultural community mental health setting: implications for clinical practice. In *The Handbook of Dialectical Behavior Therapy* (pp. 307-324). Academic Press. <https://www.sciencedirect.com/science/article/pii/B9780128163849000142>
- Sloan, C. A., Berke, D. S., & Shipherd, J. C. (2017). Utilizing a dialectical framework to inform conceptualization and treatment of clinical distress in transgender individuals. *Professional Psychology: Research and Practice*, 48(5), 301.
- Ritschel, L. A., Lim, N. E., & Stewart, L. M. (2015). Transdiagnostic Applications of DBT for Adolescents and Adults. *American Journal of Psychotherapy*, 69(2), 111-28. doi: 10.1176/appi.psychotherapy.2015.69.2.111.

### ***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:*

- Koydemir, S., & Essau, C. A. (2018). Anxiety and anxiety disorders in young people: A cross-cultural perspective. In *Understanding Uniqueness and Diversity in Child and Adolescent Mental Health* (pp. 115-134). Academic Press.
- Freidl, E.K., Stroeh, O.M., Elkins, R.M., Steinberg, E., Albano, A.M., & Rynn, M. (2017). Assessment and Treatment of Anxiety Among Children and Adolescents. *Focus*, 15(2), 144-156. doi: 10.1176/appi.focus.20160047.

***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:*

- Grabill, K., Merlo, L., Duke, D., Harford, K. L., Keeley, M. L., Geffken, G. R., & Storch, E. A. (2008). Assessment of obsessive-compulsive disorder: A review. *Journal of Anxiety Disorders*, 22(1), 1-17.
- Glazier, K., Wetterneck, C., Singh, S., & Williams, M. (2015). Stigma and shame as barriers to treatment for obsessive-compulsive and related disorders. *Journal of Depression and Anxiety*, 4(3), 191.
- Williams, M. T., Domanico, J., Marques, L., Leblanc, N. J., & Turkheimer, E. (2012). Barriers to treatment among African Americans with obsessive-compulsive disorder. *Journal of Anxiety Disorders*, 26(4), 555-563.
- Krebs, G. & Heyman, I. (2015). Obsessive-compulsive disorder in children and adolescents. *Archives of Disease in Childhood*, 100(5), 495-9. doi: 10.1136/archdischild-2014-306934.
- Wadsworth, L. P., Van Kirk, N., August, M., Kelly, J. M., Jackson, F., Nelson, J., & Luehrs, R. (2023). Understanding the overlap between OCD and trauma: development of the OCD trauma timeline interview (OTTI) for clinical settings. *Current Psychology*, 42(9), 6937-6947.

***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:*

- Abramowitz, J. S. (2013). The practice of exposure therapy: Relevance of cognitive-behavioral theory and extinction theory. *Behavior therapy*, 44(4), 548-558. <https://jonabram.web.unc.edu/wp-content/uploads/sites/2968/2017/07/Abramowitz-2013-practice-of-exposure-therapy.pdf>
- Craske, M. G., Treanor, M., Conway, C. C., Zbozinek, T., & Vervliet, B. (2014). Maximizing exposure therapy: An inhibitory learning approach. *Behaviour Research and Therapy*, 58, 10-23.
- Twohig, M. P., Abramowitz, J. S., Bluett, E. J., Fabricant, L. E., Jacoby, R. J., Morrison, K. L., ... & Smith, B. M. (2015). Exposure therapy for OCD from an acceptance and commitment therapy (ACT) framework. *Journal of Obsessive-Compulsive and Related Disorders*, 6, 167-173.
- Nicolini, H., Salin-Pascual, R., Cabrera, B., & Lanzagorta, N. (2017). Influence of Culture in Obsessive-compulsive Disorder and Its Treatment. *Curr Psychiatry Rev.*, 13(4), 285-292. doi: 10.2174/2211556007666180115105935.
- Gillihan, S. J., Williams, M. T., Malcoun, E., Yadin, E., & Foa, E. B. (2012). Common pitfalls in exposure and response prevention (EX/RP) for OCD. *Journal of Obsessive-Compulsive and Related Disorders*, 1(4), 251-257.

***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:*

- Lebowitz, E. R., Omer, H., Hermes, H., & Scahill, L. (2014). Parent training for childhood anxiety disorders: The SPACE program. *Cognitive and Behavioral Practice*, 21(4), 456-469.
- Williams, M., Rouleau, T., La Torre, J., & Sharif, N. (2020). Cultural competency in the treatment of obsessive-compulsive disorder: Practitioner guidelines. *The Cognitive Behaviour Therapist*, 13, E48. doi:10.1017/S1754470X20000501
- Pinto, A., Dargani, N., Wheaton, M. G., Cervoni, C., Rees, C. S., & Egan, S. J. (2017). Perfectionism in obsessive-compulsive disorder and related disorders: What should treating clinicians know?. *Journal of Obsessive-Compulsive and Related Disorders*, 12, 102-108.

***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:*

- Trickey, D., & Meiser-Stedman, R. (2019). Advances in the assessment of PTSD in children and young people. In L. J. Farrell, T. H. Ollendick, & P. Muris (Eds.), *Innovations in CBT for childhood anxiety, OCD, and PTSD: Improving access and outcomes* (pp. 550–569). Cambridge University Press. <https://doi.org/10.1017/9781108235655.027>
- Perrin, S., Smith, P., & Yule, W. (2000). Practitioner review: The assessment and treatment of post-traumatic stress disorder in children and adolescents. *The Journal of Child Psychology and Psychiatry and Allied Disciplines*, 41(3), 277-289.
- Roberts, A. L., Gilman, S. E., Breslau, J., Breslau, N., & Koenen, K. C. (2011). Race/ethnic differences in exposure to traumatic events, development of post-traumatic stress disorder, and treatment-seeking for post-traumatic stress disorder in the United States. *Psychological Medicine*, 41(1), 71-83.
- Trickey, D., Siddaway, A. P., Meiser-Stedman, R., Serpell, L., & Field, A. P. (2012). A meta-analysis of risk factors for post-traumatic stress disorder in children and adolescents. *Clinical Psychology Review*, 32(2), 122-138.
- Roberts, A. L., Rosario, M., Corliss, H. L., Koenen, K. C., & Austin, S. B. (2012). Elevated risk of posttraumatic stress in sexual minority youths: Mediation by childhood abuse and gender nonconformity. *American Journal of Public Health*, 102(8), 1587-1593.

***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:*

- Watkins, L. W., Spring, K. R., & Rothbaum, B. O. (2018). Treating PTSD: A Review of Evidence-Based Psychotherapy Interventions. *Frontiers in Behavioral Neuroscience*, 12, 258. doi: 10.3389/fnbeh.2018.00258
- Brown, L. A., Zandberg, L. J., & Foa, E. B. (2019). Mechanisms of change in prolonged exposure therapy for PTSD: Implications for clinical practice. *Journal of Psychotherapy Integration*, 29(1), 6–14. <https://doi.org/10.1037/int0000109>

- Foa, E. B., Gillihan, S. J., & Bryant, R. A. (2013). Challenges and successes in dissemination of evidence-based treatments for posttraumatic stress: Lessons learned from prolonged exposure therapy for PTSD. *Psychological Science in the Public Interest*, 14(2), 65-111.
- van Minnen, A., Harned, M. S., Zoellner, L., & Mills, K. (2012). Examining potential contraindications for prolonged exposure therapy for PTSD. *European Journal of Psychotraumatology*, 3(1), 18805.
- Williams, M. T., Malcoun, E., Sawyer, B. A., Davis, D. M., Nouri, L. B., & Bruce, S. L. (2014). Cultural adaptations of prolonged exposure therapy for treatment and prevention of posttraumatic stress disorder in African Americans. *Behavioral Sciences*, 4(2), 102-124.

### ***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:*

- Jensen, T. K., Holt, T., & Ormhaug, S. M. (2017). A follow-up study from a multisite, randomized controlled trial for traumatized children receiving TF-CBT. *Journal of Abnormal Child Psychology*, 45(8), 1587-1597.
- Cohen, J. A., Mannarino, A. P., & Murray, L. K. (2011). Trauma-focused CBT for youth who experience ongoing traumas. *Child Abuse & Neglect*, 35(8), 637-646.
- Kerig, P.K., Sink, H.E., Cuellar, R.E., Vanderzee, K.L., & Elfstrom, J.L. (2010). Implementing Trauma-Focused CBT with fidelity and flexibility: A family case study. *Journal of Clinical Child and Adolescent Psychology*, 39(5), 713-722. doi: 10.1080/15374416.2010.501291
- Woods-Jaeger, B.A., Kava, C.M., Akiba, C.F., Lucid, L., & Dorsey, S. (2017). The art and skill of delivering culturally responsive trauma-focused cognitive behavioral therapy in Tanzania and Kenya. *Psychol Trauma*, 9(2):230-238. doi: 10.1037/tra0000170.

### ***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:*

- Mairs, R., & Nicholls, D. (2016). Assessment and treatment of eating disorders in children and adolescents. *Archives of Disease in Childhood*, 101(12), 1168-1175.
- Pike, K. M., Dunne, P. E., & Addai, E. (2013). Expanding the boundaries: Reconfiguring the demographics of the “typical” eating disordered patient. *Current Psychiatry Reports*, 15(11), 411.
- Strother, E., Lemberg, R., Stanford, S. C., & Turberville, D. (2012). Eating disorders in men: Underdiagnosed, undertreated, and misunderstood. *Eating Disorders*, 20(5), 346-355.
- Schaefer, L.M., Crosby, R.D., & Machado, P.P.P. (2021). A systematic review of instruments for the assessment of eating disorders among adults. *Curr Opin Psychiatry*, 34(6), 543-562. doi: 10.1097/YCO.0000000000000746.
- Bryant, E., Spielman, K., Le, A. et al. (2022). Screening, assessment and diagnosis in the eating disorders: findings from a rapid review. *J Eat Disord*, 10, 78. doi: 10.1186/s40337-022-00597-8

***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:*

- Waller, G. (2016). Treatment protocols for eating disorders: Clinicians’ attitudes, concerns, adherence and difficulties delivering evidence-based psychological interventions. *Current Psychiatry Reports*, 18(4), 36.
- Perez, M., Ohrt, T. K., & Hoek, H. W. (2016). Prevalence and treatment of eating disorders among Hispanics/Latino Americans in the United States. *Current Opinion in Psychiatry*, 29(6), 378-382.
- Wonderlich, S., Mitchell, J. E., Crosby, R. D., Myers, T. C., Kadlec, K., LaHaise, K., ... & Schander, L. (2012). Minimizing and treating chronicity in eating disorders: A clinical overview. *International Journal of Eating Disorders*, 45(4), 467-475.
- Muratore, A.F. & Attia, E. (2022). Psychopharmacologic Management of Eating Disorders. *Curr Psychiatry Rep.*, 24(7), 345-351. doi: 10.1007/s11920-022-01340-5.
- Lock, J. & Le Grange, D. (2019). Family-based treatment: Where are we and where should we be going to improve recovery in child and adolescent eating disorders. *International*

*journal of eating disorders*,52(4), 481-487.

- Additional Reading: Recognizing Internalized Bias and Weight Stigma as Providers*
- Kinavey, H., & Cool, C. (2019). The broken lens: How anti-fat bias in psychotherapy is harming our clients and what to do about it . *Women & Therapy*, 42(1-2), 116–130. <https://doi.org/10.1080/02703149.2018.1524070>
  - Harrop EN. (2019). Typical-Atypical Interactions: One Patient's Experience of Weight Bias in an Inpatient Eating Disorder Treatment Setting. *Women Ther.*, 42(1-2), 45-58. doi: 10.1080/02703149.2018.1524068.

### ***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:*

- Thomas, R., Abell, B., Webb, H. J., Avdagic, E., & Zimmer-Gembeck, M. J. (2017). Parent-child interaction therapy: A meta-analysis. *Pediatrics*, 140(3), e20170352.
- Timmer, S. G., Urquiza, A. J., Zebell, N. M., & McGrath, J. M. (2005). Parent-child interaction therapy: Application to maltreating parent-child dyads. *Child Abuse & Neglect*, 29(7), 825-842.
- Fernandez, M. A., Butler, A. M., & Eyberg, S. M. (2011). Treatment outcome for low socioeconomic status African American families in parent-child interaction therapy: A pilot study. *Child & Family Behavior Therapy*, 33(1), 32-48.
- Vanderzee, K.L., Sigel, B.A., Pemberton, J.R., & John, S.G. (2019). Treatment for early childhood trauma: Decision considerations for clinicians. *Journal of Child and Adolescent Trauma*, 12, 515-528. Doi: 10.1007/w40653-018-0244-6
- Woodfield, M.J., Brodd, I, & Hetrick, S.E. (2022). Time-out with young children: A Parent-Child Interaction Therapy (PCIT) practitioner review. *International Journal of Environmental Research and Public Health*, 19, 145. doi: 10.3390/ijerph19810145

### ***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:*

- Jacobus, J., & Tapert, S. F. (2014). Effects of cannabis on the adolescent brain. *Current Pharmaceutical Design*, 20(13), 2186–2193. <https://doi.org/10.2174/13816128113199990426>
- Diamond, G., Godley, S. H., Liddle, H. A., Sampl, S., Webb, C., Tims, F. M., & Meyers, R. (2002). Five outpatient treatment models for adolescent marijuana use: A description of the Cannabis Youth Treatment Interventions. *Addiction*, 97, 70-83.
- Godley, S. H., Smith, J. E., Meyers, R. J., & Godley, M. D. (2009). Adolescent Community Reinforcement Approach (A-CRA). In D. W. Springer & A. Rubin (Eds.), *Substance abuse treatment for youth and adults: Clinician's guide to evidence-based practice* (pp. 109–201). John Wiley & Sons Inc.

**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:*

- Barkley, R. (2018). *Attention-Deficit Hyperactivity Disorder: A Handbook for Diagnosis and Treatment*, 4th Ed. New York: Guilford.
- Sparrow, E. P., & Erhardt, D. (2014). *Essentials of ADHD Assessment for Children and Adolescents*. Hoboken: Wiley.
- Coker, T. R., Elliott, M. N., Toomey, S. L., Schwebel, D. C., Cuccaro, P., Emery, S. T., ... & Schuster, M. A. (2016). Racial and ethnic disparities in ADHD diagnosis and treatment. *Pediatrics*, 138(3), e20160407.
- Bruchmüller, K., Margraf, J., & Schneider, S. (2012). Is ADHD diagnosed in accord with diagnostic criteria? Overdiagnosis and influence of client gender on diagnosis. *Journal of Consulting and Clinical Psychology*, 80(1), 128.

***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:*

- Cummings, J. R., Ji, X., Allen, L., Lally, C., & Druss, B. G. (2017). Racial and ethnic differences in ADHD treatment quality among Medicaid-enrolled youth. *Pediatrics*, 139(6), e20162444.
- Ji, X., Druss, B.G., Lally, C., & Cummings, J.R. (2018). Racial-Ethnic Differences in Patterns of Discontinuous Medication Treatment Among Medicaid-Insured Youths With ADHD. *Psychiatr Serv.*, 69(3), 322-331. doi:10.1176/appi.ps.201600469

## ***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 exceptionalism, 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:*

- Dombrowski, S.C. & Gischlar, K.L. (2014) Ethical and Empirical Considerations in the Identification of Learning Disabilities, *Journal of Applied School Psychology*, 30(1), 68-82. DOI: [10.1080/15377903.2013.869786](https://doi.org/10.1080/15377903.2013.869786)
- Reynolds, C. R., & Suzuki, L. A. (2012). Bias in psychological assessment: An empirical review and recommendations. *Handbook of Psychology, Second Edition*, 10. <https://onlinelibrary.wiley.com/doi/pdf/10.1002/9781118133880.hop210004>
- Fletcher, J. M. & Miciak, J., (2017). Comprehensive Cognitive Assessments are not Necessary for the Identification and Treatment of Learning Disabilities, *Archives of Clinical Neuropsychology*, 32(1), 2–7. doi:10.1093/arclin/acw103

## ***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:*

- Taylor et al. (2017) Cognitive discrepancy models for specific learning disabilities identification. *Psychological Assessment*, 29(4), 446-457.
- Perelmutter, B., McGregor, K. K., & Gordon, K. R. (2017). Assistive technology interventions for adolescents and adults with learning disabilities: An evidence-based systematic review and meta-analysis. *Computers & Education*, 114, 139-163.
- Suggate, S. P. (2016). A meta-analysis of the long-term effects of phonemic awareness, phonics, fluency, and reading comprehension interventions. *Journal of Learning Disabilities*, 49(1), 77-96. <https://epub.uni-regensburg.de/35639/1/0022219414528540.pdf>
- Soares, N., Evans, T., & Patel, D. R. (2018). Specific learning disability in mathematics: A comprehensive review. *Translational Pediatrics*, 7(1), 48–62. <https://doi.org/10.21037/tp.2017.08.03>

## ***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:*

- Mulick, J., & Rice, C. (2013). Assessing and Treating Autism Spectrum Disorders. In Koocher, G.P., Norcross, J.C., & Greene, B.A. (Eds), *Psychologists' Desk Reference, 3rd Edition*. New York, NY: Oxford University Press.
- Randall, M., Egberts, K. J., Samtani, A., Scholten, R. J., Hooft, L., Livingstone, N., Sterling-Levis, K., Woolfenden, S., & Williams, K. (2018). Diagnostic tests for autism spectrum disorder (ASD) in preschool children. *The Cochrane Database of Systematic Reviews*, 7(7), CD009044. doi:10.1002/14651858.CD009044.pub2
- Gelbar, N., Nowinski, L., Milot, A., Gold, A., & McDougale, C. (2017-11). Efficacious Treatments for Common Psychiatric Challenges in Adolescents with Autism Spectrum

Disorder. In *Adolescents with Autism Spectrum Disorder: A Clinical Handbook*. New York, NY: Oxford University Press.

### ***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:*

- Cook, J. L., Green, C. R., Lilley, C. M., Anderson, S. M., Baldwin, M. E., Chudley, A. E., Conry, J. L., LeBlanc, N., Loock, C. A., Lutke, J., Mallon, B. F., McFarlane, A. A., Temple, V. K., Rosales, T., & Canada Fetal Alcohol Spectrum Disorder Research Network (2016). Fetal alcohol spectrum disorder: a guideline for diagnosis across the lifespan. *CMAJ : Canadian Medical Association*, 188(3), 191–197. <https://doi.org/10.1503/cmaj.141593>
- Wedding, D., Kohout, J., Mengel, M. B., Ohlemiller, M., Ulione, M., Cook, K., Rudeen, K., & Braddock, S. (2007). Psychologists' knowledge and attitudes about fetal alcohol syndrome, fetal alcohol spectrum disorders, and alcohol use during pregnancy. *Professional Psychology: Research and Practice*, 38(2), 208–213. <https://doi.org/10.1037/0735-7028.38.2.208>
- Popova, S., Lange, S., Shield, K., Mihic, A., Chudley, A. E., Mukherjee, R. A., ... & Rehm, J. (2016). Comorbidity of fetal alcohol spectrum disorder: a systematic review and meta-analysis. *The Lancet*, 387(10022), 978-987.
- Wilhoit, L. F., Scott, D. A., & Simecka, B. A. (2017). Fetal alcohol spectrum disorders: characteristics, complications, and treatment. *Community Mental Health Journal*, 53(6), 711-718.
- Hoyme, H. E., Kalberg, W. O., Elliott, A. J., Blankenship, J., Buckley, D., Marais, A. S., ... & May, P. A. (2016). Updated clinical guidelines for diagnosing fetal alcohol spectrum disorders. *Pediatrics*, 138(2). DOI: 10.1542/peds.2015-4256

### ***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:*

- Bertrand, J., & Interventions for Children with Fetal Alcohol Spectrum Disorders Research Consortium. (2009). Interventions for children with fetal alcohol spectrum disorders (FASDs): overview of findings for five innovative research projects. *Research in Developmental Disabilities, 30*(5), 986-1006.
- O'Connor, M. J., Frankel, F., Paley, B., Schonfeld, A. M., Carpenter, E., Laugeson, E. A., & Marquardt, R. (2006). A controlled social skills training for children with fetal alcohol spectrum disorders. *Journal of Consulting and Clinical Psychology, 74*(4), 639–648. <https://doi.org/10.1037/0022-006X.74.4.639>
- Chandrasena, A. N., Mukherjee, R. A., & Turk, J. (2009). Fetal alcohol spectrum disorders: An overview of interventions for affected individuals. *Child and Adolescent Mental Health, 14*(4), 162-167.

***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:*

- McIntosh, B., & Compton, M. (2013-02). The Initial Evaluation and Treatment of Schizophrenia and Related Psychotic Disorders. In *Case Studies in Clinical Psychological Science: Bridging the Gap from Science to Practice*. New York, NY: Oxford University Press.
- DeLuca, J. S., Novacek, D. M., Adery, L. H., Herrera, S. N., Landa, Y., Corcoran, C. M., & Walker, E. F. (2022). Equity in mental health services for youth at clinical high risk for psychosis: considering marginalized identities and stressors. *Evidence-based Practice in Child and Adolescent Mental Health, 7*(2), 176-197.
- Larson, M. K., Walker, E. F., & Compton, M. T. (2010). Early signs, diagnosis and therapeutics of the prodromal phase of schizophrenia and related psychotic disorders. *Expert Review of Neurotherapeutics, 10*(8), 1347-1359.
- Aberizk, K., Collins, M. A., Addington, J., Bearden, C. E., Cadenhead, K. S., Cornblatt, B. A., ... & Walker, E. F. (2022). Life Event Stress and Reduced Cortical Thickness in Youth at Clinical High-Risk for Psychosis and Healthy Controls. *Biological Psychiatry. Cognitive*

*Neuroscience and Neuroimaging*, 7(2), 171.

- Walker, E. F., & Goldsmith, D. R. (2022). Schizophrenia: A scientific graveyard or a pragmatically useful diagnostic construct?. *Schizophrenia Research*, 242, 141.
- Ku, B. S., Aberizk, K., Addington, J., Bearden, C. E., Cadenhead, K. S., Cannon, T. D., ... & Walker, E. F. (2022). The association between neighborhood poverty and hippocampal volume among individuals at clinical high-risk for psychosis: the moderating role of social engagement. *Schizophrenia Bulletin*, 48(5), 1032-1042.

*Clinical Practice Guidelines and Resources:*

<https://www.psychiatry.org/psychiatrists/practice/clinical-practice-guidelines>

### ***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:*

- Fisher, E., Heathcote, L., Palermo, T. M., de C Williams, A. C., Lau, J., & Eccleston, C. (2014). Systematic review and meta-analysis of psychological therapies for children with chronic pain. *Journal of Pediatric Psychology*, 39(8), 763–782. <https://doi.org/10.1093/jpepsy/jsu008>
- Law, E., Fisher, E., Eccleston, C., & Palermo, (2019). T.M. Psychological interventions for parents of children and adolescents with chronic illness. *Cochrane Database Syst Rev.*, 3(3), CD009660. doi: 10.1002/14651858.CD009660.pub4.
- Finley, G.A., Kristjánsdóttir, O., & Forgeron, P.A. (2009). Cultural influences on the assessment of children's pain. *Pain Res Manag.*, 14(1), 33-7. doi: 10.1155/2009/763031. PMID: 19262914; PMCID: PMC2706562.

## **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:*

- Hwang, W.-C. (2006). The psychotherapy adaptation and modification framework: Application to Asian Americans. *American Psychologist*, 61(7), 702–715. <https://doi.org/10.1037/0003-066X.61.7.702>
- Hall, G., Hong, J., Zane, N., & Meyer, O. (2011). Culturally competent treatment for Asian Americans: The relevance of mindfulness and acceptance-based psychotherapies. *Clinical Psychology: Science and Practice*, 18, 215-31.
- Leong, F. & Lau, A. (2001). Barriers to providing effective mental health services to Asian Americans. *Mental Health Services Research*, 3, 201-14.
- Ma, P.-W. W., & Lan, M.-Y. (2021). Marginalized identities, family conflict, and psychological distress: The process of psychotherapy with a Chinese American adolescent. *Asian American Journal of Psychology*, 13(2), 168–176. doi:10.1037/aap0000237

***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:*

- Comas-Díaz, L. (2006). Latino healing: The integration of ethnic psychology into psychotherapy. *Psychotherapy: Theory, Research, Practice, Training*, 43(4), 436–453. <https://doi.org/10.1037/0033-3204.43.4.436>
- Gallardo, M. E., & Gomez, D. I. (2015). The clinical interview with Latina/o clients. In K. F. Geisinger (Ed.), *Psychological testing of Hispanics: Clinical, cultural, and intellectual issues* (pp. 171–187). American Psychological Association. <https://doi.org/10.1037/14668-010>
- Santisteban, D. A., Mena, M. P., & Abalo, C. (2012). Bridging Diversity and Family Systems: Culturally Informed and Flexible Family Based Treatment for Hispanic Adolescents. *Couple & family psychology*, 2(4), 246–263. <https://doi.org/10.1037/cfp0000013>
- Altarriba, J., & Bauer, L. M. (1998). Counseling the Hispanic client: Cuban Americans, Mexican Americans, and Puerto Ricans. *Journal of Counseling & Development*, 76(4), 389–396. <https://doi.org/10.1002/j.1556-6676.1998.tb02697.x>

## ***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:*

- Constantine, M. G. (2007). Racial microaggressions against African American clients in cross-racial counseling relationships. *Journal of Counseling Psychology, 54*(1), 1–16. <https://doi.org/10.1037/0022-0167.54.1.1>
- Anderson, R. E., Jones, S. C., Saleem, F. T., Metzger, I., Anyiwo, N., Nisbeth, K. S., ... & Stevenson, H. C. (2021). Interrupting the Pathway From Discrimination to Black Adolescents' Psychosocial Outcomes: The Contribution of Parental Racial Worries and Racial Socialization Competency. *Child Development, 92*(6), 2375-2394.
- Thompson, R., Dancy, B. L., Wiley, T. R., Najdowski, C. J., Perry, S. P., Wallis, J., Mekawi, Y., & Knafl, K. A. (2013). African American families' expectations and intentions for mental health services. *Administration and Policy in Mental Health, 40*(5), 371–383. <https://doi.org/10.1007/s10488-012-0429-5>
- Goode-Cross, D. T., & Grim, K. A. (2016). “An unspoken level of comfort”: Black therapists' experiences working with Black clients. *Journal of Black Psychology, 42*(1), 29–53. <https://doi.org/10.1177/0095798414552103>
- Kaslow, N. J., Clarke, C., & Hampton-Anderson, J. N. (2023). Culturally humble and anti-racist couple and family interventions for African Americans. *Family Process, 00*, 1–15. <https://doi.org/10.1111/famp.12938>

## ***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 responsiveness.

*Suggested Readings:*

- Hampton-Anderson, J. N., Carter, S., Fani, N., Gillespie, C. F., Henry, T. L., Holmes, E., Lamis, D. A., LoParo, D., Maples-Keller, J. L., Powers, A., Sonu, S., & Kaslow, N. J. (2021). Adverse childhood experiences in African Americans: Framework, practice, and policy. *The American Psychologist*, 76(2), 314–325. <https://doi.org/10.1037/amp0000767>
- Hampton-Anderson, J. N., Novacek, D. M., Zhen-Duan, J., Latimer, S., Perry, T., & Renard, D. (2023). Redefining the Role of Public Health Professionals Serving Black Youths Seeking Mental Health Care: Implications for Training and Mentoring. *American Journal of Public Health*, 113(S2), S140–S148. <https://doi.org/10.2105/AJPH.2022.307194>
- Metzger, I. W., Anderson, R. E., Are, F., & Ritchwood, T. (2021). Healing interpersonal and racial trauma: Integrating racial socialization into trauma-focused cognitive behavioral therapy for African American youth. *Child maltreatment*, 26(1), 17-27.
- Bernard, D.L., Calhoun, C.D., Banks, D.E. *et al.* Making the “C-ACE” for a Culturally-Informed Adverse Childhood Experiences Framework to Understand the Pervasive Mental Health Impact of Racism on Black Youth. *Journ Child Adol Trauma*, 14, 233–247 (2021). <https://doi.org/10.1007/s40653-020-00319-9>

### ***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:*

- Chen, D., Hidalgo, M. A., Leibowitz, S., Leininger, J., Simons, L., Finlayson, C., & Garofalo, R. (2016). Multidisciplinary Care for Gender-Diverse Youth: A Narrative Review and Unique Model of Gender-Affirming Care. *Transgender Health*, 1(1), 117–123. <https://doi.org/10.1089/trgh.2016.0009>
- Town, R., Hayes, D., Fonagy, P., & Stapley, E. (2021). A qualitative investigation of LGBTQ+ young people’s experiences and perceptions of self-managing their mental health. *European Child & Adolescent Psychiatry*, 1-14.

- McCormick, A., Scheyd, K., & Terrazas, S. (2018). Trauma-informed care and LGBTQ youth: Considerations for advancing practice with youth with trauma experiences. *Families in Society, 99*(2), 160-169.
- Powell, H. A., & Cochran, B. N. (2020). Mental health providers' biases, knowledge, and treatment decision making with gender-minority clients. *Psychology of Sexual Orientation and Gender Diversity, 8*(4), 451-457. doi:10.1037/sgd0000444
- Cutillas-Fernández, M.A., Jiménez-Barbero, J.A., Herrera-Giménez, M., Forcén-Muñoz, L.A., & Jiménez-Ruiz, I. (2023). Attitudes and Beliefs of Mental Health Professionals towards Trans People: A Systematic Review of the Literature. *Int J Environ Res Public Health, 20*(15), 6495. doi: 10.3390/ijerph20156495.

### ***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:*

- Anders, C., Kivlighan, D. M. III, Porter, E., Lee, D., & Owen, J. (2021). Attending to the intersectionality and saliency of clients' identities: A further investigation of therapists' multicultural orientation. *Journal of Counseling Psychology, 68*(2), 139–148. <https://doi.org/10.1037/cou0000447>
- Trevino, A. Y., Tao, K. W., & Van Epps, J. J. (2021). Windows of cultural opportunity: A thematic analysis of how cultural conversations occur in psychotherapy. *Psychotherapy*. Advance online publication. <https://doi.org/10.1037/pst0000360>
- Ertl, M. M., Mann-Saumier, M., Martin, R. A., Graves, D. F., & Altarriba, J. (2019). The Impossibility of Client-Therapist “Match” : Implications and Future Directions for Multicultural Competency. *Journal of Mental Health Counseling, 41*(4), 312–326. <https://doi-org.proxy.library.emory.edu/10.17744/mehc.41.4>.

## **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:*

- DiTomasso, R., Cahn, S., Panichelli-Mindel, S., & McFillin, R. (2013-08). Consultation. In *Specialty Competencies in Clinical Psychology*. New York, NY: Oxford University Press. Retrieved 21 Jul. 2021, from <https://www-oxfordclinicalpsych-com.proxy.library.emory.edu/view/10.1093/med:psych/9780199737567.001.0001/med-9780199737567-chapter-8>.
- Rutledge, T., Gould, H., Hsu, A., & Beizai, K. (2020). Consultation-liaison psychology: Training and research recommendations for this emerging interprofessional practice. *Professional Psychology: Research and Practice*, 51(4), 383–389. <https://doi.org/10.1037/pro0000312>
- Falender, C. A., & Shafranske, E. P. (2020). The competency framework: Best practices in consultation. In C. A. Falender & E. P. Shafranske (Eds.), *Consultation in psychology: A competency-based approach* (pp. 37–51). American Psychological Association. <https://doi.org/10.1037/0000153-003>
- Carter, B. D., Thompson, S. M., & Thompson, A. N. (2014). Pediatric consultation—Liaison: The psychological hospitalist. In M. C. Roberts, B. S. Aylward, & Y. P. Wu (Eds.), *Clinical Practice of Pediatric Psychology* (pp. 63–77). The Guilford Press.
- Caplan, G., Caplan, R. B., & Erchul, W. P. (1995). A contemporary view of mental health consultation: Comments on "Types of mental health consultation" by Gerald Caplan (1963). *Journal of Educational & Psychological Consultation*, 6(1), 23–30.

### ***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:*

- American Psychological Association (2015). Guidelines for clinical supervision in health service psychology. *American Psychologist*, 70, 33-46.
- Falicov, C. J. (2014). Psychotherapy and supervision as cultural encounters: The multidimensional ecological comparative approach framework. In C. A. Falender, E. P. Shafranske, & C. J. Falicov (Eds.), *Multiculturalism and diversity in clinical supervision: A*

*competency-based approach* (pp. 29–58). American Psychological Association.  
<https://doi.org/10.1037/14370-002>

- Goodyear, R., & Sera, H. (2019). Facilitating Supervisee Competence in Developing and Maintaining Working Alliances: Supervisor Roles and Strategies. In *Working Alliance Skills for Mental Health Professionals*. New York, NY: Oxford University Press. Retrieved 21 Jul. 2021, from <https://www-oxfordclinicalpsych-com.proxy.library.emory.edu/view/10.1093/med-psych/9780190868529.001.0001/med-9780190868529-chapter-9>.
- Patallo, B. J. (2019). The multicultural guidelines in practice: Cultural humility in clinical training and supervision. *Training and Education in Professional Psychology*, 13(3), 227–232. <https://doi.org/10.1037/tep0000253>
- Tarshis, S., & Baird, S. L. (2021). Applying intersectionality in clinical supervision: A scoping review. *The Clinical Supervisor*, 40(2), 218–240. doi:10.1080/07325223.2021.1919949
- Peters, H. C., Bruner, S., Luke, M., Dipre, K., & Goodrich, K. (2022). Integrated supervision framework: A multicultural, social justice, and ecological approach. *Canadian Psychology / Psychologie canadienne*, 63(4), 511–522.

### **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:*

- Newman, C. F. & Kaplan, D. A. (2016). *Supervision Essentials for Cognitive Behavioral Therapy*. American Psychological Association.
- Milne, D. L. (2018). *Evidence-Based CBT Supervision: Principles and Practice, 2nd Edition*. Wiley.
- Iwamasa, G. Y., Regan, S. P., & Sorocco, K. H. (2019). Culturally Responsive Cognitive Behavior Therapy Clinical Supervision. In Iwamasa, G. Y. & Hays, P.A. (Eds), *Culturally Responsive Cognitive Behavioral Therapy: Practice and Supervision, 2nd Edition*. American Psychological Association.
- Reiser, R. P. (2014). Supervising Cognitive and Behavioral Therapies. In Watkins, C. E. & Milne, D. L. (Eds), *International Handbook of Clinical Supervision, 1st Edition*. Wiley.
- Friedberg R. D. (2018). Best practices in supervising cognitive behavioral therapy with youth. *World Journal of Clinical Pediatrics*, 7(1), 1–8. <https://doi.org/10.5409/wjcp.v7.i1.1>

- Lewis, C. C., Scott, K. E., & Hendricks, K. E. (2014). A model and guide for evaluating supervision outcomes in cognitive-behavioral therapy-focused training programs. *Training and Education in Professional Psychology, 8*(3), 165–173. <https://doi.org/10.1037/tep0000029>
- Sudak, D. M., Codd III, R. T., Ludgate, J. W., Sokol, L., Fox, M. G., Reiser, R. P., & Milne, D. L. (2015). *Teaching and supervising cognitive behavioral therapy*. John Wiley & Sons.
- Hook, J. N., Watkins Jr, C. E., Davis, D. E., Owen, J., Van Tongeren, D. R., & Marciana, J. R. (2016). Cultural humility in psychotherapy supervision. *American Journal of Psychotherapy, 70*(2), 149-166.

### ***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:*

- Kuo, P. (2012, July). Four ways to find a postdoc. *Monitor on Psychology*. <http://www.apa.org/monitor/2012/07-08/postdoc>
- Novotney, A. (2017, February). Postdoc opportunities abound, if you know where to look. *Monitor on Psychology, 48*(2). <http://www.apa.org/monitor/2017/02/postdoc-opportunities>
- Cummings, J. R. (2015, October). Have you thought about a postdoc? Psychological Science Agenda. <http://www.apa.org/science/about/psa/2015/10/postdoc>

### ***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.

#### *Suggested Readings:*

- Comas-Diaz, L. (2006). The Present and Future of Clinical Psychology in Private Practice. *Clinical Psychology: Science and Practice, 13*(3), 273–277. [doi:10.1111/j.1468-2850.2006.00037.x](https://doi.org/10.1111/j.1468-2850.2006.00037.x)
- Barnett, J., & Zimmerman, J. (2017). Is Private Practice for You?: Key Information and Considerations for Success. In *Handbook of Private Practice: Keys to Success for Mental*

*Health Practitioners*. New York, NY: Oxford University Press.

- Zimmerman, J. (2017). Models of Private Practice: Which Practice is Best?. In *Handbook of Private Practice: Keys to Success for Mental Health Practitioners*. New York, NY: Oxford University Press.

## SCHEDULE OF TOPICS & PRESENTERS

DATE	PRESENTERS	TITLE/TOPIC
	Noriel Lim, Ph.D.	Initial Evaluation, Clinical Assessment and First Therapy Sessions
	Lindsay Stewart, Ph.D. and Julie Pace, Ph.D.	K-SADS for DSM 5
	Peter Ash, M.D.	Forensic Issues in Child Psychology Practice
	Noriel Lim, Ph.D.	Suicide Risk Assessment
	Milena Armani, M.D.	Emergency and Inpatient Psychiatry
	Akilah Thomas, MPH.	Child Abuse Reporting Training
	W. Edward Craighead, Ph.D., ABPP	Major Depressive Disorder Treatment: Cognitive-Behavioral Therapy (CBT)
	Allison LoPilato, Ph.D.	Major Depressive Disorder Treatment: Behavioral Activation
	Devon LoParo, Ph.D.	Interpersonal Therapy (IPT) for Adolescent Depression
	W. Edward Craighead, Ph.D., ABPP	Bipolar Disorder: Assessment and Treatment
	Charles Gillespie, M.D., Ph.D.	Psychopharmacological Treatment of Bipolar Disorder
	Jennifer Holton, M.D.	Psychopharmacological Treatment of Mood and Anxiety Disorders in Children and Adolescents: Antidepressants and Anxiolytics
	Noriel Lim, Ph.D.	Anxiety Disorders Treatment in Children
	Jessica Nasser, Ph.D.	Obsessive Compulsive Disorder - Assessment and Diagnosis
	Jordan Cattie, Ph.D.	Obsessive Compulsive Disorder - Treatment (Exposure and Response Prevention)

	Rebecca Schneider, Ph.D.	Obsessive Compulsive Disorder - Treatment Special Topics
	Lindsay Stewart, Ph.D.	Trauma/PTSD - Assessment and Diagnosis
	Abigail Powers-Lott, Ph.D., ABPP	Trauma/PTSD - Treatment
	Marianne Celano, Ph.D., ABPP	Trauma-Focused CBT
	Noriel Lim, Ph.D.	Dialectical Behavior Therapy
	Erin Jones, Ph.D.	Eating Disorders - Assessment & Treatment
	Laura Jane Miller, M.D.	Parent-Child Interaction Therapy (PCIT) - Part I
	Lindsay Stewart, Ph.D.	Parent-Child Interaction Therapy (PCIT) - Part II
	Justine Welsh, MD	Adolescent Substance Use Disorders
	Noriel Lim, Ph.D.	Mental Health Interventions for Ethnically Diverse Families: Asian American Families
	Jorge Marquez, Ph.D.	Mental Health Interventions for Ethnically Diverse Families: Latinx Young Adults and Families
	Chanda Graves, Ph.D., ABPP & Joya Hampton-Anderson, Ph.D.	Mental Health Interventions for Ethnically Diverse Families: African American Youth and Families
	Joya Hampton-Anderson, Ph.D.	Mental Health Interventions for Ethnically Diverse Families: Contextual Stress and Anxiety in African American Youth
	Ana Adelstein, Ph.D.	Helping LGBTQ Teens
	Katrina Goines, Ph.D.	Helping Trans Youth
	Ivonne A. Florez, Ph.D.	Intersectional Identities
	Julie Pace, Ph.D.	ADHD: Assessment and Psychosocial Intervention

	Jennifer Holton, M.D.	Psychopharmacological Treatment of ADHD in Children and Adolescents
	Julie Pace, Ph.D.	Learning Disability - Assessment and Intervention
	Molly Millians, Ed.D.	Resources for Children and Adolescents with Learning Challenges
	Michael Epstein, M.D.	Autism Spectrum Disorder
	Claire Coles, Ph.D.	Fetal Alcohol Spectrum Disorders (FASD) - Diagnosis and Assessment
	Julie Kable, Ph.D.	Interventions for Children with Fetal Alcohol Spectrum Disorders
	Elaine Walker, Ph.D.	Psychosis and Prodrome - Assessment and Interventions
	Monica Agoston-Doxey, Ph.D.	Pediatric Chronic Pain Disorder
	Monica Agoston-Doxey, Ph.D.	Consultation Models
	Hal Rogers, Ph.D.	Developmental and Process-Based Approaches to Supervision
	Katherine Cullum, Ph.D.	CBT Model of Supervision
	Julie Etzel, Ph.D.	Starting a Private Practice
	W. Edward Craighead, Ph.D.	Postdoctoral and Job Search