

**Middlesex Hospital Doctoral Internship Program  
Psychology Seminar 2019-2020**

**Date:** 9/5/2019

**Topic:** No Seminar

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**Date:** 9/12/2019

**Topic:** Introduction to Psychology Seminar

**Presenters:** Internship Program Supervisors

**Abstract:** The purpose of this seminar is to provide a general orientation to the weekly seminar. Training staff and trainees give overviews of their treatment and/or research specialties and survey participants' didactic interests. A list of prospective seminar topics is generated.

**Learning Objectives:** Trainees will understand the structure and format of the seminar. They will understand their roles and expectations for participation and assessment protocol. A list of prospective topics will be generated.

**References:** Not Applicable

**CoA Profession-wide Competency addressed:** All

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**Date:** 9/19/2019

**Topic:** Risk Assessment - Part 1

**Presenter:** Scott Jones, Psy.D.

**Abstract:** This seminar provides an overview of risk assessment procedures. Issues discussed include how to assess risk of harm to self and/or risk of harm to others. Reporting obligations, including duty to warn, are emphasized.

**Learning Objectives:** Participants will be familiar with risk assessment procedures and how to enlist supervisors' help in conducting this type of assessment.

**References:**

Adler, L.D., Slootsky, V., Griffith, J.L., & Khin, E.K. (2016). Teaching the fundamentals of the risk assessment interview to clinicians. *Psychiatric Annals*, 46 (5), 293-297.

Middlesex Hospital Policy and Procedure Manual (2018). *Policy ASM-12 suicide risk assessment and treatment plan/self-harm*. Middletown, CT: Middlesex Hospital.

**CoA Profession-wide Competency addressed:** Assessment; Ethical and Legal Standards

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**Date:** 9/26/2019

**Topic:** Risk Assessment - Part 2

**Presenter:** Scott Jones, Psy.D.

**Abstract:** This seminar provides an overview of risk assessment procedures. The Middlesex Hospital Psychiatric Department procedures and the Columbia Suicide Severity Rating Scale are presented.

**Learning Objectives:** Participants will be familiar with risk assessment procedures and how to enlist supervisors' help in conducting this type of assessment.

**References:**

Middlesex Hospital Policy and Procedure Manual (2018). *Policy ASM-12 Suicide Risk Assessment and Treatment Plan/Self-harm*. Middletown, CT: Middlesex Hospital.

The Columbia Lighthouse Project (2016). *The Columbia protocol for communities and healthcare*. Retrieved from <http://cssrs.columbia.edu/the-columbia-scale-c-ssrs/cssrs-for-communities-and-healthcare/#Filter.General-Use>

**CoA Profession-wide Competency addressed:** Assessment; Ethical and Legal Standards

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**Date:** 10/3/2019

**Topic:** Countertransference, Congruence and Self-Care

**Presenter:** Marlene Baldizon, Ph.D.

**Abstract:** This seminar provides an overview of psychologists' values and the opportunity to reflect about one's personal and professional functioning and habits to maintain and improve performance, well-being and professional effectiveness.

**Learning Objectives:** Participants will increase their insight to their own motivation in pursuing a career in psychotherapy and how they balance their physical and mental health as they aim to impact therapeutic change in their clients.

**References:**

Allen, D. (2012). *Psychotherapy's Fifth Wave: The future of psychotherapy is unification*. Retrieved from

<https://www.psychologytoday.com/us/blog/theory-knowledge/201205/psychotherapy-s-fifth-wave>

Henriques, G. (2011). *A new unified theory of psychology*. New York, NY: Springer.

Seligman, M. (2004). *The New Era of Positive Psychology*. Retrieved from

[https://www.ted.com/talks/martin\\_seligman\\_on\\_the\\_state\\_of\\_psychology?language=en#t-1405922](https://www.ted.com/talks/martin_seligman_on_the_state_of_psychology?language=en#t-1405922)

Regas, S. J., Kostick, K. M., Bakaly, J. W., & Doonan, R. L. (2017). Including the self-of-the-therapist in clinical training. *Couple and Family Psychology: Research and Practice*, 6(1), 18-31.

Tsai, M., Callaghan, G. M., & Kohlenberg, R. J. (2013). The use of awareness, courage, therapeutic love, and behavioral interpretation in functional analytic psychotherapy. *Psychotherapy*, 50(3), 366-370.

**CoA Profession-wide Competency addressed:** Professional Values, Attitudes and Behavior; Intervention

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**Date:** 10/10/2019

**Topic:** The Johari Window

**Presenter:** Angel Roubin, Psy.D.

**Abstract:** The Johari Window is a tool used in various settings to promote introspection and interpersonal effectiveness. There are various uses for this tool, including clinical intervention to help patients better relate to themselves and others in their world. The purpose of this seminar is to familiarize participants with the theory and method of the Johari Window. In addition, its clinical utility is discussed and participants are encouraged to engage in the exercise to gain personal exposure. Following the exercise, participants are asked to discuss their thoughts and feelings about the intervention, and how they would be willing to use it in treatment

**Learning objectives:** The presentation will provide background information about the Johari Window concept and identify various parts of the "self," as defined in Johari Window. The presentation will review uses for Johari Window, including how to use as a therapeutic intervention. Participation in a Johari Window exercise will promote self-reflection and education about the use of this technique in clinical work,.

**References:**

Chapman, A. (2014). *Johari window*. Retrieved from <http://www.businessballs.com/johariwindowmodel.htm>

Communication Theory (2010). *The Johari window model*. Retrieved from <http://communicationtheory.org/the-johari-window-model/>

Lopes. D. (2014). *The Johari window: Why being more transparent about ourselves is good*. Retrieved from <https://medium.com/daniel-lopes/the-johari-window-why-being-more-transparent-about-ourselves-is-good-e02056c4eab1#.sa5v0cb47>

**CoA Profession-wide Competency addressed:** Professional Values, Attitudes and Behavior; Intervention

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**Date:** 10/17/2019

**Topic:** Peer Review: Positive Psychology

**Presenter:** Program faculty and trainees

**Abstract:** The development of supervision skills is a necessary component in the preparation of trainees. In preparation for each month Peer Review, trainees and program faculty staff will use the Middlesex Hospital Outpatient Psychotherapy Peer Review Template to review an assigned case of a partner trainee with a focused on a related seminar topic. The Peer Review Template requires for the trainees and the faculty to review the initial evaluation, all treatment plans, and last five progress notes on the assigned case. During the actual seminar, trainees and program faculty meet face-to-face to provide feedback to each other.

The focus for this seminar is on Positive Psychology and the Peer Review Template section on "Patients' strengths".

**Learning Objectives:** Participants will apply knowledge of supervision in a peer supervision format.

**References:**

Shah, S. & Rodolfa, E. (2016). Peer supervision and support. In Norcross, John C., VandenBos, Gary R., Freedheim, Donald K., & Campbell, Linda F. (Eds.): *APA handbook of clinical psychology: Education and profession*, pp. 197-207. Washington, DC: American Psychological Association.

**CoA Profession-wide Competency addressed:** Supervision

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**Date:** 10/24/2019 - to be confirmed

**Topic:** Community Resources

**Presenter:** TBD.

**Abstract:** This seminar presents trainees with information about community resources such as housing programs, food banks, soup kitchens, substance abuse rehabilitation programs, case management, and other services in the local community. The purpose is to provide trainees with an overview of services available to their clients.

**Learning Objectives:** Participants will gain a basic understanding of community resources and how they can be accessed.

**References:**

Muresan, L. (2016). *Middletown community resources*. Unpublished manuscript.

**CoA Profession-wide Competency addressed:** Communication and Interpersonal Skills

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**Date:** 10/31/2019

**Topic:** Difference in Culture between Psychologists and Psychiatrists

**Presenter:** Scott Jones, Psy.D.

**Abstract:** Psychologists and psychiatrists have differing perspectives on psychopathology and its treatment. These are based on their training experiences and how each profession views science, diagnosis, clinical experience, and the hierarchical structure of organizations.

**Learning Objectives:** Participants will become better able to compare and contrast the different training models and cultures of psychology and psychiatry. They understand how outpatient behavioral health services at Middlesex Hospital are influenced by the culture of medicine.

**References:**

Kingsbury, S.J. (1987). Cognitive differences between clinical psychologists and psychiatrists. *American Psychologist*, 42, 152-156.

**CoA Profession-wide Competency addressed:** Communication and Interpersonal Skills; Consultation and Interprofessional/Interdisciplinary Skills

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**Date:** 11/7/2019 - TENTATIVE

**Topic:** APA profession-wide competencies

**Presenters:** Angel Roubin, Psy.D.

**Abstract:** The APA's nine profession-wide competencies are presented so that trainees and supervisors will know how training will henceforth be structured and evaluated in this program. Group discussion involves the identification of psychology training program activities that fall into the nine areas. Ways in which this information can be incorporated into the APA accreditation self-study process are discussed.

**Learning Objectives:** Participants will become more familiar with the nine competency areas. They will know how they are incorporated into the training program and how performance within them will be evaluated.

**References:**

American Psychological Association Commission on Accreditation (2016). *Commission on accreditation self-study document: Table 2*.

American Psychological Association Commission on Accreditation (2015). *Commission on accreditation implementing regulations, Section C: IRs Related to the Standards of Accreditation*. Retrieved from <https://www.apa.org/ed/accreditation/section-c-soa.pdf>

**CoA Profession-wide Competency addressed:** All.

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**Date: 11/14/2019**

Topic: APA Ethics Code - Part 1- Real Life Application for Adult services

**Presenters:** Scott Jones, Psy.D. and Margarita Hernandez, Ph.D.

**Abstract:** The APA's Ethics Code will be presented and discussed. Actual clinical applications of the Code from the presenters' professional experiences will be discussed. Examples involve boundaries with clients, ethical improprieties of peers, confidentiality issues, among others.

**Learning Objectives:** Participants will become more familiar with the Ethics Code and more aware of real life clinical application. They will know how ethical issues are examined and incorporated into the training program.

**References:**

American Psychological Association. (2016). Revision of ethical standard 3.04 of the "Ethical Principles of Psychologists and Code of Conduct" (2002, as amended 2017).

**CoA Profession-wide Competency addressed:** Ethical and Legal Standards

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**Date: 11/21/2019**

Topic: Peer Review: Ethical Dilemmas in the Therapeutic Relationship

**Presenter:** Program faculty and trainees

**Abstract:** The development of supervision skills is a necessary component in the preparation of trainees. In preparation for each month Peer Review, trainees and program faculty staff will use the Middlesex Hospital Outpatient Psychotherapy Peer Review Template to review an assigned case of a partner trainee with a focused on a related seminar topic. The Peer Review Template requires for the trainees and the faculty to review the initial evaluation, all treatment plans, and last five progress notes on the assigned case. During the actual seminar, trainees and program faculty meet face-to-face to provide feedback to each other.

The focus for this seminar is ethical dilemmas that may arise in the therapeutic relationship.

**Learning Objectives:** Participants will apply knowledge of supervision in a peer supervision format.

**References:**

Shah, S. & Rodolfa, E. (2016). Peer supervision and support. In Norcross, John C., VandenBos, Gary R., Freedheim, Donald K., & Campbell, Linda F. (Eds.): *APA handbook of clinical psychology: Education and profession*, pp. 197-207. Washington, DC: American Psychological Association.

**CoA Profession-wide Competency addressed:** Supervision

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**Date: 11/28/2019**

**Topic:** No seminar - Thanksgiving

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**Date: 12/5/2019**

**Topic:** APA Ethics Code - Part 2- Real Life Application for Child and Adolescent Services

**Presenters:** Angel Roubin, Psy.D. and Marlene Baldizon, Ph.D.

**Abstract:** The APA's Ethics Code will be presented and discussed. Actual clinical applications of the Code from the presenters' professional experiences will be discussed. Examples involve boundaries with clients, ethical improprieties of peers, confidentiality issues, among others.

**Learning Objectives:** Participants will become more familiar with the Ethics Code and more aware of real life clinical application. They will know how ethical issues are examined and incorporated into the training program.

**References:**

American Psychological Association. (2016). *Revision of ethical standard 3.04 of the "Ethical Principles of Psychologists and Code of Conduct"*.

**CoA Profession-wide Competency addressed:** Ethical and Legal Standards

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**Date: 12/12/2019**

**Topic:** APA Ethics Code - Part 3 - Ethical Vignettes

**Presenters:** Internship Program Supervisors

**Abstract:** Ethical vignettes from Examination for Professional Practice in Psychology (EPPP) will be discussed. Group participants will collaborate to decide the best course of action that reflect the APA Ethics Code.

**Learning Objectives:** Participants will become more familiar with the Ethics Code and will be able to use it to guide their decision-making process in clinical ethical dilemmas.

**References:**

Association for Advanced Training in the Behavioral Sciences. (2018). *Psychology EPPP Preparation*. Retrieved from <https://www.aatbs.com/>

Ethics and psychology (n.d.). *Vignette warehouse*. Retrieved from <https://www.ethicalpsychology.com/p/vignette-warehouse.html>

**CoA Profession-wide Competency addressed:** Ethical and Legal Standards

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**Date:** 12/19/2019

**Topic:** Peer Review: Application of Ethical Principles

**Presenter:** Program faculty and trainees

**Abstract:** The development of supervision skills is a necessary component in the preparation of trainees. In preparation for each month Peer Review, trainees and program faculty staff will use the Middlesex Hospital Outpatient Psychotherapy Peer Review Template to review an assigned case of a partner trainee with a focused on a related seminar topic. The Peer Review Template requires for the trainees and the faculty to review the initial evaluation, all treatment plans, and last five progress notes on the assigned case. During the actual seminar, trainees and program faculty meet face-to-face to provide feedback to each other.

The focus for this seminar is the application of ethical principles discussed.

**Learning Objectives:** Participants will apply knowledge of supervision in a peer supervision format.

**References:**

Shah, S. & Rodolfa, E. (2016). Peer supervision and support. In Norcross, John C., VandenBos, Gary R., Freedheim, Donald K., & Campbell, Linda F. (Eds.): *APA handbook of clinical psychology: Education and profession*, pp. 197-207. Washington, DC: American Psychological Association.

**CoA Profession-wide Competency addressed:** Supervision

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**Date:** 12/26/2019

**Topic:** Anger Management

**Presenter:** Margarita Hernandez, Ph.D.

**Abstract:** Explosive behavior affects not only the individual and their target but also anyone who is around them. It affects our relationship with the target of our anger and how those around then now see them. Some individuals fail to recognize that their reactions to negative emotions can be controlled. By understanding the stages of anger, we can manage to control our negative reactions and take positive action. As a result, we are able to develop and maintain long-term relationships.

**Learning objectives:** Participants will learn the ABC model of anger management. Through the use of cognitive behavioral therapy evidence based program they will be able to identify internal and external triggers as well as what makes them vulnerable. Participant will be able to identify internal and external cues as well as determine their level of anger by those cues. Participants will also learn some techniques that can be used to reduce their level of anger. Additionally, how they can improve communication with others.

**References:** Glick, Barry & Gibbs, John C. (2019) *Aggression Replacement Training- A Comprehensive Intervention for Aggressive Youth*, Third Edition—Revised and Expanded, Champaign, IL : Research Press Publishers

Linehan, Marsha. M. (1993). *Skills training manual for treating borderline personality disorder*. New York, NY: The Guilford Press.

Reilly, Patrick M. & Shopshire, Michael S. (2007) *Anger Management for substance abuse and mental health clients*, Rockville MD, U.S. Department of Health and Human Services Publication

CoA Profession-wide Competency addressed: Intervention

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**Date:** 1/2/20

**Topic:** Transgender Care

**Presenter:** Angel Roubin, PsyD

**Abstract:** Transgender individuals are considerably underrepresented in medical settings, often due to their difficulty accessing appropriate care and trusting professionals to adequately understand and treat their unique needs. Given this finding, it is important for providers to seek education and exposure to this population, thus enhancing their comfort and ability to treat transgender patients if needed. This didactic presentation consisted of a video entitled, *Becoming Myself: A Transgender Perspective on Behavioral Health* that featured four transgender individuals discussing their life experiences and involvement with mental health services. Following this video, participants in the seminar were encouraged to discuss their own biases, experiences, and perceived obstacles to treating this specific population in a clinic setting. At the end of meeting, presenter provided information about the Middlesex Hospital Transgender Medicine Program, including available services and resources for more patient care.

**Learning objectives:** Participants will acknowledge the transgender population and their specific mental health needs. They will gain exposure to firsthand experiences of mental health services from transgender individuals. They will process unique barriers to transgender population. They will identify and discuss how personal attitudes and beliefs could influence treatment of transgender patients. They will also learn information about the Middlesex Hospital Transgender Medicine Program and available services. Dr. Roubin is the patient navigator for the program

**References:**

Coleman E. (2009). Toward version 7 of the world professional association for transgender health standards of care: Medical and therapeutic approaches to treatment. *International Journal of Transgenderism*, 11(4), 215-219.

Buck, C. J. (2016). Mental, behavioral and neurodevelopmental disorders. *ICD-10-CM*

*Standard Edition*, pp. F01-F99. St Louis, MO: Elsevier.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.), pp. 451-459, Washington, DC: American Psychiatric Association.

Gay & Lesbian Alliance Against Defamation (GLAAD; n.d.). GLAAD media reference guide - transgender Issues. Retrieved on February 10, 2016 at: <http://www.glaad.org/reference/transgender>.

Landen, M., Walinder, J., Lambert, G., & Lundstrom, B. (1998). Factors predictive of regret in sex reassignment. *Acta Psychiatrica Scandinavica*, 97(4). 284-289.

Masters W. H. & Johnson, V.E. (1979). *Homosexuality in perspective* (pp. 404-406). Boston, MA: Little, Brown and Company.

Nichols, M. (2000). Therapy with sexual minorities. In S.R. Leiblum, R.R. Rosen, (Eds.) *Principles and Practice of Sex Therapy* (3rd ed.). New York, NY: The Guilford Press.

Rubio-Auriales, E. & Wylie, K. (2008). Sexual orientation matters in sexual medicine. *Journal of Sexual Medicine*, 5(7), 1521-1533.

Schneider, Cerwenka, Nieder, Briken, Cohen-Kettenis, De Cuypere, Haraldsen, Kreukels, Richter-appelt (2016). Measuring gender dysphoria: A multicenter examination and comparison of the Utrecht gender dysphoria scale and the gender identity/gender dysphoria questionnaire for adolescents and adults. *Archives of Sexual Behavior*, 45(3). doi: 10.1007/s10508-016-0702-x.

Az Hakeem, A., Črnčec, R., Asghari-Fard, M., Harte, F. & Eapen, V. (2016). *Development and validation of a measure for assessing gender dysphoria in adults: The Gender Preoccupation and Stability Questionnaire*. International Journal of Transgenderism, 17(3-4), 131-140. doi:<http://dx.doi.org/10.1080/15532739.2016.1217812>

Austin, A. (2015). Transgender affirmative cognitive behavioral therapy: Clinical considerations and applications. *Professional Psychology Research and Practice* 46(1), 21-29. doi:10.1037/a0038642

Department of Mental Health and Addiction Services (2016). *Becoming Myself: A Transgender Perspective on Behavioral Health* [Video]. United States: Department of Mental Health and Addiction Services.

**CoA Profession-wide Competency addressed:** Individual and Cultural Diversity

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**Date:** 1/9/2020

**Topic:** Acculturation and Second Language Acquisition/ Pre-doctoral interviews

**Presenter:** Marlene Baldizon, Ph.D.

**Abstract:** In working with diverse communities, immigrant and linguistically-diverse communities face unique challenges and adjustments as they adjust and adapt to, and in turn impact, their new environments. This process, at times called acculturation, impacts both mental health and must be understood by providers in order to discern what may be developmental and what may require intervention. Providers, furthermore, must raise their awareness of how their own experiences and background both align and differ from those communities in order to avoid preconceptions and biases.

**Learning objectives:** Participants will be able to define the process of acculturation and of second-language acquisition and how it may be reflected in the therapeutic process.

**References:**

Buckingham S. L. & Suarez-Pedraza, M. C. (2018). 'It has cost me a lot to adapt to here': The divergence of real acculturation from ideal acculturation impacts Latinx immigrants' psychological wellbeing. *American Journal of Orthopsychiatry*. Advance online publication. <http://dx.doi.org/10.1037/ort0000329>

Karp, M. & Vögele, C. (2016). Does anyone still understand me? Psychotherapy and multilingualism. *Verhaltenstherapie*, 26(3), 156-157.

**CoA Profession-wide Competency addressed:** Individual and Cultural Diversity

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**Date:** 1/16/2020

**Topic:** Cancelled due to pre-doctoral interviews

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**Date:** 1/23/2020

**Topic:** Peer Review: Diversity

**Presenter:** Program faculty and trainees

**Abstract:** The development of supervision skills is a necessary component in the preparation of trainees. In preparation for each month Peer Review, trainees and program faculty staff will use the Middlesex Hospital Outpatient Psychotherapy Peer Review Template to review an assigned case of a partner trainee with a focused on a related seminar topic. The Peer Review Template requires for the trainees and the faculty to review the initial evaluation, all treatment plans, and last five progress notes on the assigned case. During the actual seminar, trainees and program faculty meet face-to-face to provide feedback to each other.

The focus for this seminar is issues of diversity.

**Learning Objectives:** Participants will apply knowledge of supervision in a peer supervision format.

**References:**

Shah, S. & Rodolfa, E. (2016). Peer supervision and support. In Norcross, John C., VandenBos, Gary R., Freedheim, Donald K., & Campbell, Linda F. (Eds.): *APA handbook of clinical psychology: Education and profession*, pp. 197-207. Washington, DC: American Psychological Association.

**CoA Profession-wide Competency addressed:** Supervision

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**Date:** 1/30/2020

**Topic:** Men's Issues in Psychotherapy

**Presenter:** Scott Jones, Psy.D.

**Abstract:** In order for professionals to best help males recover and promote a process of healing from trauma, they must understand males' unique issues and needs. The goal of this seminar is to achieve the most efficacious treatment of males with addictive disorders by recognizing the importance of comprehensively addressing their trauma. This recognition will lead to the development and implementation of more effective interventions to help maximize the health and recovery of males with addictive disorders and increase the likelihood of their successfully achieving long-term recovery

**Learning objectives:** Participants will be able to identify masculine roles and "rules" and how these affect the psychotherapy process. They will learn about the frequently overlapping complex of trauma, addiction, and mental health issues.

**References:**

Boyce, C.A., Willis, T.D., & Beatty, L. (2012). A call to action for health disparities in boys and men: Innovative research on addiction, trauma, and related comorbidities. *American Journal of Public Health, 102*(2), S168-170.

Kiselica, M.S. & Englar-Carlson, M. (2010). Identifying, affirming, and building upon male strengths: The positive psychology/positive masculinity model of psychotherapy with boys and men. *Psychotherapy: Theory, Research, Practice, Training, 47*(3), 276-287.

**CoA Profession-wide Competency addressed:** Individual and Cultural Diversity

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**Date:** 2/6/2020 - TENTATIVE

**Topic:** Personality Disorders

**Presenter:** Margarita Hernandez, Ph.D.

**Abstract:** This presentation includes a basic understanding of how individuals with personality disorder present to others. The diagnostic criteria, differentials, and commonalities among the various personality disorders are identified. The presentation also provides an understanding of

why certain treatment modalities have been effective or ineffective with certain personality disorders.

**Learning objective:** Participants will get a better understanding of the normative presentation of an individual with a personality disorder. They will also have a better understanding of which treatment modalities are most effective with certain personality disorders.

**References:**

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5th Edition: DSM-5*. Washington, DC: American Psychiatric Publishing.

Mayo Clinic (2016). *Personality Disorders*. Retrieved from [www.mayoclinic.org/diseases-conditions/personality-disorders/symptoms-causes/syc-20354463](http://www.mayoclinic.org/diseases-conditions/personality-disorders/symptoms-causes/syc-20354463)

**CoA Profession-wide Competency addressed:** Intervention

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**Date:** 2/13/2020

**Topic:** Personality Testing - Integration of Objective and Projective Data

**Presenter:** Margarita Hernandez, Ph.D. and Marlene Baldizon, Ph.D.

**Abstract:** Integrating data from objective and projective tests is a challenging process that is easier when one classifies them within the Exner Comprehensive System of Rorschach interpretation domains. Ways to cull data that reflect cognitive, behavioral, emotional, self-perception and interpersonal domains of personality functioning will be presented. Worksheets to guide this process will be provided.

**Learning objectives:** Participants will be able to conceptualize personality functioning from the Exner model and produce a comprehensive and well organized report that effectively integrates objective and projective data.

**References:**

Exner, J. E. (1991). *The Rorschach: A Comprehensive System; Volume 2: Interpretation*. New York, NY: John Wiley & Sons.

**CoA Profession-wide Competency addressed:** Assessment

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**Date:** 2/20/2020

**Topic:** Peer Review: Personality Issues

**Presenter:** Program faculty and trainees

**Abstract:** The development of supervision skills is a necessary component in the preparation of trainees. In preparation for each month Peer Review, trainees and program faculty staff will use the Middlesex Hospital Outpatient Psychotherapy Peer Review Template to review an assigned case of a partner trainee with a focused on a related seminar topic. The Peer Review

Template requires for the trainees and the faculty to review the initial evaluation, all treatment plans, and last five progress notes on the assigned case. During the actual seminar, trainees and program faculty meet face-to-face to provide feedback to each other.

The focus for this seminar is personality issues in treatment.

**Learning Objectives:** Participants will apply knowledge of supervision in a peer supervision format.

**References:**

Shah, S. & Rodolfa, E. (2016). Peer supervision and support. In Norcross, John C., VandenBos, Gary R., Freedheim, Donald K., & Campbell, Linda F. (Eds.): *APA handbook of clinical psychology: Education and profession*, pp. 197-207. Washington, DC: American Psychological Association.

**CoA Profession-wide Competency addressed:** Supervision

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**Date:** 2/27/2020

**Topic:** Intern Presentation - topic of interest

**Presenter:** TBD.

**Abstract:** .

**Learning objectives:**

**References:**

**CoA Profession-wide Competency addressed:** Research

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**Date:** 3/5/2020

**Topic:** Genograms

**Presenter:** Angel Roubin, Psy.D.

**Abstract:** Genograms are a useful tool for assessment and psychotherapy. They graphically present information about family patterns and dynamics.

**Learning Objectives:** Participants will learn how to construct genograms and use them to inform treatment.

**References:**

McGoldrick, M. & Gerson, R. (1985). *Genograms in family assessment*. New York: W.W. Norton & Company.

**CoA Profession-wide Competency addressed:** Assessment

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**Date:** 3/12/2020

**Topic:** Neuropsychological Assessment of Dementia

**Presenter:** Scott Jones, Psy.D.

**Abstract:** As Baby Boomers age, psychologists working with adults will need to be able to assess and diagnose dementia. They should be able to differentiate between Alzheimer's Disease, Lewy Body, Frontotemporal, and vascular dementias.

**Learning Objectives:** Participants will learn about the onset, cognitive features, behavior, neuroimaging findings, and neuropathology of the above-noted conditions. They will also learn about behavioral treatment of dementia, as well as education and support for caregivers.

**References:**

Smith, G.E., (Ed) & Farias, S.T. (2018). *APA Handbook of Dementia*. Washington, D.C.: American Psychological Association.

**CoA Profession-wide Competency addressed:** Assessment

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**Date:** 3/19/2020

**Topic:** Peer Review: Personality Assessment

**Presenter:** Program faculty and trainees

**Abstract:** The development of supervision skills is a necessary component in the preparation of trainees. In preparation for each month Peer Review, trainees and program faculty staff will use the Middlesex Hospital Outpatient Psychotherapy Peer Review Template to review an assigned case of a partner trainee with a focused on a related seminar topic. The Peer Review Template requires for the trainees and the faculty to review the initial evaluation, all treatment plans, and last five progress notes on the assigned case. During the actual seminar, trainees and program faculty meet face-to-face to provide feedback to each other.

The focus for this seminar is personality assessment/issues.

**Learning Objectives:** Participants will apply knowledge of supervision in a peer supervision format.

**References:**

Shah, S. & Rodolfa, E. (2016). Peer supervision and support. In Norcross, John C., VandenBos, Gary R., Freedheim, Donald K., & Campbell, Linda F. (Eds.): *APA handbook of clinical psychology: Education and profession*, pp. 197-207. Washington, DC: American Psychological Association.

**CoA Profession-wide Competency addressed:** Supervision

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**Date:** 3/26/2020

**Topic:** Intern Presentation - Topic of Interest

**Presenter:**

**Abstract:**

**Learning objectives:** Participants will gain an understanding of

**References:**

**CoA Profession-wide Competency addressed:** Research

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**Date:** 4/2/2020

**Topic:** Case presentation - Psychological/ Academic Assessment

**Presenter:** Margarita Hernandez, Ph.D./ Angel Roubin, PsyD

**Abstract:** It is essential that psychologists be aware of the various types of testing materials that are available for assessing children, adolescents, and adults. Given the variety of test, the evaluator should be able to determine which types of tests to include in their battery to answer the referral question. A major role of a psychologist is to develop an evidence-based diagnosis and clinical formulation of the individual. Case presentations will be presented of various types of assessments that were conducted for all age groups.

**Learning objective:** Participants will learn the standard batteries that are utilized for children, adolescents, and adults for diagnostic clarification, identifying severity level, cognitive functioning, and achievement skills. Participants will come away with a better understanding of determining which tests to utilize in a battery, how to develop a formulation based on the data collected, and rule out a mental health disorder.

**References:**

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5th Edition: DSM-5*. Washington, DC: American Psychiatric Publishing.

Cohen, R. & Swerdlik, M. (2018). *Psychological testing and assessment: An introduction to tests and measurement (9th ed.)*. New York NY: McGraw-Hill Education.

**CoA Profession-wide Competency addressed:** Assessment

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**Date:** 4/9/2020

**Topic:** Simulated Consultation - Psychological Testing Feedback for Adult Patients

**Presenter:** Program Faculty and trainees

**Abstract:** Providing feedback to clients about test findings is a skill that involves sensitivity, social calibration, and abilities to adjust language. Jargon should be avoided. This seminar focuses on fundamental aspects of the feedback process. Interns and other trainees will role play the process of delivering test feedback to clients. Training faculty will role play the clients receiving the information.

**Learning Objectives:** Trainees will become more proficient at providing feedback to clients regarding testing findings and recommendations.

**References:**

Pope, K. (1992). Responsibilities in providing test feedback to clients. *Psychological Assessment*, 4 (3), 268-271.

**CoA Profession-wide Competency addressed:** Consultation and Interprofessional/Interdisciplinary Skills; Communication and Interpersonal Skills; Assessment

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**Date:** 4/16/2020

**Topic:** Peer Review: Intellectual Functioning

**Presenter:** Program faculty and trainees

**Abstract:** The development of supervision skills is a necessary component in the preparation of trainees. In preparation for each month Peer Review, trainees and program faculty staff will use the Middlesex Hospital Outpatient Psychotherapy Peer Review Template to review an assigned case of a partner trainee with a focused on a related seminar topic. The Peer Review Template requires for the trainees and the faculty to review the initial evaluation, all treatment plans, and last five progress notes on the assigned case. During the actual seminar, trainees and program faculty meet face-to-face to provide feedback to each other.

The focus for this seminar is issues of intellectual functioning of client and impact on the therapeutic relationship.

**Learning Objectives:** Participants will apply knowledge of supervision in a peer supervision format.

**References:**

Shah, S. & Rodolfa, E. (2016). Peer supervision and support. In Norcross, John C., VandenBos, Gary R., Freedheim, Donald K., & Campbell, Linda F. (Eds.): *APA handbook of clinical psychology: Education and profession*, pp. 197-207. Washington, DC: American Psychological Association.

**CoA Profession-wide Competency addressed:** Supervision

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**Date:** 4/23/2020

**Topic:** Simulated Consultation - Explaining diagnostic criteria to others - Child Patient

**Presenter:** Program Faculty and Trainees

**Abstract:** Providing feedback to clients about diagnosis is a skill that involves sensitivity, social calibration, and abilities to adjust language. Jargon should be avoided. This seminar focuses on fundamental aspects of the feedback process. Interns and other trainees will role play the process of delivering information about diagnosis to others. Training faculty will role play the people receiving the information. They will be clients, parents, teachers, or pediatricians. The activity will involve a card game in which trainees will randomly receive diagnoses to explain.

**Learning Objectives:** Trainees will become more proficient at fulfilling a consultant role providing feedback to a diverse range of recipients.

**References:** TBD

**CoA Profession-wide Competency addressed:** Consultation and Interprofessional/Interdisciplinary Skills; Communication and Interpersonal Skills; Assessment

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**Date:** 4/30/2020

**Topic:** To be determined

**Presenter:** Affiliate Faculty.

**Abstract:**

**Learning objectives:** Participants will be able to r

**References:**

**CoA Profession-wide Competency addressed:** Research; Individual and Cultural Diversity

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**Date:** 5/7/2020

**Topic:** Play Therapy

**Presenter:** Angel Roubin, Psy.D. / Marlene Baldizon, Ph.D.

**Abstract:** The process of play therapy can be viewed as the relationship between the therapist and the child in which the child utilizes play to explore his or her personal world and makes contact with the therapist in a way that is safe for the child. Play, in this manner, is to children as talk is for adults. But the child is not restricted to discussing what happened; rather, the child lives out at the moment of play the past experiences and associated feelings. As such, the therapist has the opportunity to experience and actively deal with that problem in the immediacy of the child's experiencing the event.

**Learning Objectives:** Participants will learn the rationale for play therapy, the stages of play development, the variety of toys and resources recommended for play, the structure and types of play therapy.

**References:**

O'Connor, K., Schaefer, C., & Braverman, L. (2016). *Handbook of Play Therapy (2nd ed.)*. Hoboken, NJ: Wiley.

**CoA Profession-wide Competency addressed:** Intervention

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**Date:** 5/14/2020

**Topic:** Peer Review: Diagnosis

**Presenter:** Program faculty and trainees

**Abstract:** The development of supervision skills is a necessary component in the preparation of trainees. In preparation for each month Peer Review, trainees and program faculty staff will use the Middlesex Hospital Outpatient Psychotherapy Peer Review Template to review an assigned case of a partner trainee with a focused on a related seminar topic. The Peer Review Template requires for the trainees and the faculty to review the initial evaluation, all treatment plans, and last five progress notes on the assigned case. During the actual seminar, trainees and program faculty meet face-to-face to provide feedback to each other.

The focus for this seminar is discussion with clients of diagnoses and diagnosing.

**Learning Objectives:** Participants will apply knowledge of supervision in a peer supervision format.

**References:**

Shah, S. & Rodolfa, E. (2016). Peer supervision and support. In Norcross, John C., VandenBos, Gary R., Freedheim, Donald K., & Campbell, Linda F. (Eds.): *APA handbook of clinical psychology: Education and profession*, pp. 197-207. Washington, DC: American Psychological Association.

**CoA Profession-wide Competency addressed:** Supervision

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**Date:** 5/21/2020

**Topic:** Dissertation Presentation

**Presenter:** To Be Determined.

**Abstract:**

**Learning objectives:** Participants will

**References:**

**CoA Profession-wide Competency addressed:** Research

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**Date:** 5/28/2020 TENTATIVE

**Topic:** Cognitive Behavioral Therapy (CBT) - Adults

**Presenter:** Scott Jones, PsyD

**Abstract:** Cognitive behavioral therapy (CBT) has been demonstrated to be effective for a range of problems including depression, anxiety disorders, alcohol and drug use problems, marital problems, eating disorders and severe mental illness. Numerous research studies suggest that CBT leads to significant improvement in functioning and quality of life. This seminar will focus on applications with adult clients. Emphasis will be placed on CBT for panic disorder, generalized anxiety, and depression.

**Learning objectives:** Participants will learn more about Barlow's and Craske's protocols for panic disorder and generalized anxiety, as well as Beck, Rush, Shaw, and Emery's protocol for depression.

**References:**

Barlow, D. & Craske, M.G. (2007). *Mastery of your anxiety and panic*. New York: Oxford University Press.

Beck, A.T., Rush, J., Shaw, B.F., & Emery, G. (1979). *Cognitive therapy of depression*. New York: Guilford Press.

Craske, M.G. & Barlow, D. (2006). *Mastery of your anxiety and worry*. New York: Oxford University Press.

**CoA Profession-wide Competency addressed:** Intervention

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**Date:** 6/4/2020

**Topic:** Cognitive Behavioral Therapy (CBT) - Children

**Presenter:** Marlene Baldizon, Ph.D.

**Abstract:** Cognitive behavioral therapy (CBT) has been demonstrated to be effective for a range of problems including depression, anxiety disorders, alcohol and drug use problems, marital problems, eating disorders and severe mental illness. Numerous research studies suggest that CBT leads to significant improvement in functioning and quality of life. While advances in CBT have been made on the basis of both research and clinical practice, research on its efficacy in children is forthcoming and has focused on the effectiveness for specific

populations. Research on Trauma Focused CBT for children and adolescents is one of those populations being explored.

**Learning objectives:** Participants will learn the components of CBT and of TF-CBT and gain understanding of efficacy studies.

**References:**

Cohen, J., Mannarino, A., & Deblinger, E. (2017). *Treating trauma and traumatic grief in children and adolescents (2nd ed.)* New York, NY: Guilford Publications.

Rapley, H., & Loades, M. (2018). A systematic review exploring therapist competence, adherence and therapy outcomes in individual CBT for children and young people. *Psychotherapy Research*. <https://doi.org/10.1080/10503307.2018.1464681>

**CoA Profession-wide Competency addressed:** Intervention

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**Date:** 6/11/2020

**Topic:** Theories of Supervision

**Presenter:** (Scott Jones, Psy.D.) Marlene Baldizon, Ph.D.

**Abstract:** This seminar provides an overview of supervision models. Emphasis is given to models that seem most applicable to community mental health settings that provide generalist training.

Supervisors at this internship program practice the Discrimination Model proposed by Bernard (1997), where supervisors serve as teacher, counselor, and consultant within supervision. Within these roles, supervisors are able to focus on their supervisee's intervention, conceptualization, and personalization skills, which supervisors view as essential to the development of a successful psychologist. Supervisors carry out these tasks with a combination of challenging, supporting, and instructing their supervisees. This model has been heavily researched, and is recommended for counseling supervision due to its simplicity as well as its ability to reduce supervisee anxiety, promote creativity, and exploring and solidifying personal and vocational values.

**Learning objectives:** Participants will be able to identify different psychology supervision models. They will understand and be able to describe the Discrimination Model.

**References:**

Leddick, G.R. (1994). *Models of clinical supervision*. Retrieved from <https://www.counseling.org/Resources/Library/ERIC%20Digests/94-08.pdf>

**CoA Profession-wide Competency addressed:** Supervision

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**Date:** 6/18/2020

**Topic:** Peer Review: CBT

**Presenter:** Program faculty and trainees

**Abstract:** The development of supervision skills is a necessary component in the preparation of trainees. In preparation for each month Peer Review, trainees and program faculty staff will use the Middlesex Hospital Outpatient Psychotherapy Peer Review Template to review an assigned case of a partner trainee with a focused on a related seminar topic. The Peer Review Template requires for the trainees and the faculty to review the initial evaluation, all treatment plans, and last five progress notes on the assigned case. During the actual seminar, trainees and program faculty meet face-to-face to provide feedback to each other.

The focus for this seminar is the use of CBT with clients.

**Learning Objectives:** Participants will apply knowledge of supervision in a peer supervision format.

**References:**

Shah, S. & Rodolfa, E. (2016). Peer supervision and support. In Norcross, John C., VandenBos, Gary R., Freedheim, Donald K., & Campbell, Linda F. (Eds.): APA handbook of clinical psychology: Education and profession, pp. 197-207. Washington, DC: American Psychological Association.

**CoA Profession-wide Competency addressed:** Supervision

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**Date:** 6/25/2020

**Topic:** Dissertation presentation

**Presenter:**

**Abstract:**

**Learning Objectives:** Participants will apply

**References:**

**CoA Profession-wide Competency addressed:** Supervision

**CoA Profession-wide Competency addressed:** Research

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**Date:** 7/2/2020

**Topic:** Substance Abuse; Dual Diagnosis

**Presenter:** TBD

**Abstract:**

**Learning Objectives:** Participants will apply

**References:**

**CoA Profession-wide Competency addressed:** Intervention; Assessment

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**Date:** 7/9/2020

**Topic:** Dialectical Behavior Therapy - Part I Principles

**Presenter:** Margarita Hernandez, Ph.D.

**Abstract:** Dialectical behavior therapy is an evidence-based psychotherapy designed to help people suffering from borderline personality disorder. DBT also has been used to treat mood disorders as well as those individuals who need to change patterns of behavior that are not helpful, such as self-harm, suicidal ideation, and substance abuse. This presentation includes information on Dialectical Behavior Therapy, the benefits of practicing the skills, as well as how the DBT skills can be incorporated into psychotherapeutic treatment. Additionally, this presentation outlines the skills utilized in DBT to teach patients how to control their thoughts; think, feel, and act in less extreme ways; get through tough situations without making it worse; experience intense emotions in a more manageable way, and interact with others in a way that you feel good about when you walk away.

**Learning objectives:** Participants will gain an understanding of dialectical behavior therapy, its useful applications. Participants will come away from the presentation with an understanding of how to incorporate the DBT skills into their therapeutic work.

**References:**

Linehan, M.M. (1993). *Cognitive-behavioral treatment of borderline personality disorder*. New York, NY: The Guilford Press.

Linehan, M. M. (1993). *Skills training manual for treating borderline personality disorder*. New York, NY: The Guilford Press.

Linehan, M. M. (2015). *DBT skills training handouts and worksheets (2nd ed.)*. New York, NY: The Guilford Press

**CoA Profession-wide Competency addressed:** Intervention

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**Date:** 7/16/2020

**Topic:** Dialectical Behavior Therapy - Part II Applications and Role Play

**Presenter:** Margarita Hernandez, Ph.D.

**Abstract:** Dialectical behavior therapy is an evidence-based psychotherapy designed to help people suffering from borderline personality disorder. DBT also has been used to treat mood disorders as well as those individuals who need to change patterns of behavior that are not helpful, such as self-harm, suicidal ideation, and substance abuse. This presentation includes information on Dialectical Behavior Therapy, the benefits of practicing the skills, as well as how the DBT skills can be incorporated into psychotherapeutic treatment. Additionally, this presentation outlines the skills utilized in DBT to teach patients how to control their thoughts; think, feel, and act in less extreme ways; get through tough situations without making it worse; experience intense emotions in a more manageable way, and interact with others in a way that you feel good about when you walk away.

**Learning objectives:** Participants will gain an understanding of dialectical behavior therapy, its useful applications. Participants will come away from the presentation with an understanding of how to incorporate the DBT skills into their therapeutic work.

**References:**

Linehan, M.M. (1993). *Cognitive-behavioral treatment of borderline personality disorder*. New York, NY: The Guilford Press.

Linehan, M. M. (1993). *Skills training manual for treating borderline personality disorder*. New York, NY: The Guilford Press.

Linehan, M. M. (2015). *DBT skills training handouts and worksheets (2nd ed.)*. New York, NY: The Guilford Press

**CoA Profession-wide Competency addressed:** Intervention; Consultation and interprofessional /interdisciplinary skills

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**Date:** 7/23/2020

**Topic:** Peer Review: Special populations

**Presenter:** Program faculty and trainees

**Abstract:** The development of supervision skills is a necessary component in the preparation of trainees. In preparation for each month Peer Review, trainees and program faculty staff will use the Middlesex Hospital Outpatient Psychotherapy Peer Review Template to review an assigned case of a partner trainee with a focused on a related seminar topic. The Peer Review Template requires for the trainees and the faculty to review the initial evaluation, all treatment plans, and last five progress notes on the assigned case. During the actual seminar, trainees and program faculty meet face-to-face to provide feedback to each other.

The focus for this seminar is special populations.

**Learning Objectives:** Participants will apply knowledge of supervision in a peer supervision format.

**References:**

Shah, S. & Rodolfa, E. (2016). Peer supervision and support. In Norcross, John C., VandenBos, Gary R., Freedheim, Donald K., & Campbell, Linda F. (Eds.): *APA handbook of clinical psychology: Education and profession*, pp. 197-207. Washington, DC: American Psychological Association.

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**Date:** 7/30/2020

**Topic:** Affiliate Presentation - To be determined

**Presenter:**

**Abstract:** .

**Learning objectives:** T.

**References:**

**CoA Profession-wide Competency addressed:**

**CoA Profession-wide Competency addressed:** Intervention

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**Date:** 8/6/2020 To be confirmed

**Topic:** Working with the Elderly Population

**Presenter:** Karin Sidman-Croghan, Psy.D., LPC.

**Abstract:** The presentation was focused on counseling geriatric populations and assessment tools that could be used to better assess the clients' needs. The prevalence of geriatric suicide was discussed to raise awareness of the delicate susceptibility of the population. Different challenges, risk factors, and functional abilities were discussed. Assessment tools were discussed related to mood, personality, and motivation.

**Learning Objectives:** Participants will be more aware of the assessment tools available with working with older adults. Participants will be more competent in the differences between working with older adults and younger populations.

**References:**

Durkheim, E. (1997). *Suicide: A study in sociology*. New York, The Free Press

Mental Health America (n.d). *Preventing suicide in older adults*. Retrieved from <http://www.mentalhealthamerica.net/preventing-suicide-older-adults>

**CoA Profession-wide Competency addressed:** Intervention

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**Date:** 8/13/2020

**Topic:** Affiliate Presentation - To be determined

**Presenter:**

**Abstract:** .

**Learning objectives:** T.

**References:**

**CoA Profession-wide Competency addressed:**

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**Date:** 8/20/2020

**Topic:** Peer Review: Special Populations

**Presenter:** Program faculty and trainees

**Abstract:** The development of supervision skills is a necessary component in the preparation of trainees. In preparation for each month Peer Review, trainees and program faculty staff will use the Middlesex Hospital Outpatient Psychotherapy Peer Review Template to review an assigned case of a partner trainee with a focused on a related seminar topic. The Peer Review Template requires for the trainees and the faculty to review the initial evaluation, all treatment plans, and last five progress notes on the assigned case. Durin the actual seminar, trainees and program faculty meet face-to-face to provide feedback to each other.

The focus for this seminar is working with special populations.

**Learning Objectives:** Participants will apply knowledge of supervision in a peer supervision format.

**References:**

Shah, S. & Rodolfa, E. (2016). Peer supervision and support. In Norcross, John C., VandenBos, Gary R., Freedheim, Donald K., & Campbell, Linda F. (Eds.): APA handbook of clinical psychology: Education and profession, pp. 197-207. Washington, DC: American Psychological Association.

**CoA Profession-wide Competency addressed:** Supervision

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**Date:** 8/27/2020

**Topic:** No seminar - Goodbye Lunch

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## Other Possible Seminars (as time permits)

**Topic:** New Horizons: Education about Interpersonal Violence and Resources for Providers

**Presenter:** Kimberly Citron, Ph.D.

**Abstract:** Intimate partner violence (IPV) is a common problem among clinic clientele. This presentation begins by defining what this term means, what an intimate partner is, as well as ways in which partners can be controlled within the context of a relationship. Prevalence rates, costs associated with IPV, as well as other relevant statistics are then reviewed. The presentation then highlights the ways in which IPV impacts the children who may be witnessing IPV throughout their development. Detection of exposure to domestic violence in children, as well as ways to intervene are then offered. TF-CBT is discussed as the gold-standard treatment for children and adults who have experienced IPV. Screening for IPV in multiple settings, including primary care settings, is discussed as crucial to helping these individuals to access services. Participants of this presentation are then offered several resources that are available within the community that individuals who are victims of IPV can access. Implications and suggestions for future research are then offered. New Horizons is a local agency that provides victims with education, advocacy, and general support, and an overview of the agency's services were included in this presentation.

**Learning Objectives:** The presentation will provide definitions of "intimate partner violence" and "intimate partner." The presentation will discuss prevalence and statistics related to IPV. The presentation includes commonly associated health issues and how IPV impacts child and family development. Treatments for IPV are discussed, including information about local resources in the community.

### References:

American College of Obstetricians and Gynecologists (2012). *Committee on health care for underserved women: Intimate partner violence*. Retrieved from <http://www.acog.org/Resources-And-Publications/Committee-Opinions/Committee-on-Health-Care-for-Underserved-Women/Intimate-Partner-Violence>

American Medical Association (1993). *Diagnosis and management of family violence: Report of the council on scientific affairs*.

Brownridge, K.L. & Santos S.C. (2011). Pregnancy and IPV: Risk factors, severity and health effects. *Violence Against Women* 17(7), 858-881.

Garcia-Moreno, C., Guedes, A., & Knerr, W. (2012). Understanding and addressing violence against women. *World Health Organization*.

Hamberger, L. K., Rhodes, K., & Brown, J. (2015). Screening and intervention for intimate partner violence in healthcare settings: Creating sustainable system-level programs. *Journal of Women's Health*, 24(1), 86–91. doi:<http://doi.org/10.1089/jwh.2014.4861>

Illinois Department of Children & Family Services (2015). *Effects of domestic violence on children by age group*.

Institute of Medicine (2011). *Clinical preventive services for women: Closing the gaps*. Retrieved from <http://www.nationalacademies.org/hmd/~media/Files/Report%20Files/2011/Clinical-Preventive-Services-for-Women-Closing-the-Gaps/Preventive%20Services%20Women%202011%20Report%20Brief.pdf>

Miller, E., Decker, M.S., Raj, A., Reed, E., Marabelle, D., & Silverman, J.G. (2010). Intimate partner violence and healthcare seeking patterns among female users of urban adolescent clinics. *Journal of Material and Child Health, 14*, 910-917.

Shukla, J. & Singh, N. (2013). Atrocity against women at their own homes and its implications on their health status. *International Journal of Humanities and Social Science Invention, 27-28*.

Stayton, C. D. & Duncan, M. M. (2005). Mutable influences on intimate partner abuse screening in health care settings: A synthesis of the literature. *Trauma, Violence & Abuse, 6(4)*, 271-285.

Tjaden, P. & Thoennes, N. (2000). Nature and consequences of IPV: Findings from the national violence against women survey. *National Institute of Justice and Centers for Disease Control and Prevention*.

### **CoA Profession-wide Competency addressed: Assessment**

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**Topic:** Autism Spectrum Disorder - Diagnosis, Treatment, What we do and don't know

**Presenter:** Ellen Coloccia, Psy.D.

**Abstract:** Autism, or autism spectrum disorder, refers to a range of conditions characterized by challenges with social skills, repetitive behaviors, speech and nonverbal communication, as well as by unique strengths and differences. There are various theories that attempt to explain the increased prevalence of this disorder. We now know that there is not one autism but many types, caused by different combinations of genetic and environmental influences. The purpose of this presentation is to provide an overview of the history of the disorder, diagnostic changes and current models of treatment to address social thinking/theory of mind deficits.

### **Learning Objectives:**

Participants will be able to define/identify Autism Spectrum Disorder, and understand the core symptoms/ co-occurring disorders. Participants will understand the prevalence and diagnostic criteria/DSM-5 and learn about treatment of ASD using social thinking curriculum tools.

### **References:**

Madrigal, S. & Winner, M.G. (2008). *Superflex: A superhero social thinking package*. San Jose, CA.:Think Social Publications.

White, S. W., Keonig, K., & Scahill, L. (2007). Social skills development in children with autism spectrum disorders: A review of the intervention research. *Journal of Autism and Developmental Disorders*, 37, 1858–1868.

Winner, M.G. & Crooke, P. J. (2009). Social Thinking: A training paradigm for professionals and treatment approach for individuals with social learning/social pragmatic challenges. *Perspectives on Language Learning and Education*, 16(2), 62-69.

Winner, M.G. & Crooke, P. (2009) *You are a social detective!* San Jose, CA: Think Social Publications.

**CoA Profession-wide Competency addressed:** Assessment; Intervention

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**Topic:** Internet Gaming Addiction

**Presenter:** Ellen Coloccia, Psy.D.

**Abstract:** Internet gaming addiction has become a topic of increasing research interest, and has been included as a condition for further study in the DSM-V. The last decade has witnessed a significant increase in the number of empirical studies examining various aspects of pathological computer use (PCU) in Internet Gaming Addiction (IGA), and the impact on brain development (reward pathways) in vulnerable populations such as children and adolescents. The evolution from desktop use to nomadic, always on computing, as well as the advent of Massively Multiplayer Online Role-Playing Games, or MMORPGs (e.g. World of Warcraft) challenges the ways in which people use and interact with technology and each other. Overall, the studies indicate that Internet and gaming addiction is associated with both changes in function as well as structure of the brain. Therefore, not only does this behavioral addiction increase the activity in brain regions commonly associated with substance-related addictions, but it appears to lead to neuroadaptation in such a way that the brain itself actually changes as a consequence of excessive engagement with the Internet and gaming. This presentation begins with a brief history of how Internet game use has changed over the last two decades (i.e., the 1990s and 2000s). It concludes with a summary of current methods of assessment and treatment modalities/programs for IGA.

**Learning Objectives:**

Participants will understand the historical evolution of the internet/gaming technology, and the controversy behind psychiatric classification of IGA. They will understand the negative consequences of excessive video game use, comorbidities with other disorders and similarities in brain activity (mesolimbic dopamine system) with substance use disorders. Participants will be able to assess Internet addiction using an empirically validated assessment tool, and learn about current treatment methods and programs to treat IGA.

**References:**

*American Psychiatric Association DSM-5 Development. Internet Gaming Disorder.* Retrieved from <http://www.dsm5.org/ProposedRevision/Pages/proposedrevision.aspx?rid=573#>.

Bewersdorff, E. (2001) Virtuality and its discontents: An examination of self in cyberspace. *Dissertation Abstracts International*, 62(3-B).

Turkle, S. (1994). Constructions and reconstructions of self in virtual reality: Playing in MUDs. *Mind, Culture & Activity*, 1(3), 158–167.

Young, K. (2010). Internet addiction over the decade: A personal look back. *World Psychiatry*, 9(91).

Young, K. (2009). Internet addiction: The emergence of a new clinical disorder. *Cyberpsychology & Behavior*, 1(3), 237-244.

Young, K. (n.d). *Internet Addiction Test*. Retrieved from <http://netaddiction.com/internet-addiction-test/>

**CoA Profession-wide Competency addressed:** Assessment; Intervention

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**Topic:** Internal Family Systems Theory

**Presenter:** Laura Baird, Psy.D.

**Abstract:** Internal Family Systems (IFS) is a sensitive and respectful yet also powerful model of understanding our inner world. As a model of therapy, IFS therapy that brings balance to people's inner worlds. Clients are able to form compassionate, trusting relationships with their parts. Therapists gain a better understanding of our own parts as well as of our inner wisdom, bringing a sense of increased joy to the partnership with clients.

**Learning Objectives:** The objective of this presentation is to expose participants to IFS therapy. Learning goals include understanding some key assumptions and goals of the model, understanding the qualities of Self and role of the parts. Other goals include understanding how the therapy works to get to know parts and help parts become unburdened so that healing can occur. Finally, another goal is to begin thinking about how one can conduct IFS-informed therapy in which the therapist is the Self in the room.

**References:**

Cohen, R. & Sinko, A. (2015). *Level 1 Training Handbook, 2015 - 2016*. IFS Lead Trainers.

**CoA Profession-wide Competency addressed:** Intervention