

**Middlesex Hospital Doctoral Internship Program
Psychology Seminar 2018-2019**

Date: 9/6/2018

Topic: No Seminar - ECW Training (Electronic medical record system)

Date: 9/13/2018

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. Much of the discussion is a survey of participants' didactic interests. Training staff and trainees give overviews of their treatment and/or research specialties. 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. A list of prospective topics will be generated.

References: Not Applicable

CoA Profession-wide Competency addressed: All

Date: 9/20/2018

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

Date: 9/27/2018

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

Date: 10/4/2018

Topic: Positive Psychology - Psychotherapist's Courage

Presenter: Marlene Baldizon, Ph.D. and Richard Tsukada, LCSW.

Abstract: This two-part seminar provides an overview of Positive Psychology and the future of psychotherapy providing a context to the culture of Middlesex Hospital Behavioral Health Doctoral Training Program. Part I will be co-led by Mr. Tsukada, a retired psychotherapist who will facilitate a conversation which promotes introspection and group examination of the topic of courage from the perspective of the therapist.

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

References:

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

Date: 10/11/2018

Topic: Positive Psychology

Presenter: Marlene Baldizon, Ph.D.

Abstract: This two-part seminar provides an overview of Positive Psychology and the future of psychotherapy providing a context to the culture of Middlesex Hospital Behavioral Health Doctoral Training Program.

Learning Objectives: Participants will gain an awareness of how to incorporate clients' strength in order to facilitate therapeutic change

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

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

Date: 10/18/2018

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

Date: 10/25/2018

Topic: Community Resources

Presenter: Lorelei Muresan, Psy.D.

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

Date: 11/1/2018

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 view 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

Date: 11/8/2018

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.

Date: 11/15/2018

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

Date: 11/22/2018

Topic: No seminar - Thanksgiving

Date: 11/29/2018

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

Date: 12/6/2018

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

Date: 12/13/2018

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 participant 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

Date: 12/20/2018

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

Date: 12/27/2018

Topic: No Seminar - holiday break

Date: 1/3/2019

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 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., Hambert, 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-Aurioles, 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

Date: 1/10/2019

Topic: Acculturation and Second Language Acquisition

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

Date: 1/17/2019

Topic: Trainee Presentation - Stigma

Presenter: Corrie Thompson, M.A..

Abstract: In working with individuals from many different backgrounds, experiences, identities and needs, psychologists must strive to promote an atmosphere of understanding, acceptance, and hope. Implications associated with use of language focused on disabilities, differences, and limitations will be discussed. Rationale for use of person-first language in psychologists' communication with and about patients will be presented.

Learning objectives: Participants will be able to recognize and identify the presence of stigma in clinical and non-clinical settings. Participants will demonstrate understanding of the benefits of using person-first language in session, when presenting or discussing patients, and when engaging interpersonally with others.

References:

Dunn, D. & Andrews, E. (2015). Person-first and identify-first language: Developing psychologist's cultural competence using disability language. *American Psychologist*, 70(3), 255-264.

Jensen, M., Pease, E., Lambert, K., Hickman, D., Robinson, O., McCoy, K., ...& Kenerson King, J. (2013). Championing person-first language: A call to psychiatric mental health nurses. *Journal of the American Pediatric Nurses Association*, 19(3), 146-151.

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

Date: 1/24/2019

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

Date: 1/31/2019

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

Date: 2/7/2019

Date: 2/7/2019

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 criterias, 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 understand 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

CoA Profession-wide Competency addressed: Intervention

Date: 2/14/2019

Topic: Personality Testing - Integration of Objective and Projective Data

Presenter: Scott Jones, Psy.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

Date: 2/21/2019

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

Date: 2/28/2019

Topic: Counseling Individuals with Disabilities

Presenter: Brigit Clancy, M.A.

Abstract: Individuals with disabilities, physical and cognitive, compose a population that is critical to understand and know different aspects about in order to competently provide therapy

to them. Working with an individual who has a disability is multifaceted and warrants closer attention through the utilization of research and psychological theories as well as the American Psychological Association's guidelines and ethical principles.

Learning objectives: To define disability, to understand the psychology behind having a disability, to discuss court cases that impact this population, to review the models of disability, to explore strategies in counseling this population

References:

American Psychological Association. (2010). *Ethical principles of psychologists and code of conduct*. Retrieved from <http://apa.org/ethics/code/index.aspx>

American Psychological Association. (2012). *Guidelines for assessment of and intervention with persons with disabilities*. Retrieved from <http://www.apa.org/pi/disability/resources/assessment-disabilities.aspx>

Dunn, D. S., & Burcaw, S. (2013). Disability identity: Exploring narrative accounts of disability. *Rehabilitation Psychology, 58*(2), 148-157. doi:10.1037/a0031691

Foley-Nicpon, M., & Lee, S. (2012). Disability research in counseling psychology journals: A 20-year content analysis. *Journal Of Counseling Psychology, 59*(3), 392-398. doi:10.1037/a0028743

CoA Profession-wide Competency addressed: Research, Diversity, Ethics

Date: 3/7/2019

Topic: Cultural Sensitivity in Assessing, Diagnosing and Treating Minority Patients

Presenter: Jan Owens-Lane, Ph.D., Chair, Ethnic Diversity Task Force of CPA

Abstract: The primary goal of this presentation is to help participants become more culturally aware and sensitive when they are assessing, diagnosing and treating minority patients with emphasis on depression in African American women who are more likely to seek treatment than African American men. DSM V & ICD-10 symptoms of depression will be compared to depression in African American women. Focus will also be on waiting room appearance, patient introduction and assessment approach.

Learning Objectives: By the end of my presentation, participants will be able to do the following: (1) *Understand culturally sensitive strategies in assessing, diagnosing and treating minority patients;* (2) *Learn the differences between DSM V/ ICD-10 depression symptom lists vs African American women presentation;* and (3) *Develop an awareness of the environment that minority patients are seen.*

References: To be provided at time of presentation.

CoA Profession-wide Competency addressed: Individual and Cultural Diversity

Date: 3/14/2019

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

Date: 3/21/2019

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 diversity 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

Date: 3/28/2019

Topic: Mindfulness and Negative Affectivity in Daily Life

Presenter: Malek Mneimne, Ph.D.

Abstract: To inform our understanding of the proximal etiology of maladaptive personality states, this study examined if and how variability in peoples' states of mindfulness explained variability in their maladaptive personality states of negative affectivity (NA; emotional lability, anxiousness, and separation insecurity). We examined the hypotheses, based upon the Monitor and Acceptance Theory (MAT), that when people monitored their attention without non judgment, their state NA would be higher than usual; by contrast, when they monitored their attention with non judgment, their state NA would be lower than usual. Sixty-five undergraduates participated in an experience sampling study wherein they completed five reports per day for eight days about their states of attention monitoring, non judgment, and NA. Partially consistent with our hypotheses, multi-level models revealed an interaction wherein the typical participant exhibited more state NA when they monitored their attention without non judgment than when they monitored their attention with non judgment; analyses of simple slopes revealed that the typical participant exhibited more state NA than usual when they monitored their attention without non judgment. These findings emerged for only one of two attention monitoring processes, however: monitoring relations between thoughts, emotions, and behaviors, but not monitoring sensory stimuli. Implications for theory, research, and treatment are discussed.

Learning objectives: Participants will gain an understanding of the proximal etiology of maladaptive personality states of negative affectivity.

References:

Lindsay, E.K., & Creswell, J.D. (2017). Mechanisms of mindfulness training: Monitor and acceptance theory (MAT). *Clinical Psychology Review*, 51, 48-59.

Miskewicz, K., Fleeson, W., Arnold, E.M., Law, M.K., Mneimne, M., & Furr, R.M. (2015). A contingency-oriented approach to understanding borderline personality disorder: Situational triggers and symptoms. *Journal of Personality Disorders*, 29, 486-502.

Mneimne, M., Dashineau, S., & Yoon, K.L. (2018). *Attention monitoring with and without nonjudgment differentially predict maladaptive personality states of negative affectivity: A within-person process model*. Manuscript under review.

CoA Profession-wide Competency addressed: Research
N

Date: 4/4/2019

Topic: Case presentation- Psychological/ Academic Assessment

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

Abstract: It is essential that psychologist 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 test 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, adolescent, and adults for diagnostic clarification, identifying severity level, cognitive functioning, and achievement skills. Participants will come away with a better understanding of determining which test 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

Date: 4/11/2019

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

Date: 4/18/2019

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

Date: 4/25/2019

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

Date: 5/2/2019

Topic: TBD

Presenter: Malek Mneinme, Ph.D.

Abstract: The postdoctoral fellow will present on a topic of interest

Learning objectives: TBD

References: TBD

CoA Profession-wide Competency addressed: Research

Date: 5/9/2019

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 experience 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

Date: 5/16/2019

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

Date: 5/23/2019

Topic: Dissertation Presentation - Utilizing Bibliotherapy as a Bullying Intervention for School-Age Youth

Presenter: Corrie Thompson, M.A.

Abstract: Bullying affects many children and adolescents worldwide and has been associated with many negative social, emotional, behavioral, and academic outcomes. Though anti-bullying interventions have been implemented in many schools, interventions tend to target youth in the middle and high school grades. Thus, the purpose of this presentation will be to promote awareness of the prevalence and implications of bullying among school-age youth, review the currently available children's literature on bullying, and discuss techniques for implementing bibliotherapy as a bullying intervention.

Learning objectives: Participants will gain knowledge about the prevalence and implications of bullying among school-age youth. Participants will also learn about bibliotherapy and will demonstrate understanding of how to implement this approach with youth.

References: Kowalski, R. M. & Limber, S. P. (2013). Psychological, physical, and academic correlates of cyberbullying and traditional bullying. *Journal of Adolescent Health, 53*, 513-520.

Montgomery, P. & Maunders, K. (2015). The effectiveness of creative bibliotherapy for internalizing, externalizing, and prosocial behaviors in children: A systematic review. *Children and Youth Services, 55*, 37-47.

Thompson, C. A. (in progress). *Helping school-age children with bullying: The development of a children's book* (Unpublished doctoral dissertation). University of Hartford, West Hartford, CT.

CoA Profession-wide Competency addressed: Research

Date: 5/30/2019

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

Date: 6/6/2019

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 population 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

Date: 6/13/2019

Topic: Theories of Supervision

Presenter: Scott Jones, Psy.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

Date: 6/20/2019

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

Date: 6/27/2019

Topic: Assessing Resilience in Young Adults with Physical Disabilities

Presenter: Brigit Clancy, M.A.

Abstract: Resilience is a critical resource for an individual when coping with challenges in life, including a physical disability. A physical disability impacts every facet of a person's life, including his or her identity and ability to function both physically and socially. Research makes clear that the challenges, such as the attitudes of others to the ability to ambulate like others, experienced in everyday life for individuals with physical disabilities can take a toll mentally and emotionally. The available literature also shows that resilience is correlated with family support and with school connectedness. Though family support and school connectedness have each been found separately to be advantageous in the development of coping abilities in an individual with a physical disability, the research on these characteristics together, particularly in the United States, is limited. The purpose of this study is thus to increase knowledge about the ways in which the interpersonal factors of family support and school connectedness can help build resilience in young people with physical disabilities ages 18 to 21 in the United States. These individuals will be able to look at their prior and, for some participants, their current school as well as family experiences and report the areas, if any, in which they received support.

Learning objectives: To assess how two interpersonal factors—family support and school connectedness—can influence an internal factor—resilience—and thus coping and functioning with a physical disability. Family support, along with additional social support, will be measured by the Multidimensional Scale of Perceived Social Support (MSPSS). School connectedness will be measured by combining items from the School Connectedness Scale (SCS) and related questions from the Resilience Youth Development Module (RYDM) of the California Healthy Kids Survey (CHKS). The levels of school connectedness will be based on the participants'

opinions about current school experiences, or, if the participant is not currently in school, on their reflections of his or her most recent school experiences. Resilience will be measured by the Resilience Scale (RS). Functioning with a physical disability will be measured by the World Health Organization Disability Assessment Scale (WHODAS 2.0). This scale characterizes global functioning that measures current health, disability, and levels of functioning in six domains of a person's life: Cognition, Mobility, Self-care, Getting Along, Life Activities, and Participation. All assessments were administered to individuals ages 18 to 21 through a survey link provided to Amazon mTurk and three non-profit organizations who serve individuals with physical disabilities.

References:

Brownlee, K., Rawana, J., Franks, J., Harper, J., Bajwa, J., O'Brien, E., & Clarkson, A. (2013). A systematic review of strengths and resilience outcome literature relevant to children and adolescents. *Child & Adolescent Social Work Journal*, 30(5), 435-459. doi:10.1007/s10560-013-0301-9

Buikstra, E., Ross, H., King, C. A., Baker, P. G., Hegney, D., McLachlan, K., & Rogers-Clark, C. (2010). The components of resilience: Perceptions of an Australian rural community. *Journal of Community Psychology*, 38(8), 975-991. doi:10.1002/jcop.20409

Dunn, D. S., & Burcaw, S. (2013). Disability identity: Exploring narrative accounts of disability. *Rehabilitation Psychology*, 58(2), 148-157. doi:10.1037/a0031691

Wagnild, G. M., & Collins, J. A. (2009). Assessing resilience. *Journal of Psychosocial Nursing and Mental Health Services*, 47(12), 28-33. doi:10.3928/02793695-20091103-01

CoA Profession-wide Competency addressed: Research

Date: 7/4/2019

Topic: No seminar - Independence Day

Date: 7/11/2019

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

Date: 7/18/2019

Topic: Peer Review: Family Therapy or Consultation

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 family therapy or consultation.

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

Date: 7/25/2019

Topic: Dialectical Behavior Therapy

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

Date: 8/1/2019

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 client's' 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

Date: 8/8/2019

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 therapeutic intervention. Participation in a Johari Window exercise will promote self-reflection and education about 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: Intervention

Date: 8/15/2019

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

Date: 8/22/2019

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

Date: 8/29/2019

Topic: No seminar - Goodbye Lunch

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

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 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

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
