

The Ins and Outs of Professional Psychology

Purpose:

This didactic hour will feature professionals in the field of psychology, medicine, and education, and as well as seminal research articles/chapters from the field of psychology and medicine. The purpose is to assist interns and other students/professionals in acquiring a greater body of knowledge pertaining to the professional practice of psychology. Emphasis will be placed on not only increasing their knowledge base as it relates to the practice of clinical psychology, but also enabling interns to be better versed in understanding other paradigms (e.g., educational law, medical practice) as they directly interact with and affect psychological practice.

The Ins and Outs of Professional Psychology didactic hour will utilize multiple methods of teaching and learning. As noted on the schedule, some of the slots will include mental health, medical, and educational professionals presenting on topics that are central to the professional practice of psychology, especially in working with youth and families. In addition, certain sessions will specifically discuss seminal articles or chapters in the field with other interns, trainees, and faculty members/professionals. Once a month, this didactic hour will engage in what is called “Critical Topics in Psychology & Behavioral Health: Community Conversation.” This discussion will center on scientific, ethical, legal, or other central matters in the mental health field, and will incorporate a particular publication(s) that specifically ties into this matter. Ultimately, it is hoped that this didactic hour will not only provide a rich body of scientific and practice-based information, but will also serve to increase professional collegiality and community connections for the interns, other trainees, and professionals in the area.

Time & Location:

12-1 on Tuesdays in the Psychology & Wellness Conference Room (unless otherwise noted)

2025 - 2026 Academic Calendar

July 7: “Healing the Whole Person” (NOTE: Monday)

Presenter(s): Jim Schroeder, Ph.D., HSPP / Pediatric Psychologist & Vice President of the Department of Psychology & Wellness / Easterseals Rehabilitation Center

Description:

Bibliography (selected):

Mindell J. A., Owens J. A. (2003). *Clinical guide to pediatric sleep: diagnosis and management of sleep problems*. Philadelphia, PA: Lippincott Williams & Wilkins

Zametkin, A. J., Zoon, C. K., Klein, H. W., & Munson, S. (2004). Psychiatric aspects of child and adolescent obesity: A review of the past 10 years. *Journal of the American Academy of Child & Adolescent Psychiatry*, 43(2), 134-150

<https://www.apa.org/about/policy/violent-video-games>

July 15: “Autism Spectrum Disorder: A Developmental Perspective”

Presenter(s): Jim Schroeder, Ph.D., HSPP / Pediatric Psychologist & Vice President of the Department of Psychology & Wellness /Easterseals Rehabilitation Center

Description: Early, thorough assessment for an autism spectrum disorder is critical in providing for treatment of conditions that can have an impact across the lifespan. However, in order to effectively assess for this conditions, clinicians must have acute understanding of typical development in the area of social communication skills. This seminar focuses on better understanding how an awareness of normal and abnormal development early in life can best inform accurate evaluation and treatment.

Bibliography (selected):

Chawarska, K., Volkmar, F.R. (2020). *Autism Spectrum Disorder in the First Years of Life: Research, Assessment, and Treatment*. Guilford Press: New York.

Jones, W., & Klin, A. (2009). Heterogeneity and homogeneity across the autism spectrum: the role of development. *Journal of the American Academy of Child and Adolescent Psychiatry*, 48(5), 471-3.

July 22: “Current Issues in Psychological Assessment”

Presenter(s): Emma Nicholls, Ph.D., HSPP / Clinical Psychologist /Easterseals Rehabilitation Center

Description: We will discuss issues related to assessment, including assessment of diverse populations, ethical and professional issues, non-credible reporting, use of multi-informant data, and psychological report writing.

Bibliography:

Bagby, R.M., Solomon-Krakus, S. (2020). Writing a Psychological Report Using Evidence-Based Psychological Assessment Methods. In *The Cambridge Handbook of Clinical Assessment and Diagnosis* (pp. 101-110). Cambridge, UK: Cambridge University Press.

Knauss, L. K. (2020). Ethical and Professional Issues in Assessment. In *The Cambridge Handbook of Clinical Assessment and Diagnosis* (pp. 38–48). Cambridge, UK: Cambridge University Press.

Leong, F.T.L., Lui, P.P., Kalibatseva, Z. (2020). Multicultural Issues in Clinical Psychological Assessment. In *The Cambridge Handbook of Clinical Assessment and Diagnosis* (pp. 25-37). Cambridge, UK: Cambridge University Press.

Wygan, D.B., Burchett, D, Harp, J.P. (2020). Assessment of Noncredible Reporting and Responding. In *The Cambridge Handbook of Clinical Assessment and Diagnosis* (pp. 25-37). Cambridge, UK: Cambridge University Press.

July 29: “Family-Based Therapy for Anorexia Nervosa”

Presenter(s): Sandy Bowersox, Ph.D., HSPP / Pediatric Psychologist /St. Vincent’s Center for Children

Description: Symptoms and common characteristics of patients and families impacted by anorexia nervosa will be reviewed. A 3-phase, manualized treatment with strong empirical support will be detailed, including how to mobilize parents as the primary change agent. Strategies for collaborating with school personnel and coaches will also be reviewed.

Bibliography:

Lock, J. & Le Grange, D. (2013). *Treatment manual for anorexia nervosa: A family-based approach, 2nd Edition*. New York, NY: The Guilford Press.

August 5: “Defining, Assessing, and Translating Science as It Relates to Adverse Childhood Experiences.”

Critical Topics in Psychology & Behavioral Health: Community Conversation

Bibliography:

Portwwo, S.G., Lawler, M.J., & Roberts, M.C., (2021). Science, Practice, and Policy Related to Adverse Childhood Experiences: Framing the Conversation. *American Psychologist*, 76 (2), 181-187.

August 12: “Autism in Adulthood” VIRTUAL/ZOOM

Presenter: Michelle Gorenstein, Psy.D; Clinical Psychologist, Center for Autism and the Developing Brain; Assistant Professor of Psychology in Clinical Psychiatry; Weill Cornell Medical College

Description: The prevalence of autism continues to increase. Past research has focused on childhood; both in assessment and intervention. We know that children grow up to be adults and that autism is a lifelong condition. Many autistic adults need ongoing supports and services. With the popularity of social media and the neurodiversity movement, more adults are presenting to autism clinics for diagnostic clarification and support. During this presentation we will look at how to conduct an autism focused evaluation in adulthood, with a focus on differential diagnosis. We will look closer at what evidenced based interventions are available for adults as well as general resources.

Anderson, K. A., Sosnowy, C., Kuo, A. A., & Shattuck, P. T. (2018). Transition of individuals with autism to adulthood: A review of qualitative studies. *Pediatrics*, 141(Supplement_4), S318-S327

Gaus, V. (2018). *Cognitive-Behavioral Therapy for Adults with Autism Spectrum Disorder Second Edition*. Guilford Press.

Hartman, D., O'Donnell-Killen, T., Doyle, J. K., Kavanagh, M., Day, A., & Azevedo, J. (2023). *The Adult Autism Assessment Handbook: A Neurodiversity-Affirmative Approach*. Jessica Kingsley Publishing.

Shattuck, P. T., Garfield, T., Roux, A. M., Rast, J. E., Anderson, K., Hassrick, E. M., & Kuo, A. (2020). Services for Adults With Autism Spectrum Disorder: a Systems Perspective. *Current psychiatry reports*, 22(3), 13. <https://doi.org/10.1007/s11920-020-1136-7>

August 19: “Bridging the Gap: Collaborative Approaches in Psychopharmacology for Youth Anxiety and Depression”

Presenter(s): Julianne Giust, M.D., Associate Director, the IUSM Mary O'Daniel Stone and Bill Stone Center for Child and Adolescent Psychiatry, IUSM Statewide Psychiatry Clerkship Director, Assistant Professor of Clinical Psychiatry, Indiana University

Description: The seminar will cover the following objectives: Objectives:

1. Describe the scope of mental health issues in youth, the critical shortage in trained mental health clinicians, and where youth are receiving care for mental health.
2. Learn about provider-to-provider consultation lines that many states have developed to improve earlier access to diagnosis and treatment of mental health. Become familiar with two state resources that you can help facilitate access to for your patients: the **Indiana Behavioral Health Access Program for Youth (Be Happy)** and the **Adolescent Addictions Access Program**.
3. Utilizing Be Happy case presentations, will highlight types of mental health presentations in primary care and identify recommended screening and first and second-line pharmacologic treatments for anxiety and depression in primary care guidelines. Will discuss basics of prescribing psychotropic medications (particularly selective serotonin reuptake inhibitors and serotonin-norepinephrine reuptake inhibitors) to youth.

Bibliography:

<https://www.cdc.gov/childrensmentalhealth/documents/access-infographic.html#:~:text=9%20in%2010%20children%20receive,treat%20children%20with%20mental%20disorders>

Whitney DG, Peterson MD. US National and State-Level Prevalence of Mental Health Disorders and Disparities of Mental Health Care Use in Children. *JAMA Pediatr*. 2019;173(4):389–391. doi:10.1001/jamapediatrics.2018.5399

Mills JA, Mendez E, Strawn JR. The Impact of Development on Antidepressant and Placebo Response in Anxiety Disorders: A Bayesian Hierarchical Meta-Analytic Examination of Randomized Controlled Trials in Children, Adolescents, and Adults. *J Child Adolesc Psychopharmacol*. 2024 Sep;34(7):302–309. doi: 10.1089/cap.2024.0016. Epub 2024 May 27. PMID: 38800869; PMCID: PMC11807899.

August 26: “Disruptive Behavior in Young Children with an Introduction to one Evidenced-Based Parent Training Program”

Presenter(s): Jaime Below, Ph.D., HSPP / Pediatric Psychologist / St. Vincent’s Center for Children

Description: A review of DSM-5 criteria and symptomatology for Disruptive, Impulse-Control, and Conduct Disorders will be given with careful attention to differential diagnosis. An introduction to Parent Child Interaction Therapy (PCIT), a manualized treatment with strong empirical support, will be given. Significant focus will be placed on understanding the key components and how they can be applied across different interventions.

Bibliography:

McNiel, C. & Hembree-Kigin (2011). *Parent Child Interaction Therapy, Second Edition*. New York, NY: Springer, LLC.

September 2: “ADHD in Girls and Women”

Critical Topics in Psychology & Behavioral Health: Community Conversation

Bibliography:

Hinshaw SP, Nguyen PT, O'Grady SM, Rosenthal EA. Annual Research Review: Attention

deficit/hyperactivity disorder in girls and women: underrepresentation, longitudinal processes, and key directions. *J Child Psychol Psychiatry*. 2022 Apr;63(4):484-496. doi: 10.1111/jcpp.13480. Epub 2021 Jul 6. PMID: 34231220.

September 9: “Caring for Patients with Type 1 Diabetes: The Role of the Psychologist”

Presenter(s): Sarah Spurling, Ph.D., HSPP, Pediatric Psychologist, Pediatric Subspecialty Clinics & Pediatric Feeding Clinic, Peyton Manning Children's Hospital Center for Children

The goal of the presentation is to obtain a general understanding of the pathophysiology of Type 1 diabetes and typical daily management regimen. The talk will identify common mental health concerns that occur in adolescent patients with Type 1 diabetes. It will also help identify methods of screening for depression and anxiety in adolescents with Type 1 diabetes at onset and over time in medical clinics. Finally, the presentation will focus on summarizing common barriers to diabetes regimen adherence in adolescent patients with Type 1 diabetes.

Schwartz, D. D. & Axelrad, M. E. (2015) *Healthcare partnerships for pediatric adherence: Promoting collaborative management for pediatric chronic illness care*. Springer.

Rapoff, M. A. (2011) *Adherence to Pediatric Medical Regimens, 2nd Edition*. Springer.

Naar-King, S. & Suarez, M. (2011) *Motivational Interviewing with Adolescents and Young Adults*. Guilford.

Schwartz DD, Axelrad ME, Anderson BJ. A psychosocial risk index for poor glycemic control in children and adolescents with type 1 diabetes. *Pediatric Diabetes* 2013; doi: 10.1111/pedi.12084.

September 16: “ACT for Adolescents: A Primer”

Presenter(s): Emma Nicholls, Ph.D., HSPP / Clinical Psychologist /Easterseals Rehabilitation Center

Description: This presentation will provide a brief overview of Acceptance and Commitment Therapy (ACT) and its use with adolescent populations. We will discuss the theoretical underpinnings of ACT, the evidence base for ACT, similarities/differences to CBT, and several key terms/concepts. We will also give examples of strategies used in ACT and the typical progression of treatment.

Bibliography:

Turrell, S.L., Bell, M. (2016). *Act for Adolescents: Treating Teens and Adolescents in Individual and Group Therapy*. Oakland, CA: Context Press.

September 23: “The Essentials of Psychopharmacology”

Presenter(s): Kathy Riedford, PhD, PMHNP-BC, RN

Description: This presentation will establish a base for understanding essentials of psychopharmacology. Groups of commonly prescribed psychotropic medications will be highlighted along with the most relevant risks and benefits of medications within those categories. Application to psychological practice will be emphasized.

Bibliography:

Greenberg, R. (2016). The rebirth of psychosocial importance in a drug-filled world. *American Psychologist*, Vol. 71, No. 8, 781–791. DOI.org/[10.1037/amp0000054](https://doi.org/10.1037/amp0000054)

Tombal, E., Guidi, J., & Faval, G.A. (2018). What psychologists need to know about psychotropic medications. *Clinical Psychology and Psychotherapy*, 25: 181-187. DOI: 10.1002/cpp.215-4

September 30: “Accommodations to Help Students Succeed: Looking Beyond Preferential Seating and Small Group Testing....”

Presenter(s): Ashlee Bruggenschmidt, M.S. School Administration/ Principal at Sharon Elementary / Warrick County School Corporation

Description: For many students with disabilities—and for many without—the key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the instruction and other classroom activities. Some adaptations are as simple as moving a distractible student to the front of the class or away from the pencil sharpener or the window. Other modifications may involve changing the way that material is presented or the way that students respond to show their learning. Adaptations, accommodations, and modifications need

to be individualized for students, based upon their needs and their personal learning styles and interests. The seminar will explore all of these areas as they specifically relate to providing for optimal student performance through collaboration between school and mental health professionals.

Bibliography:

Willis, J. (2007). Success for all students in inclusion classes. *Brain friendly strategies for the inclusion classroom*. Retrieved from <http://www.ascd.org/publications/books/107040/chapters/Success-for-all-Students-in-Inclusion-Classes.aspx>

October 7: “Anti-depressants and Youth: What Does Research Say Regarding Effectiveness?”

Critical Topics in Psychology & Behavioral Health: Community Conversation

Bibliography:

Spielmans, G. I., Gerwig, K. (2014). The efficacy of anti-depressants on overall well-being and self-reported depression symptom severity in youth: A meta-analysis. *Psychotherapy & Psychosomatics*, 83(3), 158-164. <https://doi.org/10.1159/000356191>

October 14: “Childhood Mental Health in Schools: It Takes a Village”

Presenter(s): Ashlee Bruggenschmidt, M.S. School Administration/ Principal at Sharon Elementary / Warrick County School Corporation

Kristy Gehlhausen, Psy.S. / School Psychologist / Warrick County School Corporation

Description: The partnership between school-based therapies, community-based therapies, and the wrap around services these agencies can provide positively impact the outcomes of our kids. The necessity for additional support, training, consultation and clinical intervention within the academic environment has grown as school funding shortfalls have reduced the number of school counselors, school social workers and school psychologists available to address the emotional and behavioral needs of school-age children. Economic difficulties, lack of transportation and the growing need for two-income households has increased the rate of noncompliance to appointments in the office setting. What does this partnership look like? What can stakeholders do to foster this relationship?

Bibliography:

Counseling Today: A Publication of the American Counseling Association. (n.d.). Retrieved from <https://ct.counseling.org>

October 21: “Left to Their Own Devices: Increasing Awareness and Guidance Regarding Youth & Technology”

Presenter: Jim Schroeder, Ph.D., HSPP / Pediatric Psychologist & Vice President of the Department of Psychology & Wellness / Easterseals Rehabilitation Center

Description: Evidence indicates today that youth ages 8-18 are spending an average of almost 11 hours a day (including multi-tasking) linked into media and technology. 85-90 percent of middle school students have access to a mobile device. Yet despite all the conveniences and access these trends provide, increasing evidence is suggesting that this tech culture is not supporting healthy physical, psychological, social and spiritual development. This presentation focuses on understanding how we got here and scientifically supported advice about steps to improve outcomes in this area.

Bibliography (selected):

- Lenhart, A., Ling, R., Campbell, S., & Purcell, K. (2019, December 31). *Chapter Three: Attitudes towards cell phones*. Pew Research Center: Internet, Science & Tech. Retrieved September 21, 2021, from <https://www.pewresearch.org/internet/2010/04/20/chapter-three-attitudes-towards-cell-phones/>.
- Parent, J., Sanders, W., & Forehand, R. (2016). Youth Screen Time and behavioral health problems. *Journal of Developmental & Behavioral Pediatrics*, 37(4), 277–284.
- Calvert, S. L., Appelbaum, M., Dodge, K. A., Graham, S., Nagayama Hall, G. C., Hamby, S., Fasig-Caldwell, L. G., Citkowitz, M., Galloway, D. P., & Hedges, L. V. (2017). The American Psychological Association Task Force assessment of violent video games: Science in the service of public interest. *American Psychologist*, 72(2), 126–143. <https://doi.org/10.1037/a0040413>

October 28: “From School Psychologist to Clinical Psychologist: An Empirically-Based Reflection on Collaboration”

Presenter: Dr. Lynnette Neu, PhD, NCSP, HSPP / Licensed Psychologist / Nationally Certified School Psychologist / Lead Psychologist at Neurodevelopmental Center of Southwestern Indiana and Faculty at Easterseals Rehabilitation Center

Description: Collaboration between schools and mental health professionals is widely understood to benefit children; however, the process to making that happen is complex, inconsistent, and sometimes confusing. After working in schools in a variety of roles—substitute teacher, practicum student, intern, school psychologist—for 10 years, Dr. Neu has spent the last year in the clinical setting as a licensed psychologist. Through this presentation, we will reflect on the needs of both schools and clinics in the mental health collaboration process from assessment to therapy through the lenses of personal experience, best practices, and empirically-based research.

Bibliography (selected):

D'Costa, S., Leverett, P., Colson, A., & Garbacz, A. (2024). Collaborative mental health for children: Perspectives of school and clinical psychologists. *School Psychology*, 39(4), 353–365. <https://doi.org/10.1037/spq0000603>

Raviv, T., Smith, M., Hurwitz, L., Gill, T. L., Baker, S., Torres, S. A., ... & Cicchetti, C. (2022). Supporting school-community collaboration for the implementation of a multi-tiered school mental health program: The Behavioral Health Team model. *Psychology in the Schools*, 59(6), 1239-1258.

Villarreal, V. (2018) Mental Health Collaboration: A Survey of Practicing School Psychologists. *Journal of Applied School Psychology*, 34(1), 1-17, DOI:10.1080/15377903.2017.1328626

November 4: “Treatment of Child and Adolescent Anxiety: A 50 Year Review”

Critical Topics in Psychology & Behavioral Health: Community Conversation

Bibliography:

Charmaine K. Higa-McMillan, Francis, S. E., Rith-Najarian, L, Chorpita, B. F. (2016). Evidence base update: 50 years of research on treatment for child and adolescent anxiety. *Journal of Clinical Child & Adolescent Psychology*, 45(2), 91-113. DOI:10.1080/15374416.2015.1046177

November 11: “Psychoeducational Evaluations, Individualized Education Plans, and Section 504... Oh My!”

Presenter(s): Brenna M. Kelley, Ed. S. School Psychologist & Director of the Office of Psychological Services / Evansville-Vanderburgh School Corporation

Description: This session will outline the required components of Psychoeducational Evaluations and Individual Education Plans (IEP). Main points will include how students qualify for an IEP, the services and accommodations options that are available, and how community agencies can play a part in the process. The session will also review the federal statute commonly referred to as “504”. This falls under the Americans with Disabilities Act Amendments Act of 2008, effective January 1, 2009, which amended the Americans with Disabilities Act of 1990 (ADA) and included a conforming amendment to the Rehabilitation Act of 1973. Differences between 504 and IEPs will be discussed.

Bibliography:

Indiana State Board of Education (2004). Special education rules title 511 article 7 rules 32-49. Indianapolis: Indiana State Board of Education; The Ins and Outs of Professional Psychology Page 9 Willis, J. (2018, September 25). Protecting students with disabilities. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/504faq.html>

November 18: “Social Emotional Learning”

Presenter(s): Kelly Dora, Behavior Specialist, Warrick County School Corporation

Description: This session will discuss what SEL (Social-Emotional Learning) is, how it works in schools, and its impact on student learning. The Indiana Department of Education identifies 7 core competencies for SEL in the classroom (sensory integration, insight, regulation, collaboration, connection, critical thinking, and mindset). SEL is a deeply ingrained part of the way students and adults interact, both in the classroom and out of it. It leads to increased academic achievement, improved behavior, and improved attitudes for students.

Bibliography:

<https://casel.org>

Social, emotional, behavioral wellness. (2019, January 9). Retrieved from <http://www.doe.in.gov/sebw>

November 25: “Revisiting Day-Treatment Programing: Considerations for Transporting and Implementing Evidence-Based Care Models” – VIRTUAL/ZOOM

Presenter(s): Jarrod M. Leffler, PhD, ABPP, Chair, Division of Child and Adolescent Psychology, Department of Psychiatry, Virginia Commonwealth University and Children’s Hospital of Richmond

Intermediate level of care or day-treatment programs including partial hospitalization programs (PHPs) and intensive outpatient programs (IOPs) have been around for decades. This level of care provides a vital link in the child and adolescent mental health care continuum. Historically, these programs have included elements of process, skills, and psychoeducation groups, individual therapy, and family therapy. Over the past 10 years research has focused on the transportation and implementation of evidence-based treatment models into PHPs and IOPs. This seminar will focus on a brief history of day-treatment programs and the movement toward implementing evidence-based treatment and assessment in these models of care. A discussion of the impact of COVID-19 on care models and delivery will also be highlighted.

Bibliography:

Leffler, J.M., Junghans-Rutelonis, A.N., & McTate, E.A. (2020). Feasibility, Acceptability, and Considerations for Sustainability of Implementing an Integrated Family-Based Partial Hospitalization Program for Children and Adolescents with Mood Disorders. *Evidence-Based Practice in Child and Adolescent Mental Health*, 5, 383-397, <https://doi.org/10.1080/23794925.2020.1759471>

Leffler, J.M., Vaughn, A.J., & Thompson, A.D. (2021). Acute, Intensive, and Residential Services (AIRS) for Youth: Introduction to Special Issue. *Evidence-Based Practice in Child and Adolescent Mental Health* Volume 6, 4: Acute, Intensive, and Residential Services (Part 1), 421-423, <https://doi.org/10.1080/23794925.2021.1996301>

December 2: “Atypical Prescribing Trends for Young Children: Implications to Consider”

Critical Topics in Psychology & Behavioral Health: Community Conversation

Bibliography:

Bushnell, G.A., Crystal, S., & Olfson, M. (2021). Trends in Antipsychotic Medication Use in Young Privately insured Children. *Journal of the American Academy of Child & Adolescent Psychiatry*, 60 (7), 877-886.

December 9: “A Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, and Conduct Problems (MATCH-ADTC)”

Presenter(s): Roselia Juan, PhD / Department of Psychology & Wellness/ Easterseals Rehabilitation Center

Description: Psychosocial problems occur in many young children. In this presentation, we will discuss how to use the evidence-based treatment approach MATCH-ADTC to address mental health difficulties in children ages 8-13. MATCH-ADTC has gained popularity because it is rooted in cognitive and behavioral therapies arranged in a flexible manner to address common mental health challenges in youth and their families.

Bibliography:

Chorpita, B. F., & Weisz, J. R. (2009). Match-ADTC: Modular approach to therapy for children with anxiety, depression, trauma, or conduct problems. PracticeWise.

Martin, P., Murray, L. K., Darnell, D., & Dorsey, S. (2018). Transdiagnostic treatment approaches for greater public health impact: Implementing principles of evidence-based mental health interventions. *Clinical Psychology: Science and Practice*, 25(4), e12270.

<https://doi.org/10.1111/cpsp.12270>

December 16: “Trauma-Focused Cognitive Behavioral Therapy”

Presenter(s): Brooke Frazer, Ph.D., Indiana Licensed Psychologist/ Department of Psychology & Wellness/Easterseals Rehabilitation Center

Description: Many within the mental health field (and beyond those in the field) are aware of rising number of individuals experiencing trauma, across the country. However, some may be more unfamiliar with Indiana’s statistics. According to research, there are approximately 1.5 million children in the state of Indiana, and of those children, there were 56 fatalities attributed to maltreatment and 22,000 *substantiated* cases of maltreatment in 2020, alone. This number does not include those reports deemed, *unsubstantiated*, by the Indiana Department of Child Services. The focus of this presentation will primarily be the application of the evidence-based practice of Trauma Focused-Cognitive Behavioral Therapy, in addition to cultural considerations when working with children and their families from diverse backgrounds, to not only provide treatment, but also to get them through our doors.

Bibliography (selected):

2020 Annual Report of Child Abuse and Neglect Fatalities in Indiana. Indiana Department of Child Services. (2021). <https://www.in.gov/dcs/reports-and-statistics/>

National Child Traumatic Stress Network. (n.d.). Effects of complex trauma. <https://www.nctsn.org/trauma-types/complex-trauma/effects-of-complex.-trauma>

TF-CBT Web 2.0, A course for trauma-focused Cognitive Behavioral Therapy (2017). Medical University of South Carolina. <https://tfcbt2.musc.edu/e>

December 23: “The Dream Team: Different Roles with the Same Goals”

Presenter(s): Dr. Lynnette Neu, PhD, NCSP, HSPP / Licensed Psychologist / Nationally Certified School Psychologist / Lead Psychologist at Neurodevelopmental Center of Southwestern Indiana and Faculty at Easterseals Rehabilitation Center and Leah Kuhlenschmidt, PMHNP / Psychiatric Nurse Practitioner / Neurodevelopmental Center of Southwestern Indiana / Southwestern Behavioral Healthcare

Dr. Lynnette Neu and Leah Kuhlenschmidt team together at the NDC along with many other professionals in order to help meet the needs of children with neurodevelopmental disorders. At the NDC, youth dually diagnosed with a mental health disorder along with autism, intellectual, or other developmental disabilities are assessed by a multidisciplinary cohesive treatment team, which includes psychology, psychiatry, occupational and physical therapies, speech pathology, audiology, and wellness. NDC utilizes a care coordination approach to address youth and family needs that are more complex, connecting families to resources and providing ongoing services and support. The needs of youth with developmental disabilities tend to be complex and overlapping with additional medical and mental health concerns. This presentation will focus on the evidence based benefits of interprofessional care coordination along with the real life implementation of such services at the NDC.

Bibliography (Selected):

Kutash, K., Acri, M., Pollock, M., Armusewicz, K., Serene Olin, S. C., & Hoagwood, K. E. (2014). Quality indicators for multidisciplinary team functioning in community-based children's mental health services. *Administration and Policy in Mental Health and Mental Health Services Research*, 41, 55-68.

Villa-Velázquez, J., Reynaldós-Grandón, K., Chepo, M. C., Rivera-Rojas, F., & Valencia-Contrera, M. (2025). Interdisciplinary approach to the care of children and adolescents with special health needs: An integrative review. *Archivos Argentinos de Pediatría*.

December 30: No Didactic Scheduled – ESRC Closed

January 6: “Social Media Usage Interventions”

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Bibliography:

Davis, C. G., & Goldfield, G. S.. (2025). Limiting social media use decreases depression, anxiety, and fear of missing out in youth with emotional distress: a randomized controlled trial. *Psychology of Popular Media*, 14 (1), 1-11. <https://doi.org/10.1037/ppm0000536>

January 13: “The Elusive World of Pediatric Sleep: When the Sheep Are Just Too Loud.”

Presenter(s): Jim Schroeder, Ph.D., HSPP / Pediatric Psychologist & Vice President of the Department of Psychology & Wellness /Easterseals Rehabilitation Center

Description: Evidence indicates that we are sleeping 20% less than a century ago. Never is this more evident than with children and adolescents, many of which are chronically sleep deprived. Increased research indicates that this is linked to a number of negative physical and psychological outcomes. This seminar takes a closer look at the trends and correlates related

sleep patterns in youth, and also discusses ways in which psychologists and other mental health professionals can and should integrate sleep assessment and interventions into their practice.

Bibliography (selected):

Chase, R. M., & Pincus, D. B. (2011). Sleep-related problems in children and adolescents with anxiety disorders. *Behavioral Sleep Medicine*, 9, 224-236. doi: 10.1080/15402002.2011606768

Bell, J.F. & Zimmerman, F. J (2010). Shortened nighttime sleep duration in early life and subsequent childhood obesity. *Archives of Pediatric & Adolescent Medicine*, 164, 840-845.

January 20: “Multi-Tiered Systems of Support (MTSS) in Evansville Vanderburgh School Corporation/EVSC”

Presenter(s): Lauren Phillips, Assistant Director of MTSS and High Ability and Brenna Kelley Ed. S. Director of Psychological Services/ Evansville Vanderburgh School Corporation

Description: Have you heard educators talking about MTSS? MTSS or (Multiple Tiered System of Support) is a framework to ensure successful education outcomes for ALL students by using a data-based problem-solving process to provide and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards. This professional development session will get you up to speed on the MTSS model and how EVSC is maximizing this opportunity. Participants will walk away with an understanding of how MTSS meetings are conducted and how the data drives decisions to best support students moving forward involving student’s academic and self-regulation skills.

Bibliography: Batch, G. M. (2021, December 8). *MTSS: Integrating Academic, Behavioral, and SEL Instruction and Supports to Ensure Equitable Outcomes for All Students* [PowerPoint Slides]. Branching Minds Summit

January 27: “Nonsuicidal Self-Injury: Defining and Treating a Complex Behavior”

Presenter(s): Brooke Frazer, Ph.D., Indiana Licensed Psychologist/ Department of Psychology & Wellness/Easterseals Rehabilitation Center

Description: Nonsuicidal Self-Injury (NSSI) is one of the many conditions for further study, as noted in the DSM-5. With approximately 12 to 28% of our adolescents engaging in some form of self-harm, it is critical to attempt to understand the nature of this condition, in order to accurately and effectively treat the behavior in all important areas of a teen’s life (e.g. school, home, and possibly clinical settings). Therefore, the focus of this presentation will be to fully define the behavior not only in terms of diagnostic criteria outlined in the DSM-5, but also clinical manner, with an emphasis on the management of the behavior, through the evidence-based practice of Dialectical Behavioral Therapy for Adolescents (DBT-A).

Bibliography:

Hamza C.A., Heath N.L. (2018) Nonsuicidal Self-Injury: What Schools Can Do. In: Leschied A., Saklofske D., Flett G. (eds) Handbook of School-Based Mental Health Promotion. The Springer Series on Human Exceptionality. Springer, Cham.

Mazza, J.J, Dexter-Mazza, E.T., Miller, A.L., Rathus, J.H., & Murphy, H.E. (2016). *DBT skills in schools: Skills training for emotional problem solving for adolescents (DBT steps-a)*. New York, NY: The Guilford Press.

Walsh, B.W. (2006). *Treating self-injury: A practical guide*. New York, NY: Guilford Press.

February 3: “Training Teachers to Address Behavioral Difficulties within a Cultural Framework.”

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Bibliography:

Rivas, A., Mooss, A., Pontier, C.H., Romillo, J., & Munoz, E. (2023). The effect of Universal Teacher-Child Interaction Training on Hispanic teachers sense of self-efficacy in early childhood education and care settings. *International Journal of Child Care and Education Policy*. 17, 1-14.

February 10: “Turning Distress into Joy: Time-Honored, Research-Supported Methods for Improving Mood & Resiliency”

Presenter(s): Jim Schroeder, Ph.D., HSPP / Pediatric Psychologist & Vice President of the Department of Psychology & Wellness / Easterseals Rehabilitation Center

Description: Since the beginning of humanity, people have struggled with difficult circumstances and experiences. Long before the advent of modern medicine and formal psychological practice, individuals used various techniques, both as part of faith and secular traditions, to overcome traumatic events, improve mood, decrease anxiety, and develop a greater sense of resiliency for whatever challenges they encountered. Over the past few decades, research has increasingly indicated that these strategies, which are freely available to all, have specific health benefits for an individual’s physical, social, and psychological well-being. Studies have indicated that when used strategically and intelligently, they can unlock healing processes that are both understood and mysterious in nature. The purpose of this presentation is to provide not only information about what these strategies are, but to also use real-life examples and scientific information to further elucidate specific ways in which they can be used to increase effectiveness and sustainability in professional and personal endeavors. As science continues to strive to merge daily life with empirical pursuits, the hope is that this presentation will help synthesize these ideas in a way that is not only beneficial for clinical practice and education, but also for personal well-being, especially given the high rates of burnout that those in the mental health field experience.

Bibliography:

Psychological Health and the Experience of Transcendence . (2018). Peteet, JR. J Relig Health. 2018 Apr;57(2):717-724. doi: 10.1007/s10943-018-0560.

Mukashema, I, & Mullet, E (2013). Unconditional forgiveness, reconciliation sentiment, and mental health among victims of genocide in Rwanda. *Social Indicators Research*, 113, 121–132.

February 17: “Primary Care Approach to Common Pediatric Psychology Issues”

Presenter(s): William Blanke, MD / Family Physician / St. Vincent’s - Ascension

Description: New Quality Metric expectations have led to universal screening of all patients 12 years and older for mood issues who present for wellness exams. The Metric is met by either the PHQ-2 or PHQ-9. As this has continued to impact primary care practice, experiences with this screening tool and the primary care approach to affective/mood disorders will be discussed. A second common issue seen in the primary care office is difficulties in school, most commonly when a teacher shares with a parent that a child is demonstrating ADD/ADHD symptoms. The seminar will focus on introducing and summarizing the approach to dealing with this concern in this setting, and provide an overview on how behavioral health concerns are addressed.

Bibliography:

Felt et al. (2009). Diagnosis and management of ADHD. *American Family Physician*, 90, 456–464.

Bonin, L. (2019). Pediatric Unipolar Depression: Epidemiology, clinical features, assessment, and diagnosis. Wolters Klower. www.uptodate.com/contents/pediatric-unipolar-depression.

February 24: “Hispanic/Latino Families”

Presenter(s): Roselia Juan, PhD, HSPP / Department of Psychology & Wellness/ Easterseals Rehabilitation Center

Description: Hispanic and Latino families are rapidly growing in Indiana. According to the U.S. Census Bureau, the Hispanic/Latino population in Indiana almost doubled between 2000 and 2010. And increased another 40% by 2020, yielding about 8.2% of the state’s total population. A brief overview into Hispanic/Latino culture as well as common stereotypes and barriers faced in modern society will be addressed. We will also discuss implications for medical and mental health professionals.

Bibliography:

Aguerrevere, L. E., Castillo, Y. A., Nicks, R. C., Juan, R., & Curtis, K. L. (2016). Pain-related symptom reporting among Hispanics: Implications for forensic psychological evaluations. *Psychological Injury and Law*, 9(4), 341–359. <https://doi.org/10.1007/s12207-016-9271-5>

Caballero, A. E. (2011). Understanding the Hispanic/Latino patient. *The American journal of medicine*, 124(10), S10-S15. <https://doi.org/10.1016/j.amjmed.2011.07.018>

March 3: “Identifying Key Factors for Creating Resiliency in Peer Victimization and Discrimination.”

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Bibliography:

Fonseca de Freitas, D., Medonca, M., Wolke, D., Marturano, E.M., Fontaine, A.M., & Coimbra, S. (2022) Resilience in the face of peer victimization and perceived discrimination: The role of individual and familial factors. *Child Abuse & Neglect*, 125, 1-13.

March 10: “The Exercise Potential: In the Long Run”

Presenter(s): Jim Schroeder, Ph.D., HSPP / Pediatric Psychologist & Vice President of the Department of Psychology & Wellness / Easterseals Rehabilitation Center

Description: From the beginning of time, human beings were designed to move for work and leisure. However, more recently, significant concerns have arisen over increased sedentary behaviors as it relates to overall well-being, including psychological functioning. Research has highlighted not only a link between inactivity and reduced mental health, but has also discovered that adhering to a consistent activity regiment can be a key component to reducing depressive symptoms and improving a number of other psychological factors. This seminar focuses on better understanding the ways that activity and exercise are linked to psychological functioning, and discusses ways that psychologists and other mental health professionals can better identify obstacles and encourage positive activity habits for the short and long-term.

Bibliography (selected):

The exercise effect. (2011). Retrieved May 6th, 2019, from <https://www.apa.org/monitor/2011/12/exercise>

Walsh, R (2011) Lifestyle and Mental Health. *American Psychologist*, 66, 579-592.

March 17: “The ABC’s of FBA’s”

Presenter(s): Kelly Dora, Behavior Specialist, Warrick County School Corporati

Description: This seminar focuses on the following issues. How are functional behavior assessments (FBA’s) used in schools? How are they performed? Who does them? What do schools do with the information? FBA is a prescriptive process, not reactive. Doing the FBA when challenging behavior first becomes an issue gives the IEP (Individual Educational Program)/RTI (Response-To-Intervention) Team the benefit of having the added information and being able to make adjustments to the (Behavior Intervention Plan) BIP, and help the student be more successful.

Bibliography:

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (2017). Positive Behavioral Interventions & Supports [Website]. Retrieved from www.pbis.org.

March 24: “Adverse Childhood Experiences and Their Impact on Physical and Mental Health”

Presenter(s): Alyssa Rose, Psy.D. / Faculty Member / Easterseals Rehabilitation Center

Description: Adverse Childhood Experiences (ACEs) are related to long term chronic health and mental health problems. ACEs can increase the risk for suicide attempts. Because of their large impact, this seminar will focus on ways to access ACEs in all of our patients.

Bibliography:

Dube S.R. et al., (2001). Childhood abuse, household dysfunction, and the risk of attempted suicide throughout the life span. *Journal of the American Medical Association*, 286(24):3089-3096.

March 31: "Collegiate Mental Health: Trends, Challenges, and Resources" VIRTUAL/ZOOM

Presenter(s): B. Thomas Longwell, Psy.D., HSPP / Clinical Psychologist, Deaconess Clinic Behavioral Health

Description: Most psychological disorders begin to manifest in early adulthood, and in this presentation, we will explore the unique challenges and difficulties confronting college students. In addition to a psychological exploration, we will discuss university structure as well as resources available to assist you in working with college students.

Bibliography:

The Association for University and College Counseling Center Directors (2019). The Association for University and College Counseling Center Directors Annual Survey: 2019. <https://www.aucccd.org/assets/documents/Survey/2019%20AUCCCD%20Survey-2020-05-31-PUBLIC.pdf>

Center for Collegiate Mental Health (2018). Center for Collegiate Mental Health (CCMH) 2018 Annual Report. <https://ccmh.psu.edu/files/2019/09/2018-Annual-Report-9.27.19-FINAL.pdf>

April 7: “Autism Spectrum Disorders: What Does Research Say about Nutrient Treatments?”

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Bibliography:

Indika, N.-L.R.; Frye, R.E.; Rossignol, D.A.; Owens, S.C.; Senarathne, U.D.; Grabrucker, A.M.; Perera, R.; Engelen, M.P.K.J.; Deutz, N.E.P. (2023) The Rationale for Vitamin, Mineral, and Cofactor Treatment in the Precision Medical Care of Autism

Spectrum Disorder. *Journal of Personalized Medicine*, 13, 252.
<https://doi.org/10.3390/jpm13020252>

April 14: “Tic Disorders and Tourette Syndrome: Evidence based treatment utilizing Comprehensive Behavioral Intervention for Tics (CBIT)”

Presenter(s): Betsy Leins, PsyD, HSPP / Pediatric Psychologist /Peyton Manning Children's Hospital, St. Vincent’s Center for Children.

Description: Tic Disorders and Tourette Syndrome are often chronic, neurobehavioral disorders of childhood onset that often present significant functional impairment and psychiatric comorbidity (i.e. ADHD, anxiety disorders, and OCD). While medication management is effective, Comprehensive Behavioral Intervention for Tics (CBIT) is an evidence based treatment modality designed to help children and adolescents manage their tics. We will be discussing the types of Tic Disorders, common myths, the CBIT treatment protocol, and current outcomes in the literature.

Bibliography: Woods, D., et al (2008). *Managing tourette syndrome: A behavioral Intervention for Children and Adults: Therapist guide* (2nd ed.). Oxford University Press.

Woods, D., Piacentini, J., & Walkup, J. (2007). *Treating tourette syndrome and tic disorders: A guide for practitioners*. The Guilford Press.

April 21: “Behavioral Treatment for Encopresis”

Presenter(s): Jaime Below, Ph.D., HSPP / Pediatric Psychologist / St. Vincent’s Center for Children

Description: A review of behavioral treatment for encopresis, including toileting refusal, will be outlined. Case vignettes will be provided. Application to clinical practice with different conditions will be highlighted.

Bibliography:

Christopherson, E.R., & Friman, P.C. (2010). *Elimination Disorders in Children and Adolescents*. Cambridge, MA: Hogrefe Publishing.

April 28: “Functional Neurological Symptom Disorder in Children and Adolescents”

Presenter(s): Sandy Bowersox, Ph.D., HSPP / Pediatric Psychologist /St. Vincent’s Center for Children

Description: Careful review of symptomatology and coordination with medical providers will be discussed as critical to arriving at a diagnosis of Conversion Disorder. Strategies for addressing physical, emotional, behavioral, and cognitive functioning will be reviewed as well as how best to communicate with school personnel about a child’s need for support and accommodation in the school setting.

Bibliography:

Williams, S. E. & Zahka, N.E. (2017). *Treating somatic symptoms in children and adolescents*. New York, NY: The Guilford Press.

May 5: “Understanding the Link Between Weight Stigma and Mental Health in Youth.”

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Bibliography:

Warnick, J.L., Darling, K.E., West, C.E., Jones, L, and Jelalian, E. (2022) Weight stigma and mental health in youth: A systematic review and meta-analysis. *Journal of Pediatric Psychology*, 47(3), 237-255.

May 12: “Our Duty to Warn or Protect: A Review of the Legal, Ethical and Professional Issues”

Presenter(s): Elizabeth Kalb, Ph.D., HSPP, MBA / Licensed Psychologist / Project Manager, ANE/HRSA Integrated Care Interprofessional Grant College of Nursing & Health Professions / University of Southern Indiana

Description: Primary objectives for this presentation are as follows: 1) Understand the concepts of Duty to Warn and Duty to Protect; 2) Summarize the legal, ethical and professional components of these duties; 3) Outline procedures for a practitioner to manage these duties in professional practice; 4) Apply strategies for effective self-care in dealing with violent or suicidal clients

Bibliography:

American Psychological Association. (2013). *Good Practice*.
<https://www.apaservices.org/practice/good-practice/2013-fall.pdf>

Werth, J. L., et al., (2009). *The duty to protect: Ethical, legal and professional considerations for mental health professionals*. Washington, D. C.: American Psychological Association.

May 19: “Complex Pediatric Feeding Problems: Sorting Out Symptoms and Interventions”

Presenter(s): Elizabeth Clawson, MS, PhD, LCP, HSPP / Co-Owner, Pediatric Feeding Institute / Owner, Thrive! Pediatric Feeding Therapy, LLC

Description: How does feeding, a process so integral to the child’s health and well-being, go awry? Often there is no simple answer to this question. Many symptoms of pediatric feeding disorders manifest with behavioral presentations making it difficult to sort out the etiology. There is often an overlap or medical, sensory, oral-motor/skill, and behavioral concerns. This session will address the complex nature of diagnosis and treatment for children presenting with pediatric feeding issues focusing on multiple variables that often interact to maintain them.

Bibliography (selected):

- Andersen, M. N., Dempster, R., Garbacz, L. L., Sayers, L., Shepard, H., Drayton, A., & Knight, R. M. (2020). Pediatric Feeding Disorders. In *Clinical Handbook of Psychological Consultation in Pediatric Medical Settings* (pp. 227-238). Springer, Cham.
- Goday, P. S., Huh, S. Y., Silverman, A., Lukens, C. T., Dodrill, P., Cohen, S. S., ... & Kenzer, A. (2019). Pediatric feeding disorder: consensus definition and conceptual framework. *Journal of pediatric gastroenterology and nutrition*, 68(1), 124.
- Sharp, W. G., Volkert, V. M., Scahill, L., McCracken, C. E., & McElhanon, B. (2017). A systematic review and meta-analysis of intensive multidisciplinary intervention for pediatric feeding disorders: how standard is the standard of care?. *The Journal of pediatrics*, 181, 116-124.

May 26: “The Psychological Impact of Food Allergies”

Presenter(s): Anne McLaughlin, MD/ Physician Allergy/Immunology, Fellow, AAAAI / Deaconess Clinic

Description: The focus of the seminar is to understand the difference between food allergy and food intolerance. A review of common symptoms of food allergies and delineation of how the diagnosis of food allergy is made will be emphasized. Discussion regarding treatment recommendations for food allergy will occur in addition to psychological comorbidities associated with food allergies, including depression, anxiety, PTSS/PTSD, and bullying. Finally, attention will be given to mental health interventions that can be helpful for patients with food allergy.

Bibliography:

- Shaker MS, Schwartz J, Ferguson M (2017). An update on the impact of food allergy on anxiety and quality of life. *Current Opinion in Pediatrics*, 29: 497-502.
- Feng C, Kim J (2019). Beyond avoidance: the psychological impact of food allergies. *Clinical Reviews in Allergy and Immunology*, 57: 74-82.

June 2: “Learning to Channel Aggression and Anger More Effectively”

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Bibliography:

- Frost, B. C., Ko, C. H. E., & James, L. R. (2007). Implicit and explicit personality: A test of a channeling hypothesis for aggressive behavior. *Journal of Applied Psychology*, 92(5), 1299–1319.

June 9: “It takes a Village: Interprofessional Collaboration and Practice in Clinical Work”

Presenter(s): Elizabeth Kalb, Ph.D., HSPP, MBA / Licensed Psychologist / Project Manager, ANE/HRSA Integrated Care Interprofessional Grant College of Nursing & Health Professions / University of Southern Indiana

Description: The three primary objectives of this presentation are as follows: 1) Review the four IPEC Competencies for Interprofessional Collaboration and Practice; 2) Discuss why Interprofessional Collaboration and Practice is important in health care; 3) Outline core teamwork tools and skills required for an individual to be an effective collaborative practitioner.

Bibliography:

Interprofessional Educational Collaborative (2016) *Core competencies for interprofessional collaborative practice: 2016 Update*
<https://www.tamhsc.edu/ipe/research/ipec-2016-core-competencies.pdf>
Kaslow, N. (2004). Competencies in Professional Psychology. *American Psychologist*, 57, 774-781.

June 16: “How Nutrition Can Help Us Create the Lives We Want.”

Presenter: Theresa Scheller, Nutritionist, Wellness Coach for Real You Wellness

Description: We've all heard, "you are what you eat," but how much truth does this hold? Our obesity rate has climbed past 40% of our population, and our mental health disorders are following by increasing each year. There are few things in life we can control as much as our diets. This session will explore the food we eat, how it impacts our everyday lives, and how small changes help us in creating the lives we so strongly desire.

Bibliography:

"Adult Obesity Facts." Centers for Disease Control and Prevention, Centers for Disease Control and Prevention, 27 Feb. 2020, www.cdc.gov/obesity/data/adult.html.

"Products - Data Briefs - Number 76 - October 2011." Centers for Disease Control and Prevention, Centers for Disease Control and Prevention, 6 Nov. 2015, www.cdc.gov/nchs/products/databriefs/db76.htm.

"Products - Data Briefs - Number 7 - September 2008." Centers for Disease Control and Prevention, Centers for Disease Control and Prevention, 6 Nov. 2015, www.cdc.gov/nchs/products/databriefs/db07.htm.

June 23: “Obsessive Compulsive Disorder: Evidence based treatment utilizing Exposure and Response (Ritual) Prevention”

Presenter(s): Betsy Leins, PsyD, HSPP / Pediatric Psychologist / Peyton Manning Children's Hospital, St. Vincent's Center for Children.

Description: Pediatric Obsessive Compulsive Disorder (OCD) is an impairing and often chronic condition that if left untreated, often persists into adulthood. OCD affects 1-3% of school age children and 50% of clinical adult populations report onset of their OCD symptoms before age

18. In this hour we will be discussing OCD and evidence based treatment, specifically Exposure and Ritual Prevention (EXRP), which research has shown has a 65-80% success rate with children and adolescents. We will be reviewing the nature and subtypes of OCD, and the EXRP treatment stages, including assessment and treatment planning.

Bibliography: Foa, E. B., Yadin, E., & Lichner, T. K. (2012). *Exposure and response (ritual) prevention for obsessive-compulsive disorder: Therapist guide* (2nd ed.). Oxford University Press.

Abramowitz, J. (2021). *The family guide to getting over OCD: Reclaim your life & help your loved one*. The Guilford Press.

Williams, M. & Wetterneck, C. (2019). *Sexual obsessions in obsessive compulsive disorder: A step-by-step, definitive guide to understanding, diagnosis, and treatment*. Oxford University Press.

June 30: No didactic scheduled; last day of internship.