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 Board Room (unless otherwise noted)

**2019-2020 Academic Calendar**

**July 9:** “Healing the Whole Person”

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

Description: A massive body of research indicates that individual’s physical, psychological, social and spiritual dimensions have a significant impact on each other. This research is increasingly pushing professionals in the field of psychology to consider how issues such as diet, activity level, media/technology intake, sleep, relationships, and spiritual endeavors are associated with mental health functioning. The purpose of this seminar is to provide an overview of the research associated with these interactive effects, and provide a basis for psychological practice that is based in holistic assessment, treatment, and service coordination.
Bibliography (selected):


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

July 16: “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:


July 23: “Social Emotional Learning”

Presenter(s): Maeghen Stowe, B.S. in Elementary Education/Special Education / Special Education/SEL Teacher / Sharon Elementary School

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


July 30: “Educational Evaluations”

Presenter(s): Sylvia Schutte Groves, M.S. / School Psychologist & Director of the Office of Psychological Services / Evansville-Vanderburgh School Corporation
This session will review main points of educational evaluations including special education classifications, timelines for evaluations, exclusionary factors that must be considered, the difference between clinical diagnosis and educational eligibility, and how community agencies can play a part in the process. Indiana special education law, commonly referred to as Article 7, will be referenced.

Bibliography:


**August 6:** “ADHD and Nutrition: What We Are Learning About How Our Diet Affects Attention and Many Other Areas of Psychological Functioning”

Critical Topics in Psychology & Behavioral Health: Community Conversation

Bibliography:


**August 13:** “Panic Disorder: Treatment Issues”

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

Description: This training focuses on evidenced-based treatment approaches for panic disorder as well as common issues that may impact on treatment. Objectives include:

- Cognitive behavioral treatment overview, including an understanding the panic cycle, common thought distortions associated with panic, and the physiological response that occurs during panic attacks.
- How to structure treatment by teaching the patient skills, such as: recording/monitoring panic episodes, breathing skills, developing a hierarchy of triggers, facing panic symptoms, and thinking skills.
- How to incorporate other effective treatment methods from DBT, ACT, etc.

Bibliography:


**August 20:** “Psychotropic Medications Commonly Used in Childhood”

Presenter(s): Shannon Jones, M.D. / Child Psychiatrist / Medical Director of Evansville Psychiatric Children’s Center & Adjust Faculty at Easterseals Rehabilitation Center
Description: The seminar will provide a guide to the medications usually considered for treating pediatric patients with psychiatric disorders, including the classification, common uses, and potential problems associated. Further information is provided about lifestyle and dietary considerations for some of the medications and for pediatric mental health problems in general.

Bibliography:


**August 27:** “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:


**September 3:** “Adolescent Brain Development: What Is Cutting Edge Science Teaching Us as Parents and Professionals?”

Critical Topics in Psychology & Behavioral Health: Community Conversation

Bibliography:


**September 10:** “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):


**September 17:** 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:**


**September 24:** “The Brain-Gut Axis - who is really in charge?”

**Presenter(s):** Rebecca Carey, MD, MS, CNSC / Pediatric Gastroenterologist / St. Vincent’s Center for Children

**Description:** This talk will describe the bidirectional pathway between the GI tract and the brain. It will include discussions of the autonomic nervous system, HPA axis, and the gut microbiome. Implications to psychological practice and a better understanding of how diet influences human functioning will be emphasized.

**Bibliography:**


**October 1:** “Anti-depressants and Youth: What Does Research Say Regarding Effectiveness?”

**Critical Topics in Psychology & Behavioral Health: Community Conversation**

**Bibliography:**

**October 8:** “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:**

**October 15:** “The Effects of Early Intervention and the Indiana First Steps Program”

**Presenter(s):** Lisa Fisher, M.A., CCC-SLP / Speech-Language Pathologist & Vice President of the Medical Therapy Services / Easterseals Rehabilitation Center

**Description:** There are numerous studies indicating the positive effects of early intervention on a child’s development later in life. First Steps is the early intervention program in Indiana, providing therapy services for children, age 0-3, who are experiencing delayed development or at risk for delays. This seminar will briefly cover the effects of early intervention and delve into Indiana’s program, including the referral and evaluation process, the disciplines involved, eligibility criteria, how ongoing services are provided, the interface of agencies and the State, and how Psychology can be involved.

**Bibliography:**

**October 22:** The Benefits and Mechanisms of Forgiveness in Regard to Psychology Functioning and Overall Well-Being.

**Presenter(s):** Journal Article Discussion

**Description:** To examine risk and resilience factors that affect health, lifetime stress exposure histories, dispositional forgiveness levels, and mental and physical health were assessed in 148 young adults. Greater lifetime stress severity and lower levels of forgiveness each uniquely predicted worse mental and physical health. Analyses also revealed a graded Stress × Forgiveness interaction effect, wherein associations between stress and mental health were weaker for persons exhibiting more forgiveness. These data are the first to elucidate the interactive effects of cumulative stress severity and forgiveness on health, and suggest that developing a more forgiving coping style may help minimize stress-related disorders.

**Bibliography:**
Toussaint, L. et al. (2014). Effects of lifetime stress exposure on mental and physical health in

**October 29:** Discussions of Faith with Patients

Presenter(s): Journal Article Discussion

Description: (Abstract) BACKGROUND: Little is known about how often patients desire and experience discussions with hospital personnel regarding R/S (religion and spirituality) or what effects such discussions have on patient satisfaction. OBJECTIVE, DESIGN AND PARTICIPANTS: We examined data from the University of Chicago Hospitalist Study, which gathers sociodemographic and clinical information from all consenting general internal medicine patients at the University of Chicago Medical Center. MAIN MEASURES: Primary outcomes were whether or not patients desired to have their religious or spiritual concerns addressed while hospitalized, whether or not anyone talked to them about religious and spiritual issues, and which member of the health care team spoke with them about these issues. Primary predictors were patients’ ratings of their religious attendance, their efforts to carry their religious beliefs over into other dealings in life, and their spirituality. KEY RESULTS: Forty-one percent of inpatients desired a discussion of R/S concerns while hospitalized, but only half of those reported having such a discussion. Overall, 32% of inpatients reported having a discussion of their R/S concerns. Religious patients and those experiencing more severe pain were more likely both to desire and to have discussions of spiritual concerns. Patients who had discussions of R/S concerns were more likely to rate their care at the highest level on four different measures of patient satisfaction, regardless of whether or not they said they had desired such a discussion (odds ratios 1.4–2.2, 95% confidence intervals 1.1–3.0). CONCLUSIONS: These data suggest that many more inpatients desire conversations about R/S than have them. Health care professionals might improve patients’ overall experience with being hospitalized and patient satisfaction by addressing this unmet patient need.

Bibliography:

Williams, J.A. et. al, (2011) Attention to inpatients' religious and spiritual concerns; Predictors and association with patient satisfaction. Journal of General Internal Medicine, 26(11):1265-71

**November 5:** “Treatment of Child and Adolescent Anxiety: A 50 Year Review”

Critical Topics in Psychology & Behavioral Health: Community Conversation

Bibliography:


**November 12:** “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):


**November 19:** “Section 504”

Presenter(s): Sylvia Schutte Groves, M.S. / School Psychologist & Director of the Office of Psychological Services / Evansville-Vanderburgh School Corporation

Description: This session will 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. Additionally, ways in which a student might qualify for a 504 plan will be reviewed and how community agencies can play a part in the process.

Bibliography:


**November 26:** Emotional Dysregulation and Youth Psychopathology

Presenter(s): Journal Article Discussion

Description: This article reviews central nervous system substrates and autonomic correlates of emotion dysregulation and offers several suggestions for future research. Studies conducted in the last two decades indicate that effective emotion regulation requires efficient top-down, cortically mediated regulation of bottom-up, subcortically mediated individual differences in trait impulsivity and trait anxiety. Without making critical distinctions between highly heritable individual differences in trait impulsivity and trait anxiety, versus less heritable and more socialized deficiencies in emotion regulation, progress in understanding the development of psychopathology among children and adolescents will be hampered. Future research can also be improved by measuring emotion dysregulation across multiple level of analysis, specifying physiological mechanisms through which operant reinforcement shapes emotional lability, improving the internal and external validity of psychophysiological measures, integrating emotion dysregulation into factor analytic and behavioral genetic models of psychopathology, identifying molecular genetic risk for emotion dysregulation, and expanding neuroimaging research on emotion dysregulation among children and adolescents.
Bibliography:


**December 3:** “A History and Review of Artificial Food Colors: Applications to Mental Health”

Critical Topics in Psychology & Behavioral Health: Community Conversation

Bibliography:


**December 10:** “Working Effectively in Integrated Primary Care”

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: There are 5 primary objectives for this talk: 1) Define Integrated Primary Care; 2) Describe Integrated Primary Care Models; 3) Review how Integrated Primary Care benefits patients, providers and the health care system; 4) Describe the Psychologist’s role in an integrated care setting; 5) Outline the needed skills and approach to be an effective provider in an integrated system

Bibliography:


**December 17:** “Navigating the Multi-Faceted Role of Social Work in a Hospital Setting”

Presenter(s): Ellie Malek, LCSW

Description: This seminar will take a closer look at the multiple roles in Hospital Social Work that include assessment, referrals, and connecting patients to services. The talk will give an overview of each as well as discuss the challenges within the roles. Hospital social worker have a wide variety of responsibilities in addition to direct clinical work.

Bibliography:

December 24: No Didactic Scheduled

December 31: No Didactic Scheduled – ESRC Closed

January 7: “Can Early, Excessive Screen Time Cause ASD?”

Critical Topics in Psychology & Behavioral Health: Community Conversation

Bibliography:


January 14: “Inattention in Youth: Holistic Considerations”

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

Description: Inattention is one of the most commonly reported symptoms in children and adolescents. And yet, just as the fever is in medicine, it can point to a myriad of different sources of concern, but which are often not properly considered and evaluation. This session focuses on better understanding potential underlying causal, moderating, and mediating factors, and learning how to effectively uncover and intervene when they are present.

Bibliography (selected):


January 21: The ABC’s of FBA’s

Presenter(s): Kelly Dora, Behavior Specialist, Warrick County School Corporation & Kristy Gehlhausen, Psy.S. / School Psychologist / Warrick County School Corporation

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:


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

Description: This training focuses on the assessment and treatment of Body Focused Repetitive Behaviors (BFRB’s), including:

- Diagnostic issues and assessment of trichotillomania, excoriation disorder, and other BFRB’s
- Common myths associated with BFRB’s & treatment issues
- Evidence-based treatment for BFRB’s
- Children and BFRB’s

Bibliography:


February 4: “Adverse Childhood Experiences and Their Impact on Physical and Mental Health”

Presenter(s): Stacy Blankenbuehler, Ph.D., HSPP / Child Psychologist / Deaconess Hospital

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:


February 11: EMDR: Research on Effectiveness in Children

Presenter(s): Journal Article Discussion

Description: The efficacy of eye movement desensitization and reprocessing (EMDR) in children with post-traumatic stress symptoms was meta-analytically examined from the perspective of incremental efficacy. Overall post-treatment effect size for EMDR was medium and significant ($d = .56$). Results indicate efficacy of EMDR when effect sizes are based on comparisons between the EMDR and the non-established trauma treatment or the no-treatment control groups, and the incremental efficacy when effect sizes are based on comparisons between the EMDR and the
established (CBT) trauma treatment. The discussion focuses on the future replication of EMDR findings and further research on post-traumatic stress in children.

Bibliography:


**February 18:** 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:


**February 25:** “Identification and Treatment of Conversion 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:


**March 3:** Atypical Prescribing Trends for Young Children: Implications to Consider

Critical Topics in Psychology & Behavioral Health: Community Conversation

Bibliography:


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


March 17: “Individual Education Plans”

Presenter(s): Sylvia Schutte Groves, M.S. / School Psychologist & Director of the Office of Psychological Services / Evansville-Vanderburgh School Corporation

Description: This session will outline the required components of an Individual Education Plan (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.

Bibliography:


March 24: Topics in Forensic Psychology: Assessing competence in criminal cases

Presenter(s): Dave Cerling, Ph.D. /Clinical Psychologist

Description: The focus of this seminar will be to discuss clear, empirically-supported methods for assessing competence in a court setting. Discussion will focus on best understanding the most effective means and avoiding common pitfalls in legal matters. Specific emphasis will be placed on understanding critical components for psychologists who have interest in practicing forensic work.

Bibliography:


March 31: Topics in Forensic Psychology: Assessing sanity in criminal cases

Presenter(s): Dave Cerling, Ph.D. /Clinical Psychologist
Description: In conjunction with prior seminar, this talk will take a closer look at the clinical mechanisms by which psychologists assess sanity in criminal proceedings. The focus is to provide an overview of this particular practice, and to further delineate means that are used in answering this legal question. Emphasis is also placed on recognizing appropriate limitations of clinical skills in this situation.

Bibliography:


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

Critical Topics in Psychology & Behavioral Health: Community Conversation

Bibliography:


April 14: “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:


April 21: “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:


April 28: The Benefits of Expressive Writing

Presenter(s): Journal Article Discussion

Description: (Abstract) Writing about traumatic, stressful or emotional events has been found to result in improvements in both physical and psychological health, in non-clinical and clinical populations. In the expressive writing paradigm, participants are asked to write about such events for 15–20 minutes on 3–5 occasions. Those who do so generally have significantly better physical and psychological outcomes compared with those who write about neutral topics. Here we present an overview of the expressive writing paradigm, outline populations for which it has been found to be beneficial and discuss possible mechanisms underlying the observed health benefits. In addition, we suggest how expressive writing can be used as a therapeutic tool for survivors of trauma and in psychiatric settings.


May 5: “Bullying: Effective Strategies for Different Ages”

Critical Topics in Psychology & Behavioral Health: Community Conversation

Bibliography:


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 (selected):


May 19: “Your Brain on Food: How Diet Impacts Brain Function and Behavior”

Presenter(s): Rebecca Carey, MD, MS, CNSC / Pediatric Gastroenterologist / St. Vincent’s Center for Children

Description: This seminar focuses specifically on how diet affects neurological and psychological functioning. Specific emphasis will be placed on help youth and families understand just how what they eat can be associated with issues of mood, behavior, attention, and other areas of mental health. Discussion of how to create better understanding of these effects with patients will be prioritized.

Bibliography:


May 26: “Early Predictors of Sexual Behaviors in Youth”

Presenter(s): Journal Article Discussion

Description: In recent years, concern has been raised about girls’ involvement in sexual activity at progressively younger ages. Little is known about the prevalence of emerging intimate behaviors, the psychosocial factors associated with these behaviors, or the moderating effects of ethnicity on these associations in early adolescence. In the current prospective study, we examined the prevalence and predictors of sexually intimate behaviors at age 12 years in an urban community sample of 1,116 ethnically diverse girls. Cluster analysis revealed 3 groups at age 12: no sexual behavior, mild behavior (e.g., holding hands), and moderate behavior (e.g., laying together). Minority status girls reported higher rates of both mild and moderate sexually intimate behaviors compared with European American girls. After controlling for the significant effects of age 11 intimate behaviors, lifetime alcohol use, poor parent-child communication,
deviant peer behavior, onset of menarche, and interactions between ethnicity and impulsivity, social self-worth and depression uniquely increased the odds of engaging in moderately intimate behaviors at age 12 years. Parenting characteristics increased the likelihood of moderate, relative to mild, behaviors. For European American girls only, high levels of impulsivity and low social self-worth were associated with a higher likelihood of engaging in moderate intimate behaviors, whereas high levels of depressive symptoms reduced the odds. The results suggest that early prevention efforts need to incorporate awareness of different social norms relating to sexual behavior.

Bibliography:


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

Critical Topics in Psychology & Behavioral Health: Community Conversation

Bibliography:


June 9: Maternal Nutrition, Early Postnatal Feeding Patterns, and Mental Health

Presenter(s): Journal Article Discussion

Description: (Abstract) Diet quality is related to the risk for depression and anxiety in adults and adolescents; however, the possible impact of maternal and early postnatal nutritional exposures on children’s subsequent mental health is unexplored. The large prospective Norwegian Mother and Child Cohort Study recruited pregnant women between 1999 and 2008. Data were collected from mothers during pregnancy and when children were 6 months and 1.5, 3, and 5 years of age. Latent growth curve models were used to model linear development in children’s internalizing and externalizing problems from 1.5 to 5 years of age as a function of diet quality during pregnancy and at 1.5 and 3 years. Diet quality was evaluated by dietary pattern extraction and characterized as “healthy” or “unhealthy.” The sample comprised 23,020 eligible women and their children. Adjustments were made for variables including sex of the child, maternal depression, maternal and paternal age, maternal educational attainment, household income, maternal smoking before and during pregnancy, mothers’ parental locus of control, and marital status. Higher intakes of unhealthy foods during pregnancy predicted externalizing problems among children, independently of other potential confounding factors and childhood diet. Children with a high level of unhealthy diet postnatally had higher levels of both internalizing and externalizing problems. Moreover, children with a low level of postnatal healthy diet also had higher levels of both internalizing and externalizing problems. Among this large cohort of mothers and children, early nutritional exposures were independently related to the risk for behavioral and emotional problems in children.

Bibliography:


**June 16:** “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 & Maeghen Stowe, B.S. Elementary Education/ Special Education, Special Education/SEL Teacher at Sharon Elementary School

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:


**June 23:** Childhood Stress and Later Impact on Chronic Illnesses in Adulthood

Presenter(s): Journal Article Discussion

Description: (Abstract) Among people exposed to major psychological stressors in early life, there are elevated rates of morbidity and mortality from chronic diseases of aging. The most compelling data come from studies of children raised in poverty or maltreated by their parents, who show heightened vulnerability to vascular disease, autoimmune disorders, and premature mortality. These findings raise challenging theoretical questions. How does childhood stress get under the skin, at the molecular level, to affect risk for later diseases? And how does it incubate there, giving rise to diseases several decades later? Here we present a biological embedding model, which attempts to address these questions by synthesizing knowledge across several behavioral and biomedical literatures. This model maintains that childhood stress gets “programmed” into macrophages through epigenetic markings, posttranslational modifications, and tissue remodeling. As a consequence, these cells are endowed with proinflammatory tendencies, manifest in exaggerated cytokine responses to challenge and decreased sensitivity to inhibitory hormonal signals. The model goes on to propose that over the life course, these proinflammatory tendencies are exacerbated by behavioral proclivities and hormonal dysregulation, themselves the products of exposure to early stress. Behaviorally, the model posits that childhood stress gives rise to excessive threat vigilance, mistrust of others, poor social relationships, impaired self-regulation, and unhealthy lifestyle choices. Hormonally, early stress confers altered patterns of endocrine and autonomic discharge. This milieu amplifies the proinflammatory environment already instantiated by macrophages. Acting in concert with
other exposures and genetic liabilities, the resulting inflammation drives forward pathogenic mechanisms that ultimately foster chronic disease.

Bibliography:


**June 30:** No Didactic – Last Day of Internship