DIDACTIC SEMINAR SERIES COURSEBOOK

Children's Wisconsin, Froedtert, and the Medical College of Wisconsin Health Psychology Residency

2026-27

Last Modified 6/1/2026 SH

Contents

Didactic Seminar Series

Writing for Medical Psychology: Effective Writing for the Interdisciplinary Medical Team

Presented by: Monica Gremillion, PhD
Date/Time: 7/8/2026 8:00-9:00 am
Abstract: Psychologists often practice in collaborative environments, though they typically learn clinical skills within the context of their own practice setting. The following presentation will review the role of psychology within healthcare teams. Group discussion will focus on opportunities and challenges related to collaboration with medical providers. Specifically, discussant and didactic attendees will discuss strategies to effectively communicate with medical providers and understand the biopsychosocial context of chronic illness.

Objectives:

1. Review the role of the psychologist within healthcare teams.
2. Describe common challenges working on interprofessional teams and opportunities for growth.
3. Identify strategies to effectively communicate with medical providers.

References:

- Thomson, K., Outram, S., Gilligan, C., & Levett-Jones, T. (2015). Interprofessional experiences of recent healthcare graduates: A social psychology perspective on the barriers to effective communication, teamwork, and patient-centered care. *Journal of Interprofessional Care*, *29*(6), 634-640.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Managing Electronic Communication in Health Psychology Practice: HIPAA, HITECH, Confidentiality, and Compliance

Presented by: Mary Anderson, MBA, CIA, CHC
Date/Time: 7/8/2026, 9:00am-10:00am
Abstract: The privacy of information about individuals is at risk in all aspects of life. However, governments have recognized that medical information of individuals is especially personal and has value if obtained by those with ill-intent. The Federal government created protections for the medical and personally identifiable information for individuals by creating the Health Insurance Portability and Accountability Act (HIPAA). These regulations were further strengthened with the subsequent issuance of the Health Information Technology for Economic and Clinical Health Act (HITECH). Failure to protect patient information can result in harm to the reputation of a health care provider. Federal and state governments have mechanisms for fining entities for violating HIPAA or HITECH, terminating licenses for violators and, in extreme cases, imprisoning those violating these regulations.

Objectives:

1. Provide a basic understanding of the HIPAA and HITECH regulations
2. Address the unique interaction of the HIPAA and HITECH regulations to providers of mental and behavioral health therapy
3. Discuss specific examples of applying the regulations to the provision of health care in a pediatric setting

References:

- Leslie Tector JD

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Wellness/Self Care for Psychology Resident 1: Proactive Self Care

Presented by: Patricia Marik, Psy.D.
Date/Time: 7/15/2026, 8:00-9:00am
Abstract: The following presentation will focus on learners understanding the importance of proactive and intentional self-care strategies for the Psychology Resident. This will include review of past research on the role of self-care for mental health professionals with focus on the domains of awareness, balance, flexibility, physical health, social support and spirituality. The concept of burnout will be reviewed briefly, and residents will be encouraged to actively and intentionally consider self-care strategies they can implement through their Psychology residency.

Objectives:

1. Identify at least three reasons focus on self-care is important for mental health professionals.
2. Identify at least three domains of self-care
3. Consider personal signs of burnout and develop individualized self-care roadmaps for use during residency.

References:

- Posluns, K. & Gall, T.L. Dear Mental Health Practitioners, Take Care of Yourselves: a Literature Review on Self Care. International Journal for the Advancement of Counseling, 2020; 42, 1-20.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

How to Engage in Multiculturalism – Introduction to Diversity Series

Presented by: Monica Gremillion, PhD & Ellison Choate, PhD
Date/Time: 7/15/2026, 9:00-10:00am
Abstract: It is an ethical imperative to develop multicultural knowledge, skills, and values (APA, 2017). This seminar will introduce the multicultural series and lay the groundwork for multicultural engagement and learning. The session will start with a collaborative establishing of safe space guidelines so that facilitators and learners can benefit from a safe and productive, if sometimes uncomfortable, space. The ADDRESSING model (Hayes, 1996, 2008) and Spectrum of Spectrums models will be presented along with relevant definitions. Finally, small group discussion will be facilitated to support dialogue around learner goals for the series.
Objectives:

1. Establish safe space guidelines
2. Introduce diversity frameworks
3. Small discussion of personal and professional goals for the series.

References:

- Hayes, P. A. (2016). Addressing cultural complexities in practice: Assessment, diagnosis, and therapy (3rd ed.). Washington, DC: American Psychological Association. doi:10.1037/14801-001

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Pediatrics Specialty: Consent and Assent for Pediatric Procedures and Research

Presented by: Stephen Molitor, PhD

Date/Time: July 15, 2026, 11:00 AM

Abstract:

The process of informed consent is vital to maintaining the integrity of psychology as a profession, both in clinical and research settings. Informed consent is necessary for protecting individuals' autonomy, explicitly communicating goals and methods for treatment or research, and identifying pathways for resolving concerns or conflicts. The informed consent process is guided by a combination of federal and

state laws, the APA code of ethics, and standards of practice. This didactic will help learners define "informed consent" and provide an overview of the core components that should be included when obtaining informed consent for treatment. The didactic will also include a group-based discussion of ethical dilemmas that may arise if asked to help guide a patient's decision-making/informed consent for a medical procedure, which is a unique situation that pediatric psychologists in medical settings may encounter. Finally, the role of informed consent in research will be compared with its role in clinical work and learners will discuss the merits of recent calls to reconsider the role of parents and adolescents in the informed consent process when conducting research with participants who are of the age of majority in their state.

Objectives:

1. Review definitions of "informed consent" based upon relevant laws and ethics codes.
2. Review relevant principles/standards within the APA code of ethics that inform the importance of informed consent as part of the psychology profession.
3. Identify the core components necessary to obtain informed consent for psychotherapy involving pediatric patients and describe laws governing the process of informed consent in the state of Wisconsin.
4. Compare the core components necessary to obtain informed consent for research involving pediatric patients from those for therapy, and consider the merits of recent policy statements encouraging more autonomy for adolescent patients who choose to participate in research.
5. Discuss common ethical challenges pediatric psychologists may encounter if they are asked to support a minor patient's medical decision-making process.

References:

- American Psychological Association. (2018). APA resolution on support for the expansion of mature minors' ability to participate in research. https://www.apa.org/about/policy/resolution-minors-research.pdf
- *Client Rights: Minors*. (2014, June 26). Accessed May 20, 2026. Wisconsin Department of Health Services. https://www.dhs.wisconsin.gov/clientrights/minors.htm
- Ernst, M. M., Piazza-Waggoner, C., & Ciesielski, H. (2015). The role of pediatric psychologists in facilitating medical decision making in the care of critically ill young children. *Clinical Practice in Pediatric Psychology*, *3*(2), 120-130.
- Katz, A. L., Webb, S. A., Committee on Bioethics, Macauley, R. C., Mercurio, M. R., Moon, M. R., ... & Statter, M. B. (2016). Informed consent in decision-making in pediatric practice. *Pediatrics*, *138*(2), e20161485.

Teaching Method:
Lecture and Interactive Group Discussion

60 minutes in duration

Adult Specialty: Informed Consent and Capacity / Competence

Presented by: Amanda Dowling, Psy.D.
Date/Time: 7/15/2026, 11:00 am-12:00pm
Abstract: Decisional capacity assessments are a common clinical situation facing psychologists practicing in the general medical hospital. These cases are often complex, may involve high-stakes decisions, and at times lead to conflicts with colleagues, patients, or family/caregivers. An understanding of legal and ethical principles, cognitive assessment, and communication skills enhance the ability to navigate these consultations. Although the determination of a patient's ability to make medical decisions is fundamental to all practice settings and specialties, psychologist and psychiatrists are increasingly called upon as experts in this field, and trainees and faculty in other medical and surgical specialties conversely unable, uncomfortable, or unwilling to take on this role.

Objectives:

1. Explain the functional abilities recommended as the focus of assessment for competence
2. Review the basic elements of informed consent
3. Recall the exceptions to informed consent

References:

- Appelbaum PS. Clinical practice. Assessment of patients' competence to consent to treatment. N Engl J Med. 2007 Nov 1;357(18):1834-40

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Racism as a Structural Determinant of Health in Milwaukee

Presented by: Staci A. Young, PhD

Date/Time: 7/22/2026, 8:00-10:00am
Abstract: The goal of this session is to provide learners in the Health Psychology residency program with foundational knowledge about the ways in which the social construction of race has shaped medicine and behavioral health, health outcomes, and the implications for achieving health equity across various populations. The session will include a discussion of the city of Milwaukee, its demographic changes over time and structural determinants of the health of its residents.

Objectives:

1. Describe the historical context of race and racism, including within the local geographical context of Milwaukee and Wisconsin.
2. Describe and critique current medical care, social, and environmental strategies to address racial health disparities.
3. Generate strategies to respond to the influences of structural forces in and beyond the clinic setting.

References:

- Gurda, J. (2018) *The Making of Milwaukee.* Milwaukee County Historical Society, Milwaukee, WI.

Teaching Method: Lecture /120 Minutes, Group Discussion /120 Minutes

Biopsychosocial Assessment: Adherence Across the Lifespan

Presented by: Stephen Molitor, PhD
Date/Time: 7/29/2026, 8:00-9:00am
Abstract: Poor adherence to a prescribed medical regimen (e.g., taking a medication, following dietary restrictions, attending clinic appointments) is one of the most frequent reasons for referral to health psychology services. However, poor adherence is an outcome associated with a myriad of underlying causes. Psychologists are responsible for accurately assessing barriers to adherence and creating an appropriate intervention plan. In this didactic, learners will review common barriers to adherence and gain an understanding about how these barriers may evolve as a patient develops from childhood through adolescence and into adulthood. Learners will also discuss common approaches used to assess adherence and become familiar with their advantages and drawbacks.

Objectives:

1. Review common barriers to adherence across the microsystem, mesosystem, and macrosystem of the biopsychosocial model
2. Evaluate the advantages and limitations of common approaches for assessing treatment adherence
3. Compare strategies to address barriers to adherence for patients at different developmental stages (e.g., children, adolescents/young adults, adults)

References:

- Lam, W. Y., & Fresco, P. (2015). Medication adherence measures: an overview. *BioMed Research International*, *2015*.
- Molloy, G. J., & O'carroll, R. E. (2017). Medication adherence across the lifespan: Theory, methods, interventions and six grand challenges. *Psychology & Health*, *32*(10), 1169-1175. Vermeire, E., Hearnshaw, H., Van Royen, P., & Denekens, J. (2001). Patient adherence to treatment: three decades of research. A comprehensive review. *Journal of Clinical Pharmacy and Therapeutics*, *26*(5), 331-342.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Biopsychosocial Assessment: Assessment of Health Behaviors and Habits

Presented by: Stephen Molitor, PhD
Date/Time: 7/29/2026, 9:00-10:00am

Abstract: The assessment of health behavior is integral to health psychologists' clinical and research efforts. Psychologists must be able to define relevant health behaviors and accurately measure the presence of those behaviors in a patient's life. In this didactic, learners will consider health behaviors through the lens of major theories of behavior change (i.e., health belief, social cognitive, and transtheoretical models). They will also discuss how cultural differences may lead to differing perspectives on the same health-related behavior and consider how their own cultural lens may affect their views on health behaviors.

Objectives:

1. Compare major theories of behavior change as they relate to health behavior
2. Review common approaches for assessing health behaviors in clinical and research contexts and evaluate their advantages and limitations
3. Critique limitations of current evidence base regarding cultural variations in health beliefs and behaviors

References:

- Bandura, A. (1998). Health promotion from the perspective of social cognitive theory. *Psychology and Health*, *13*(4), 623-649.
- Carpenter, C. J. (2010). A meta-analysis of the effectiveness of health belief model variables in pCedicting behavior. *Health communication*, *25*(8), 661-669.
- Prochaska, J. O., & Velicer, W. F. (1997). The transtheoretical model of health behavior change. *American Journal of Health Promotion*, *12*(1), 38-48.
- Unger, J. B., & Schwartz, S. J. (2012). Conceptual considerations in studies of cultural influences on health behaviors. *Preventive Medicine*, *55*(5), 353.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Pediatrics Specialty: Enhancing Pediatric Outcomes with Evidence-Based Assessment Selection and Application

Presented by: Stephen Molitor, PhD
Date/Time: 7/29/2026, 11:00 am-12:00pm
Abstract: Learning how to incorporate ongoing assessment of social, emotional, and behavioral functioning with a pediatric population in hospital- and clinic-based settings is essential for optimal health outcomes. This didactic will provide participants with a deeper understanding of what different tests measure, how to select appropriate tests to make the most accurate diagnoses and inform treatment, and how to integrate evidence-based psychological assessment into a healthcare setting.

Objectives:

1. Review of reliability, validity, specificity, and sensitivity to guide assessment selection and make accurate diagnoses
2. Review how to systematically engage in prediction and gathering of data to guide evaluation and treatment
3. Review cultural considerations in assessment selection and data interpretation

References:

- Wright, A.J. (2021). Selecting Tests. In *Conducting Psychological Assessment: A Guide for Practitioners* (pp. 39–64). John Wiley & Sons Inc.
- De Los Reyes, A., & Langer, D.A. (2018). Assessment and the *Journal of Clinical Child and Adolescent Psychology*'s evidence base updates series: Evaluating the tools for gathering evidence, *Journal of Clinical Child & Adolescent Psychology*, *47*, 357-365.Cohen, L., Cella, D.,

& Wakschlag, L. (2020). Innovations in pediatric psychology assessment: The conversation has just begun. *Journal of Pediatric Psychology, 45,* 229-232.

- Albright, D., Bruni, T., & Kronenberger, W. (2020). Assessment in pediatric psychology consultation-liaison. In *Clinical Handbook of Psychological Consultation in Pediatric Medical Settings* (pp. 125-136). Springer, Cham.
- Holmbeck, G. N., Thill, A. W., Bachanas, P., Garber, J., Miller, K. B., Abad, M., ... & Zukerman, J. (2008). Evidence-based assessment in pediatric psychology: Measures of psychosocial adjustment and psychopathology. *Journal of Pediatric Psychology*, *33*(9), 958-980.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Adult Specialty: Let's talk about sex

Presented by: Camdin Gray, MD
Date/Time: 7/29/2026, 11:00 am-12::00 pm
Abstract: During this session, we will seek to increase the awareness of health psychology students about sexual health, including STI transmission and prevention, and caring for trans and gender diverse patients.

Objectives:

1. Understand the concepts of gender identity and sexual orientation
2. Review process of taking sexual health history
3. Discuss STI transmission and prevention strategies
4. Increase awareness of health disparities specific to the trans and gender diverse population
5. Review the current options for gender affirming care

References:

- STI_Comparative_Chart.pdf
- SOC8 Homepage - WPATH World Professional Association for Transgender Health
- Guidelines for the Primary and Gender-Affirming Care of Transgender and Gender Nonbinary People | Gender Affirming Health Program (ucsf.edu)
- US Trans Survey

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Suicide Risk Assessment

Presented by: Gregory Simons, Ph.D.
Date/Time: 8/5/2026, 8:00-9:00am
Abstract: Suicide is an occupational hazard for psychologists. Given the high stakes and possible liability issues at hand, assessment of suicidal thinking and behaviors can be intimidating for any health professional, particularly for those who may lack training or experience in risk assessment. Psychologists working with suicidal patients have an opportunity to not only mitigate risk but have a deeper understanding of their patients' distress and facilitate appropriate interventions.

Objectives:

1. Review statistics on suicide prevalence.
2. Identify warning signs and learn empirically supported assessment techniques to aid in suicide risk assessment.
3. Learn how to properly document suicide risk assessment

References:

- Chu, C., Klein, K.M., Buchman-Schmitt, Jennifer, M., Hom, M.A., Hagan, C.R. & Joiner, T.E. (2015). Routinized assessment of suicide risk in clinical practice: An empirically informed update. *Journal of Clinical Psychology, 12*, 1186 – 1200.

Teaching Method: Lecture / 40 Minutes Discussion / 20 Minutes

Suicide Risk Intervention

Presented by: Gregory Simons, Ph.D.
Date/Time: 8/5/2026, 9:00-10:00am
Abstract: Clinicians may be apprehensive about having a patient who has suicidal thoughts or behaviors. Knowing how to conduct thorough, ongoing risk assessments and how to provide an appropriate level of therapeutic intervention can help clinicians feel more confident in their ability to help patients through a suicidal crisis. Suicidal thoughts and behaviors can emerge in a variety of clinical presentations, and these should be considered when selecting interventions. Finally, interventions at all levels should be implemented with patients in a collaborative way in order to help them build a life worth living.
Objectives:

1. Explore the risks and benefits of different care levels (e.g., inpatient versus outpatient hospitalization).

2. Learn how to work with patients to address means restriction, develop safety plans, and create hope boxes.
3. Learn empirically supported interventions for managing and reducing patient suicide risk.

References:

- Brown, G.K. and Jager-Hyman, J.S. (2014). Evidence-based psychotherapies for suicide prevention: Future directions. *American Journal of Preventative Medicine, 47*, 186-194.
- Linehan, M.M., Korslund, K.E., Harned, M.S., Gallop, R.J., Lungu, A., Neacsiu, A.D., McDavid, J., Comtois, K.A., and Murray-Gregory, A.M. (2015). Dialectical Behavior Therapy for high suicide risk in individuals with borderline personality disorder: A Randomized clinical trial and component analysis. *JAMA Psychiatry, 72,* 475 – 482.

Teaching Method: Lecture / 40 Minutes Discussion / 20 Minutes

Mandated Reporting: Definitions to Decisions (Part 1 & 2)

Presented by: Jamie Roberts, PsyD

Date/Time: 8/12/2026, 8:00-10:00am

Abstract: Inherent to our role as clinical providers working with children, the likelihood of encountering a situation involving mandated reporting is high. The number of children who are maltreated is staggering and underreporting is a widely recognized problem, partly due to associated lack of awareness for reporting procedures, confusion about definitions, countertransference, and potential misunderstandings of associated processes for ethical and legal specifications. This presentation will highlight key concepts related to child maltreatment and mandated reporting criteria, including general processes, and WI specific reporting laws and procedures. Participants will review examples to highlight more challenging determinants. Finally, we will discuss integrated systems to the reporting process, as knowledge of the systems, implications, and strategies to maintain engagement with children and families following a report is vital.

Objectives:

1. Define and recognize forms of child maltreatment to evaluate mandated reporting criteria.

2. Recognize the process and guidelines for making a report and the systems involved during and after a report is made.
3. Discuss ethical, legal, and clinical guidelines which are implicated in these decisions and how to approach with patients.

References:

- Zeanah, C. H., & Humphreys, K. L. (2018). Child Abuse and Neglect. *Journal of the American Academy of Child and Adolescent Psychiatry*, *57*(9), 637–644. https://doi.org/10.1016/j.jaac.2018.06.007
- 2 APA PRACTICE ORGANIZATION. (n.d.). https://www.apaservices.org/practice/good-practice/reporting-child-abuse.pdf
- Wisconsin Mandated Reporter Online Training. (2019). Wisc.edu. https://media.wcwpds.wisc.edu/mandatedreporter/
- Kenny, M. C., Abreu, R. L., Marchena, M. T., Helpingstine, C., Lopez-Griman, A., & Mathews, B. (2017). Legal and clinical guidelines for making a child maltreatment report. Professional Psychology: Research and Practice, 48(6), 469–480. https://doi.org/10.1037/pro0000166

Teaching Method: Lecture, Interactive Group Discussions, PPT 120 minutes

How to handle patient requests for FMLA/Disability/Emotional Support Animals: Legal and Ethical Considerations

Presented by: Leslie Fischer, MS, LPC

Date/Time: 8/19/2026, 8:00-9:00am

Abstract: Healthy Accommodations: Before You say 'Yes.' Considerations for completing ESA requests, FMLA paperwork and disability forms.

Objectives:

1. Identify main points to consider when completing requests for FMLA, disability, or Emotional Support Animals
2. Learn and discuss different ethical considerations for the role in completing requests as well as role conflicts, dual relationships, and possible impact on therapeutic rapport/alliance.
3. Discuss the role providers have in assessment and evaluations for determination of emotional support animals, FMLA, and disability.

References:

- Galietti,C. JD (Winter 2018). APA Practice Organization, Good Practice, *A Psychologists's role in Providing Letters for Emotional Support Animals*, p.1-3.
- Air Carrier Access Act (ACAA, 2003)
- Fair Housing Act (FHA, 1968)
- Wilder, Chris & Holliman, Ryan & Jaeger, Michaela. (2023). Clinician's Beliefs, Practices, and Attitudes Regarding Emotional Support Animal Recommendations. Journal of Creativity in Mental Health. 1-15. 10.1080/15401383.2023.2245753.
- King, Betz & Johnson, Amy & Stewart, Leslie. (2021). Emotional Support Animals: Important Considerations for Mental Health Providers. Human-animal interaction bulletin. 2021. 10.1079/hai.2021.0030.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Assessment & Management of Disruptive Patient Behavior

Presented by: Amanda Gregas, Ph.D.
Date/Time: 8/19/2026, 9:00-10:00am

Abstract: Threatening and/or violent patients in clinical settings can pose safety risks and frustration to staff as well as other patients. Therefore, it is important to quickly identify behaviors and underlying causes to develop interventions that mitigate risk of harm to self/others. As mental health professionals and advocates, it is important to consider that patients with severe mental illness are much more likely to be the victims than perpetrators of violent behaviors and that *anyone* can act out under certain circumstances. Medical patients without a history of psychiatric illness may react in threatening/violent ways due to a wide variety of factors. Interdisciplinary assessment can help identify possible underlying causes of violent behavior and implement appropriate interventions to mitigate unwanted behaviors and risk. Disruptive behavior also includes sexual harassment, which is often underreported in healthcare settings, yet has a psychological impact on providers as well as work-related ramifications.

Objectives:

1. Identify clinical presentations associated with threatening / violent behaviors.
2. Explore ways to collaborate with other disciplines to provide thorough assessment.
3. Learn to work with medical staff to develop interventions and manage threatening, violent and disruptive behaviors.
4. Develop an understanding of the reasons sexual harassment is underreported and healthcare, as well as recommendations regarding reporting and management of this type of disruptive behavior.

References:

- Sexual Harassment: Have We Made Any Progress? (apa.org)

- Speaking Up: Sexual Harassment in the Medical Setting (psychiatrictimes.com)

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Pediatrics Specialty: Physical, Sexual Abuse & Neglect

Presented by: Heidi A. Storm, PhD
Date/Time: 8/19/2026, 11:00 am-12:00pm
Abstract: Complex trauma involves both the exposure to multiple traumatic events (often pervasive and interpersonal) and the long-term effects of those exposures. Child abuse and neglect can occur early in life and can impact a child's developmental course by affecting attachment, biology, affect regulation, behavioral control, cognition, and self-concept. This presentation will explore the effects of interpersonal trauma such as child abuse and neglect on the developing child. The presentation will review the importance of a comprehensive assessment using interview and empirically supported measures. Finally, treatment interventions that address the complexities of interpersonal trauma and involve building safety in the home and community, developing emotion regulation and interpersonal skills, making meaning of the trauma, and enhancing resiliency will be discussed. Case examples will be reviewed with the didactic attendees and will demonstrate the assessment and treatment process.

Objectives:

1. Define complex trauma and discuss how interpersonal trauma such as child abuse and neglect interfere with a child's attachment, biology, affect regulation, behavioral control, cognition, and self-concept.
2. Identify important characteristics of the clinical interview and usefulness of empirically supported assessment techniques.
3. Review treatment approaches for interpersonal trauma that involve the focus on building safety, enhancing emotional control and interpersonal skills, making meaning of the trauma, and enhancing resiliency.

References:

- Spinazzola, J., Cook, A., Ford, J., Lanktree, C., Blaustein, M., Cloitre, M., DeRosa, R., Hubbard, R., Kagan, R., Liautaud, J., Mallah, K., Olafson, E., & van der Kolk, Bessel. (2005). Complex trauma in children and adolescents. Psychiatric Annals. 35. 390-398.
- Spinazzola, J., Habib, M., Blaustein, M., Knoverek, A., Kisiel, C., Stolbach, B., Abramovitz, R., Kagan, R., Lanktree, C., and Maze,J. (2017). *What is Complex Trauma? A resource guide for youth and those who care about them*. Los Angeles, CA, and Durham, NC: National Center for Child Traumatic Stress.
- Assessment of Complex Trauma by Mental Health Professionals (2018). National Child Traumatic Stress Network fact sheet.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Adult Specialty: Current Empirically Supported Treatments for Addiction

Presented by: Stephen Brandt, MD
Date/Time: 8/19/2026, 11:00 am-12:00pm
Abstract: Healthy Psychology is in a unique position to interface with substance use disorders in a clinical setting and has a conceptual outlook and skillset that may be ideal for engaging patients with or at risk for substance use disorders in medical environments.

Objectives:

1. Discuss conceptualization of what addiction is
2. Discuss empirically supported psychotherapeutic treatments for addiction
3. Discuss FDA approved medications for different addictions (and maybe some off-label indications)

References:

- https://www.apa.org/ed/graduate/specialize/alochol

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Housing, Race and Equity Workshop

Presented by: Beth Van Gorp, Director of Advocacy and Government Relations, Milwaukee Habitat for Humanity. Helen Reynolds, Milwaukee Habitat Homeowner, Cheryl Hayes, Milwaukee Habitat Homeowner
Date/Time: 8/26/2026, 8am-10am
Abstract: Milwaukee Habitat for Humanity's Housing, Race and Equity Workshop is a 2-hour interactive, discussion based, opportunity to better understand how local history has impacted our housing patterns. By examining primary sources and data maps we'll seek to understand how segregated housing a conscious institutional choice and the very real effect was these decisions have had on the Milwaukee metro. After looking at recent housing trends, we'll have the opportunity to make a commitment to affordable housing and learn a few ways to take informed action.
Objectives:

1. Explore the health of Milwaukee today using data maps that document various physical, mental, social, and economic indicators.
2. Use a historical timeline chronicling both national and local events from 1896 to 1968 to understand the roots of Milwaukee's segregated housing.

3. Review key federal legislation and the critical local socio-economic factors that affected housing in Milwaukee since 1968.
4. Learn important housing challenges facing Milwaukee today, along with the initiatives driving the current momentum towards more equitable housing, as well as what you can do to create positive change.

References:
Housing Timeline
Health Maps

Teaching Method: Lecture, Interactive Group Discussions, PPT 120 minutes

Models of Supervision

Presented by: Rebeccah Manson, PhD
Date/Time: 9/2/2026, 8:00-9:00am
Abstract: Clinical supervisors frequently draw upon their own theoretical orientations to inform their supervisory practice. Given the close relationship between supervision and psychotherapy, this may be inevitable. However, models specific to supervision have also been developed. In this seminar, learners will become familiar with psychotherapy-based, developmental, and multicultural models of supervision and apply a selected model to conceptualize a clinical supervision case example.

Objectives:
1. Summarize the differences between Level 1, Level 2, and Level 3 supervisees according to the Integrated Developmental Model (Stoltenberg et al.).
2. Describe your own supervision style, including the theoretical models that you tend to draw from.
3. Demonstrate the use of a selected supervision model using a clinical supervision case example.

References:

- Bernard, J.M. & Goodyear, R.K. (2004). Supervision models. *Fundamentals of clinical supervision* (3rd edition, pp.73-100). Boston, MA: Pearson Education, Inc.
- Mitchell, M. & Butler, K (2021). Acknowledging intersectional identity in supervision: The multicultural integrated supervision model.

Teaching Method: Lecture/ 20 Minutes Discussion/ 40 minutes

Supervision Interventions

Presented by: Rebeccah Manson, PhD
Date/Time: 9/2/2026, 9:00-10:00am
Abstract: Clinical supervision serves three essential and interrelated functions: enhancing the professional functioning of a supervisee, monitoring the quality of services offered to patients, and serving as gatekeeper to the psychology profession. Supervisors provide specific supervisory interventions as they try to strike a balance between offering support and challenge in supervision. Consideration of a supervisee's developmental level is a helpful barometer when selecting supervisory interventions, as what works best for a new practicum student may not be effective for an advanced intern. Supervisors also select specific interventions to address a wide range of difficult situations that may arise in supervision.

Objectives:

1. List 3 common difficulties that may arise in supervision.
2. Explain how a supervisor may utilize a supervisee's developmental level to help select a supervisory intervention.
3. Identify a common difficulty encountered in supervision, along with an intervention that may be used to address it.

References:

- Falender, C.A. & Shafranske, E.P. (2004). *Clinical supervision: A competency-based approach* (pp. 12-13). Washington, D.C: American Psychological Association
- Grant, J., Schofield, M.J., & Crawford, S. (2012). Managing difficulties in supervision: Supervisors' perspectives. *Journal of Counseling Psychology, 59(4),* 528-541.

Teaching Method: Lecture/ 25 Minutes Discussion/ 35 minutes

Applying for a Post-Doctoral Fellowship

Presented by: Brittany Bice-Urbach, PhD
Date/Time: 9/9/2026, 8:00-9:00am
Abstract: This didactic seminar will highlight important considerations when making decisions around applications for a post-doctoral fellowship. More specifically, this seminar will highlight a) various post-doctoral positions available to psychology interns, b) ways to find post-doctoral positions, c) preparation for the application process for a post-doctoral position, d) preparation for the interview process for a post-doctoral position, and e) recommendations for managing multiple fellowship offers while making a decision.

Objectives:

1. Interns will increase their knowledge of their options for training after completing their internship.

2. Interns will understand how to begin searching for relevant post-doctoral fellowships.
3. Interns will increase preparedness for the post-doctoral application process.

References:

- Silberbogen, A. K., Aosved, A. C., Cross, W. F., Cox, D. R., & Felleman, B. I. (2018). Postdoctoral training in health service psychology: Current perspectives in an evolving profession. Training and Education in Professional Psychology, 12(2), 66-73.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Models of Primary Care Mental Health Integration

Presented by: Alexander Buhk, PhD
Date/Time: 9/9/2026, 9:00-10:00am

Abstract: Integrating behavioral health into primary care settings is becoming increasingly popular. Separate physical and behavioral health systems can lead to fragmented care delivery, poor health outcomes, higher healthcare costs, and duplication of services. Behavioral health integration can increase access to behavioral health services, reduce stigma associated with seeking behavioral health services, and maximize available resources.

Objectives:

1. Identify various models of behavioral health integration
2. Understand differences between co-located, coordinated, and integrated care
3. State benefits of integrated behavioral health care

References:

- Brown, M., Moore, C. A., MacGregor, J., & Lucey, J. R. (2021). Primary care and mental health: Overview of integrated care models. *Journal for nurse Practitioners, 17*(1), 10-14. https://www.sciencedirect.com/science/article/pii/S1555415520303858

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Pediatrics Specialty: Psychopharmacology – ADHD and Disruptive Behavior

Presented by: Nisha Shah, MD
Date/Time: 9/9/2026, 11:00 am-12:00 pm
Abstract: Health psychologists would benefit from an introduction to the indication for and proper dosage of psychotropic medications, as well as potential complications to their use.

Objectives:

1. Discuss implications to healthcare disparities.
2. To increase knowledge of the indications for use of stimulants in the acute hospital setting across the lifespan (children and adolescents)
3. To provide a background in the most commonly used agents, expected doses, and contraindications to use
4. To improve recognition of potential side effects and complications of these medications by psychology provider sand complications of these medications by psychology providers

References:

- https://www.nimh.nih.gov/funding/clinical-research/practical/stard/allmedicationlevels.shtml
- Schwartz AC, Fisher TJ, Greenspan HN, Heinrich TW. Pharmacologic and nonpharmacologic approaches to the prevention and management of delirium. Int J Psychiatry Med. 2016;51(2):160-70.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Adult Specialty: Delirium: When Things Really Go Bump in the Night

Presented by: Thomas Heinrich, MD
Date/Time: 9/9/2026, 11:00 am-12:00 pm
Abstract: Delirium is an acute neuropsychiatric syndrome that is a manifestation of an underlying medical or surgical condition. It is defined clinically by disturbances in cognition, attention, and level of consciousness. Delirium is a prevalent disorder that affects a diverse population of patients and is found across all health care settings. It is often the first representation of an underlying dangerous disease process and as such is a condition with important adverse effects on morbidity and mortality.

Objectives:

1. The Collaborative Psychotherapist: Creating Reciprocal relationships with medical professionals.

2. Define the syndrome of delirium
3. Recognize the risk factors and adverse consequences of delirium
4. Identify environmental interventions to prevent delirium

References:

- Schwartz AC, Fisher TJ, Greenspan HN, Heinrich TW. Pharmacologic and nonpharmacologic approaches to the prevention and management of delirium. Int J Psychiatry Med. 2016;51(2):160-70.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

CBTi Applications (Part 1 & 2)

Presented by: Amber Craig, PhD
Date/Time: 9/9/2026, 8:00-10:00am

Abstract: *Cognitive-Behavioral Therapy for Insomnia* (CBT-I) is a multi-component treatment that addresses patients' cognitions and behaviors that interfere with sleep. Treatment for insomnia includes collaborating with patients to design customized behavioral plans for remedying sleep problems. This session will review strategies for treating insomnia through CBT-I and, through role play exercises, allow participants to practice treatment skills including stimulus control and sleep restriction. Participants will design a plan for sleep restriction for a mock patient and practice describing behavioral strategies and their rationale.

Objectives:

1. Participants will be able to describe multiple sleep hygiene measures and their rationale.
2. Participants will be able to assess a mock patient's sleep pattern through functional assessment and make basic recommendations.
3. Participants will be able to describe a plan of sleep restriction for a mock patient and describe its rationale and goals.

References:

- Reading: Perlis, M. L., Jungquist, C., Smith, M. T., & Posner, D. (2006). *Cognitive behavioral treatment of insomnia: A session-by-session guide* (Vol. 1). Springer Science & Business Media. Chapters 4-6.

Teaching Method: Lecture, Interactive Group Discussions, PPT 120 Minutes

Pediatrics Specialty: Trauma Focused CBT

Presented by: Katelyn Donisch, PhD
Date/Time: 9/16/2026, 11:00 am-12:00 pm
Abstract: Trauma-Focused Cognitive-Behavioral Therapy is an empirically-supported treatment for youth who are experiencing enduring trauma symptoms in response to the experiencing, witnessing, or learning of death, serious injury, or sexual violence (Cohen, Mannarino, & Deblinger, 2017). In a society where school shootings, natural disasters, and physical, emotional, and sexual violence are a constant threat to children and their families, knowledge of evidence-based strategies specifically tailored for their use with children exposed to trauma are particularly pertinent. Being able to discern and recognize symptoms of trauma in children is essential to informing appropriate diagnosis and intervention, as trauma symptoms can closely emulate other mental health disorders, and misdiagnosis could result in improper prescription of medication, and inappropriate use of intervention techniques. Didactic participants should leave this session feeling prepared to administer trauma screening tools, applying CBT strategies with kids experiencing trauma symptoms, designing and implementing gradual exposures including creating the trauma narrative, and integrating parent involvement into treatment and safety planning.

Objectives:

1. Participants will learn about assessment strategies that can be used in an inpatient or outpatient setting to screen for exposure to childhood trauma or traumatic grief
2. Participants will learn about the TF-CBT model and how to apply it to various concerns, including exposure to chronic trauma
3. Participants will learn how to navigate parent-child conjoint sessions
4. Designing exposures incorporating trauma narrative
5. Prepping parents for sharing of trauma narrative

References:

- Cohen, J., Mannarino, A., & Deblinger, E. (2017). Treating Trauma and Traumatic Grief in Children and Adolescents

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Adult Specialty: Psychology in Palliative Care

Presented by: Amy Houston, PsyD, ABPP
Date/Time: 9/16/2026, 11:00 am-12:00 pm
Abstract: Introduce the role psychology in palliative care. Review potential intervention strategies, ethical considerations, discuss grief and bereavement as well as the importance of self-care.

Objectives:

1. Differentiate palliative care from hospice.
2. Differentiate normal vs complicated grief.
3. Identify at least one intervention strategy to utilize when working in palliative care.

References:

- Kasl-Godley, J. E., King, D. A., & Quill, T. E. (2014). Opportunities for psychologists in palliative care: Working with patients and families across the disease continuum. *American Psychologist, 69*(4), 364–376.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Biopsychosocial Assessment: Translating Diagnostics to Treatment

Presented by: Timothy Geier, PhD
Date/Time: 9/23/2026, 8:00-9:00 am

Abstract: Many medical/surgical patients have psychological issues that influence their engagement with providers and in medical recommendations that influence their short term and long-term recovery. This lecture will focus on how to discuss diagnostic impressions with patients and how to translate to inpatient and outpatient treatment and recommendations. We will consider how the hospital environment, needs of the patient and length of stay influence treatment decisions and how the medical/surgical condition is considered in outpatient treatment planning. Finally, will discuss how to collaborate with the other medical providers to provide information about treatment plans and goals, while balancing confidentiality and rapport with the patient.

Objectives:

1. Learn how to discuss diagnostic impressions/findings with medical/surgical patients
2. Discuss how to determine the treatment plan depending upon the hospital environment and length of stay
3. Evaluate the factors that influence post-hospital discharge treatment planning

References:

- The Collaborative Psychotherapist: Creating Reciprocal relationships with medical professionals.
- Chapter 3: The nuts and bolts of routine collaboration
- Chapter 6: Co-locating with medical professionals: A new Model of Integrated care

Teaching Method: Lecture/Discussion 60 minutes

AI in Health Psychology

Presented by: Alex Buhk, PhD and Amber Craig, PhD

Date/Time: 9/23/2026 9:00-10:00 am

Abstract: The use of artificial intelligence (AI) technologies within healthcare is becoming more prevalent for both patients and providers, prompting an urgent need for health psychologists to familiarize themselves with the strengths and limitations of its applications. The utility of AI in health psychology contexts is wide-ranging, from supporting the "soft skills" development of psychologists-in-training, assisting with clinical documentation during patient encounters, providing up-to-date information on disease states and behavioral treatment targets, to direct service delivery of behavioral health interventions. This didactic will provide residents with information to guide their responsible use of AI technologies in their training and independent practice, with emphasis on the most recent professional guidelines, applications to the APA Code of Ethics and training competencies, and emerging behavioral health research.

Objectives:

6. Describe the current state of the use of AI in behavioral health contexts.
7. Identify common concerns about the use of AI within psychology training programs and their relation to APA clinical competencies.
8. Evaluate the ethical, clinical, and practical considerations involved in integrating AI technologies into clinical health psychology practice, including safeguards, limitations, bias, and maintenance of professional judgement.

References:

- TBD (will focus on the state of the field at the time of the didactic)

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Pediatrics Specialty: Functional Neurological Disorders

Presented by: Kelsey Gonring, PhD
Date/Time: 9/23/2026, 10:00-11:00 am

Abstract: Functional Neurological Disorder (FND), formerly known as conversion disorder, is characterized by a broad range of neurological symptoms and substantial distress in children, families, and healthcare systems. FND is a treatable but frequently misunderstood condition. While research on assessment and treatment of FND is in its infancy, a biopsychosocial approach to care is most effective. This presentation will review characteristics of FND (including etiology, symptoms, prevalence, etc.) and discuss the role of pediatric psychologists in treating FND, including consultation with other medical providers, effectively communicating the diagnosis to patients and families, and current evidence-based treatments.

Objectives:

1. Define the etiology, symptoms, and prevalence of Functional Neurological Disorders.
2. Describe strategies used by pediatric psychologists when collaborating with medical providers in caring for Functional Neurological Disorders.
3. Summarize effective biopsychosocial treatments of Functional Neurological Disorders, with particular emphasis on discussing the diagnosis with patients and families, managing symptom triggers, reducing secondary gain, and functional restoration.

References:

- Weiss, K.E., Steinman, K.J., Kodish, I., Sim, L., Yurs, S., Steggall, C., & Fobian, A.D. (2021). Functional neurological symptom disorder in children and adolescents within medical settings. *Journal of Clinical Psychology in Medical Settings*, 28*(1)*, 90-101.
- Vassilopoulos, A., Mohammad, S., Dure, L., Kozlowska, K., & Fobian, A. (2022). Treatment approaches for functional neurological disorders in children. *Current Treatment Options in Neurology*, 24, 77-97.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Adult Specialty: Prolonged Exposure for PTSD

Presented by: Sydney Timmer-Murillo, PhD
Date/Time: 9/23/2026, 10:00-11:00 am

Abstract: Prolonged Exposure (PE) is the treatment with the most empirical support for treating PTSD across diverse populations. This didactic will explore the evidence base for this therapy, the underpinnings in emotional processing theory, and the techniques involved in PE. There are often clinician concerns about whether patients will have symptom exacerbations while undergoing this treatment, and we will examine the evidence base for that claim.

Objectives:

1. Critique evidence base for the use of Prolonged Exposure for PTSD
2. Understand theoretical rationale underpinning PE
3. Describe techniques involved in PE
4. Debate arguments that PE causes symptom exacerbations

References:

- Foa, E. B., Zoellner, L. A., Feeny, N. C., Hembree, E. A., & Alvarez-Conrad, J. (2002). Does imaginal exposure exacerbate PTSD symptoms? *Journal of Consulting and Clinical Psychology, 70*, 1022-1028.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Psychopharmacology Across the Lifespan: Antidepressants, Anxiolytics, Antipsychotics, and Mood Stabilizers

Presented by: Colleen Manak, MD
Date/Time: 9/30/2026, 8:00-10:00am

Abstract: In this lecture, we will delve into the use of commonly prescribed psychotropic medications. We will seek to understand the general neurobiology and mechanism of action behind major classes of medications used to treat a myriad of psychiatric disorders in children and adults. Our focus will be on creating a deeper understanding around why medications are utilized and when they may not be first line treatment, approaches that we may take if medication is ineffective, what expected treatment responses might look like, and how common side effects may present. The goal is to provide psychologists who are caring for patients on psychiatric medications with the information they need to provide comprehensive care.

Objectives:

1. Understand indications for commonly prescribed psychotropic medications, including antidepressants, mood stabilizers, anxiolytics stimulants, and antipsychotics.
2. Learn basic mechanisms of action for commonly prescribed psychiatric medications.
3. Identify reasons why medication may or may not be started, and approaches that may be utilized if medication is not effective
4. Be able to identify common side effects associated with psychiatric medications.

References:

- Breggin, P.R. Rational Principles of Psychopharmacology for Therapists, Healthcare Providers and Clients. J Contemp Psychother 46, 1–13 (2016). https://doi.org/10.1007/s10879-015-9307-2 2.
- Sadek, J. (2021). Clinician's guide to psychopharmacology. Springer. https://doi.org/10.1007/978-3-030-60766-1

- Stahl, S. M. (2021). Stahl's essential psychopharmacology : neuroscientific basis and practical applications (M. M. Grady, Ed.; Fifth edition). Cambridge University Press. https://doi.org/10.1017/9781108975292
- Preston, J., O'Neal, J. H., & Talaga, M. C. (2006). Child and adolescent clinical psychopharmacology made simple. New Harbinger Publications.

Teaching Method: Lecture, Interactive Group Discussions, PPT 120 minutes

Solid Organ Transplant: What Every Psychologist Needs to Know

Presented by: Stacee Lerret, PhD, RN, CPNP, FAAN & Alan Silverman, PhD
Date/Time: 10/7/2026, 8:00-9:00am

Abstract: Pediatric transplants account for approximately 10% of all solid organ transplants in the United States. There are unique differences between pediatric and adult patients seeking transplantation. This presentation will review the role of the psychologist before, during and after transplant to optimize patient medical and psychosocial outcomes.

Objectives:

1. Identify developmental factors related to the management of pediatric transplant recipients.
2. Identify issues related to complex care management in pediatric transplant recipients.
3. Verbalize the role of the interdisciplinary transplant team members in the management of complex pediatric transplant recipients.

References:

- Cousino, M.K., Rea, K.E., Fredericks, E.M. (2020). Psychological Consultation in Pediatric Solid Organ Transplantation. In: Carter, B., Kullgren, K. (eds) Clinical Handbook of Psychological Consultation in Pediatric Medical Settings. Issues in Clinical Child Psychology. Springer, Cham. https://doi.org/10.1007/978-3-030-35598-2_27
- Maldonado JR. Why It is Important to Consider Social Support When Assessing Organ Transplant Candidates? Am J Bioeth. 2019 Nov;19(11):1-8. doi: 10.1080/15265161.2019.1671689. PMID: 31647756.
- Squires RH, Ng V, Romero R, Ekong U, Hardikar W, Emre S, Mazariegos GV. Evaluation of the pediatric patient for liver transplantation: 2014 practice guideline by the American

Association for the Study of Liver Diseases, American Society of Transplantation and the North American Society for Pediatric Gastroenterology, Hepatology and Nutrition. Hepatology. 2014 Jul;60(1):362-98. doi: 10.1002/hep.27191. PMID: 24782219.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Wellness/Self Care for Psychology Resident 2: The Power of Connectivity and Self-Care

Presented by: Patricia Marik, PsyD
Date/Time: 10/7/2026, 9:00-10:00am
Abstract: The following presentation will focus on learners understanding the concept of burnout and how it can affect personal and professional aspects of a mental health provider's life. Early signs of burnout will be explored in depth and strategies to prevent and address burnout will be discussed. The role of interpersonal connectedness, especially with regards to professional connections, in preventing/reducing burnout will be explored in depth. Residents will review their self-care roadmap and update as appropriate in light of their experiences during their first quarter of their Psychology Residency.

Objectives:

1. Review signs of professional burnout
2. Evaluate self-care roadmap
3. Identify benefits of strong professional connections

References:

- Posluns, K. & Gall, T.L. Dear Mental Health Practitioners, Take Care of Yourselves: a Literature Review on Self Care. International Journal for the Advancement of Counseling, 2020; 42, 1-20.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Pediatrics Specialty: Pediatric Traumatic Brain Injury

Presented by: Jennifer Apps, PhD
Date/Time: 10/14/2026, 8:00-9:00am
Abstract: Traumatic brain injury (TBI) in children is a complex diagnosis. Mild TBI or concussion is one of the most prevalent injuries, with frequencies of occurrence increasing significantly over the past decade. Appropriate recovery from all forms of TBI relies on adequate recognition, diagnosis and treatment. More

severe TBI may result in long-term recovery or sequelae, while many individuals recover from mTBI without complication. Adolescents, however, are at particular risk for complicated recovery trajectories. It is important for mental health clinicians to have a strong understanding of the complexities of TBI recovery, particularly mTBI recovery, and when to refer for specialized intervention.

Objectives:

1. Understand how to recognize signs and symptoms of varying grades of TBI
2. Understand the psychological complexities of recovery from TBI
3. Understand treatment options available for TBI, particularly mTBI

References:

- Consensus statement on concussion in sport: the 6th International Conference on Concussion in Sport – Amsterdam, October 2022. Patricios JS, Schneider KJ, Dvorak J, et al. Br J Sports Med 2023;57:695–711.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Adult Specialty: Psychopharmacology – Medications Used in Hospital Settings

Presented by: Rebecca Bauer, MD
Date/Time: 10/14/2026, 8:00-9:00am

Abstract: This lecture will review psychotropic medications used to treat common acute psychiatric symptoms in patients hospitalized in a medical setting.

Objectives:

1. Discuss common symptoms psychiatry is asked to manage in the hospital setting with psychotropic medications.
2. Review psychotropic medication classes frequently utilized in the medically ill.
3. Review special considerations when using psychiatric medications in the medically ill population.

References:

- Andrade, C. (2012). Drug interactions in the treatment of depression in patients with ischemic heart disease. *The Journal of Clinical Psychiatry, 73*(12), e1475-7. doi:10.4088/JCP.12f08248 [doi]
- Bostwick, J. M., & Rackley, S. (2012). Addressing suicidality in primary care settings. *Current Psychiatry Reports, 14*(4), 353-359. doi:10.1007/s11920-012-0286-7 [doi]
- Burvill, P. W., Johnson, G. A., Jamrozik, K. D., Anderson, C. S., Stewart-Wynne, E. G., & Chakera, T. M. (1995). Prevalence of depression after stroke: The perth community stroke study. *The British Journal of Psychiatry : The Journal of Mental Science, 166*(3), 320-327.

- Cooa, K. L., Armstrong, S. C., & Oesterheld, J. R. (2003). *Concise guide to drug interaction principles for medical practice: Cytochrome P450s, UGTs, P-glycoproteins.* (2nd ed.). Washington, DC: American Psychiatric Publishing.
- Glassman, A. H., O'Connor, C. M., Califf, R. M., Swedberg, K., Schwartz, P., Bigger, J. T.,Jr, . . . Sertraline Antidepressant Heart Attack Randomized Trial (SADHEART) Group. (2002). Sertraline treatment of major depression in patients with acute MI or unstable angina. *Jama, 288*(6), 701-709. doi:joc11572 [pii]
- Koenig, H. G., George, L. K., Peterson, B. L., & Pieper, C. F. (1997). Depression in medically ill hospitalized older adults: Prevalence, characteristics, and course of symptoms according to six diagnostic schemes. *The American Journal of Psychiatry, 154*(10), 1376-1383. doi:10.1176/ajp.154.10.1376 [doi]
- Lesperance, F., Frasure-Smith, N., Koszycki, D., Laliberte, M. A., van Zyl, L. T., Baker, B., . . . CREATE Investigators. (2007). Effects of citalopram and interpersonal psychotherapy on depression in patients with coronary artery disease: The canadian cardiac randomized evaluation of antidepressant and psychotherapy efficacy (CREATE) trial. *Jama, 297*(4), 367-379. doi:297/4/367 [pii]
- Rackley, S., & Bostwick, J. M. (2012). Depression in medically ill patients. *The Psychiatric Clinics of North America, 35*(1), 231-247. doi:10.1016/j.psc.2011.11.001 [doi]
- Sauer, W. H., Berlin, J. A., & Kimmel, S. E. (2003). Effect of antidepressants and their relative affinity for the serotonin transporter on the risk of myocardial infarction. *Circulation, 108*(1), 32-36. doi:10.1161/01.CIR.0000079172.43229.CD [doi]
- Wellen, M. (2010). Differentiation between demoralization, grief, and anhedonic depression. *Current Psychiatry Reports, 12*(3), 229-233. doi:10.1007/s11920-010-0106-x [doi]
- Wulsin, L. R., Vaillant, G. E., & Wells, V. E. (1999). A systematic review of the mortality of depression. *Psychosomatic Medicine, 61*(1), 6-17.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Lifestyle Medicine and Mental Health

Presented by: Lawrence Miller, PsyD

Date/Time: 10/14/2026, 9:00-10:00am

Abstract: The health care delivery system in the United States is based on identification of health problems and treatment or triage of acute and chronic illnesses, mainly based on prescriptions. We assess status, identify needs, and work with patients to devise a plan of care that they then implement – we tell patients what to do and hope they do it instead of showing them what to do. This model of care may be insufficient to keep our communities healthy. The United States ranks amongst the worst with respect to life expectancy and health care expenditure compared to countries in South America, Europe, and Asia. Unhealthy behavioral and lifestyle choices are key contributors to the increased cost of health care. Therefore, investing to make a difference in the way people choose to live may increase patient engagement in their health, improve clinical outcomes, and reduce sick time, injuries, burnout, and health care costs. The development and implementation of lifestyle intervention programs, used for a variety of mental health and physical health conditions, has created new ways for health systems and providers to deliver patient care and address existing barriers. Lifestyle intervention programs use a team-based approach in providing health care, over time, that is focused on the foundations of healthy living (i.e., nutrition, functional fitness, emotional well-being, sleep, and relationships) to improve the patient experience, build population health, and save per capita costs. Clinical health psychologists can serve as a key member of the treatment team by learning how to incorporate lifestyle medicine

assessments and interventions to make a difference in the lives of patients and the communities they serve. However, lifestyle interventions are often not appreciated, taught, and are underutilized.

Objectives:

1. Describe the reasons for considering lifestyle medicine in the context of mental health care service delivery.
2. Name the pillars of lifestyle medicine.
3. Identify the facilitators and barriers to successful implementation of lifestyle medicine interventions

References:

- Merlo G, Vela A. Mental health in lifestyle medicine: a call to action. American Journal of Lifestyle Medicine. 2022;16(1):7-20.
- Walsh R. Lifestyle and mental health. American Psychologist. 2011;66(7):579-592.
- Mauro, S., Eller, M., & Stout, R. (2025). Lifestyle Medicine and Behavioral Health: A Time for Deeper Integration. American journal of lifestyle medicine, 15598276251381252. Advance online publication. https://doi.org/10.1177/15598276251381252
- Arafa A, Yasui Y, Kokubo Y, et al. Lifestyle Behaviors of Childhood and Adolescence: Contributing Factors, Health Consequences, and Potential Interventions. American Journal of Lifestyle Medicine. 2024;0(0). doi:10.1177/15598276241245941

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Lifestyle Medicine and Cancer Survivorship

Presented by: Lawrence Miller, PsyD
Date/Time: 10/14/2026, 10:00-11:00am

Abstract: Global health leaders such as the World Institute on Cancer Research, suggest that one-third to one-half of all cancers could be eliminated through changes in lifestyle. While lifestyle behaviors are often overlooked or under addressed in usual care, the National Comprehensive Cancer Network (NCCN) has developed guidelines for addressing lifestyle behaviors during survivorship. Once diagnosed, survivors of cancer are at risk of other chronic diseases and have poorer health outcomes than do similar individuals without cancer, independent of the time since diagnosis. A lifestyle medicine approach can be used to treat and prevent many chronic health conditions that involve chronic inflammation, impaired cellular function, and adverse gene expression. Since lifestyle behaviors account for over one-third of excess cancers in survivors and can contribute to other chronic health diseases, clinical health psychologists have vast opportunities to assess, treat, and monitor patient health behaviors to improve their overall health and wellbeing, and possibly limit other adverse health conditions.

Objectives:

1. Recognize the influence of nutrition, physical activity, sleep, stress management, avoiding unhealthy substances, and social connection on health promotion and treatment during cancer and other chronic diseases.

2. Identify how to evaluate, engage, and empower cancer survivors towards health behavior change.
3. List one action item, consistent with ACLM or NCCN Survivorship Guidelines, that you will take to improve your or your patients' health.

References:

- NCCN Clinical Practice Guidelines in Oncology (NCCN Guidelines®). Survivorship. Version 1.2023 — March 24, 2023.
- Hundal, J., Peshin, S., Ghazanfar, R., Hayes, S., Mansfield, S., Sirotin, N., & Comander, A. (2025). Implementing Lifestyle Medicine in Cancer Survivorship: A Narrative Review of Global Models. *American journal of lifestyle medicine*, 15598276251359525. Advance online publication. https://doi.org/10.1177/15598276251359525
- Ginex, P. K., Kleckner, A. S., Mansfield, S., Hart, N. H., Brockton, N., Ashbury, F., & Dixit, N. (2026). Promoting lifestyle medicine for supportive care in cancer: MASCC endorsement of the ACLM cancer risk reduction and survivorship toolkit. *Supportive care in cancer: official journal of the Multinational Association of Supportive Care in Cancer*, *34*(2), 125. https://doi.org/10.1007/s00520-026-10367-w
- Freedman, J.L.; Beeler, D.M.; Bowers, A.; Bradford, N.; Cheung, Y.T.; Davies, M.; Dupuis, L.L.; Elgarten, C.W.; Jones, T.M.; Jubelirer, T.; et al. Supportive Care in Pediatric Oncology: Opportunities and Future Directions. Cancers 2023, 15, 5549. https://doi.org/10.3390/cancers15235549

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Ethical Dilemmas

Presented by: Cecilia Olin, PhD
Date/Time: 10/21/26, 8:00-10:00am

Abstract: As psychologists and psychology trainees, we agree to know, embody and incorporate into practice the APA ethics code. The APA ethics code offers general principles and specific standards outlining goals and guidance for ethical practice across the various roles and responsibilities that we may hold in our careers. During this seminar, we will review these principles and standards and then put them into practice. We will select from a series of complex ethical dilemmas that have come up for Dr. Olin and colleagues in clinical practice. For each dilemma, we will work together to identify the core ethical concern or dilemma, highlight which APA ethical principles and standards are relevant and important, and discuss what we would do in that situation.

Objectives:

1. Participants will be able to describe the APA ethics code General Principles and Specific Ethical Standards
2. Participants will be able to identify ethical concerns in real-world clinical examples

3. Participants will be able to identify the applicable APA ethics code General Principles and Specific Ethical Standards for each scenario
4. Participants will practice considering and weighing challenges to ethical practice using the APA ethics code as aspirational guidance for the "highest ideals of psychology" (APA, 2017)

References:

- American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct* (2002, amended effective June 1, 2010, and January 1, 2017). https://www.apa.org/ethics/code

Teaching Method: Lecture, Interactive Group Discussions, PPT 120 minutes

Health Psychology Infrastructure in Southeastern Wisconsin: An Applied Review

Presented by: Alan Silverman, PhD, Bethany LoPresti, PhD, Heather Smith, PhD, Nate Einhorn, Hailey Kertscher

Date/Time: 10/28/2026, 8:00-10:00am

Abstract: This seminar provides an applied overview of health psychology infrastructure and resources within Milwaukee County, Wisconsin. Attendees will explore the array of clinical, community, and academic programs supporting biopsychosocial models of health. The seminar will highlight how local institutions integrate psychological services into broader public health initiatives and how these resources can be accessed and utilized by practitioners, researchers, and trainees. Emphasis will be placed on equity-focused services and culturally responsive practices serving Milwaukee's diverse populations. The session is designed to foster interactive dialogue about leveraging these resources in clinical training, collaborative care, and research innovation.

Objectives:

1. Identify key behavioral health programs and partnerships operating in Milwaukee County.
2. Describe how these resources support biopsychosocial approaches in underserved populations.
3. Develop strategies for engaging with Milwaukee's health psychology infrastructure in professional training and practice.

References:

- Wiseman, K. D., & Hoxha, D. (2021). Health Psychology and Integrated Care: Wisconsin's Community-Based Models. Wisconsin Medical Journal, 120(2), 102–108.
- Milwaukee County Department of Health and Human Services. (2023). Behavioral Health Division: Community Programs and Services. https://county.milwaukee.gov
- American Psychological Association. (2020). Health Psychology: Advancing the Biopsychosocial Model in Practice. Washington, DC: APA.

Teaching Method: Lecture, Interactive Group Discussions, PPT 120 minutes

Ethics and Supervision (Part 1 &2)

Presented by: Rebeccah Manson, PhD
Date/Time: 11/4/2026, 8:00-10:00am

Abstract: A sound understanding of ethics and of ethical decision-making is essential for psychologists in supervisory roles. However, research has demonstrated that ethical violations among supervisors and their supervisees are common, and that having a solid understanding of the ethical guidelines and laws is insufficient in preventing unethical behavior. Learn some of the most common reasons clinical supervisors and supervisees do engage in unethical behavior, and how you can prevent this from happening. Also learn how to respond when ethical issues do arise.

Objectives:

1. Explain why supervising psychologists and/or supervisees engage in unethical behavior despite having adequate knowledge of relevant laws and ethical guidelines.
2. Describe how supervisors can prevent ethical violations.
3. Demonstrate appropriate decision-making process to address ethical issues that frequently arise in supervision.

References:

- Barnett, J., & Molzon, C. (2014). Clinical supervision of psychotherapy: Essential ethics issues for supervisors and supervisees. *Journal of Clinical Psychology, 70(11),* 1051-1061.
- American Psychological Association. (2015). Guidelines for clinical supervision in health service psychology. *American Psychologist, 70(1),* 33-46.
- Handelsman, M., Gottlieb, M., & Knapp, S. (2005). Training ethical psychologists: An acculturation model. *Professional Psychology: Research and Practice, 36(1),* 59-65.

Teaching Method: Lecture, Interactive Group Discussions, PPT 120 minutes

Current Topic in Health Psychology

Presented by: Andrea Davis, PhD
Date/Time: 11/11/2026, 8:00-9:00am
Abstract:
Objectives:

References:

Teaching Method: Lecture, Interactive Group Discussion, PPT 60 minutes

The Psychosocial 3D View of Patients with Diabetes

Presented by: Lawrence Miller, PsyD
Date/Time: 11/11/2026, 9:00-10:00am
Abstract: According to the American Diabetes Association, there are over 37 million people living with diabetes and nearly half of them face mental health challenges, which can occur for those newly diagnosed as well as for those who have been living with diabetes for many years. Managing diabetes, regardless of the specific type of diabetes, can be taxing for many people. However, the specific biopsychosocial challenges, concerns and needs of people living with diabetes are not always well understood by providers, including mental health providers. To bridge the gap in addressing the physical *and* psychological issues patients with diabetes face, trainees will learn about the ways mental health challenges present in patients with type I and type II diabetes, how to evaluate patient coping, and ways to address diabetes distress and depression. Additionally, trainees will learn how to collaborate and/or integrate with diabetes teams to provide holistic, comprehensive care to patients living with diabetes.

Objectives:

1. Differentiate between patients displaying diabetes coping, distress related to diabetes, and depression.
2. Identify intervention strategies for patients with diabetes (PWD) distress and/or depression.
3. Name psychosocial issues impacting diabetes self-care management.

References:

- Hendrieckx C, Halliday JA, Beeney LJ, Speight J. Diabetes and emotional health: a practical guide for health professionals supporting adults with type 1 or type 2 diabetes. Arlington, VA: American Diabetes Association, 2021, 3rd edition (U.S.).

- de Wit M, Gajewska KA, Goethals ER,et al. ISPAD Clinical Practice Consensus Guidelines 2022:Psychological care of children, adolescents and young adults with diabetes. Pediatric Diabetes. 2022;23(8):1373-1389. doi:10.1111/pedi.13428

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Pediatrics Specialty: Altered Mental Status in Children

Presented by: Amna Aziz, M.D.
Date/Time: 11/11/2026, 11:00 am-12:00pm
Abstract: .

Objectives:

References:

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Adult Specialty: IBD

Presented by: Emma McWhorter, Ph.D.
Date/Time: 11/11/2026, 11:00 am-12:00pm
Abstract:

Objectives:
References:

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Mass Casualty Incident

Presented by: Patricia Marik, PsyD & Jennifer Hoag, PhD
Date/Time: 11/18/2026, 8:00-10:00am
Abstract: As the rates of Mass Casualty Incidents (MCIs), including but not limited to natural disasters, terrorism related events, and mass shootings continue to rise in the U.S. and worldwide, it is likely that hospital based Health Psychologists will be involved in the mental health response to such an event at some point in their careers. As a result, it is vital for all Psychologists to maintain a basic level of competence in this type of response. This presentation will provide a review of mass casualty and community disaster definitions, psychological outcomes, and evidence-based interventions to address these outcomes. The role of health psychologists in the immediate and long-term mental health response, with focus the inpatient response, will be outlined. The importance of program development and clear delineation of administrative roles in response to MCI's will be discussed. The role of equitable treatment and ethical concerns that can arise during and after a MCI response will be explored. Finally, lessons learned from the Pediatric Psychology response to a specific MCI that occurred at a Level 1 Pediatric Trauma Center will be shared.

Objectives:

1. Identify at least three specific strategies that are helpful for coordinating an inpatient Psychology response to a mass casualty incident.
2. Identify at least three equity related concerns pertaining to patient care that can arise during the response to a mass casualty incident.
3. Identify a least three potential adverse outcomes of involvement in a mass casualty.

References:

- North, C.S., & Pfefferbaum, B. (2013), Mental health response to community disasters: A systematic review. *Clinical Review & Education, JAMA Network, 310,* 507-518. doi:10.1001/jama.2013.107799

Teaching Method: Lecture, Interactive Group Discussions, PPT 120 Minutes

Pediatrics Specialty: Psychological Assessment for Challenging Cases in Pediatric Psychology

Presented by: Margaret Altschaefl, PhD & Adiona Mustafaraj, PsyD
Date/Time: 11/18/2026, 11:00 am-12:00pm
Abstract: Didactic participants will learn how to select and apply empirically supported assessment methods to complex and challenging cases. Presenters will review how to conceptualize cases based on background information, utilize multiple sources and methods to collect data relevant to referral concerns, identify goals for treatment, and make intervention recommendations. Biopsychosocial factors as well as diversity considerations that impact assessment selection and interpretation of results will be discussed.

Objectives:

1. Present a systematic way to do the following: (1) conceptualize case history, (2) select an appropriate assessment battery, (3) select appropriate diagnoses based on data collected, and (4) make recommendations for intervention
2. Discuss test selection and systematically interpret findings of three challenging cases seen in assessment clinic
3. Promote engagement in discussion about cases
4. Identify and discuss cultural diversity factors to consider when selecting tests and interpreting results

References:

- Wright, A.J. (2021). Integrating Data. In *Conducting Psychological Assessment: A Guide for Practitioners*. (pp. 65-98). John Wiley & Sons, Inc.
- Youngstrom, E. A. & Prinstein, M.J. (2020). The Prescription Phase of Evidence-Based Assessment. In E. Youngstrom, M. Prinstein, E. Mash, & R. Barkley (Eds.), *Assessment of Disorders in Childhood and Adolescence, 5th ed.,* (pp. 30-74). The Guilford Press.
- De Los Reyes, A., Augenstein, T., Wang, M., Thomas, S. Drabick, D., Burgers, D., & Rabinowitz, J. (2015). *The validity of the multi-informant approach to assessing child and adolescent mental health, 141,* 858-900.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Adult Specialty: Assessment in Health Psychology: Incorporating Personality Measures into Practice (Part 1)

Presented by: Nina Sathasivam-Rueckert, Ph.D.

Date/Time: 11/18/2026, 11:00 am-12:00pm
Abstract: Psychological testing can be incorporated into many areas of health psychology. Personality measures, in particular, provide information on a number of factors that impact health and health-related behaviors, which can inform diagnoses, treatment recommendations and ways to address barriers. This seminar will discuss the use of psychological testing in health psychology, provide an overview of two personality measures that can be utilized in health psychology settings, identify strengths and weaknesses of these measures and review sample testing profiles.

Objectives:

1. Discuss the importance of incorporating personality measures into health psychology assessments
2. Provide an overview of the MMPI-2-RF and MBMD
3. Review sample profiles and practice interpretation

References:

- Marek, R. J., Heinberg, L. J., Lavery, M., Rish, J. M., & Ashton, K. (2016). A review of psychological assessment instruments for use in bariatric surgery evaluations. Psychological Assessment, 28(9), 1142-1157.
- Olbrisch, M. E., Benedict, S. M., Ashe, K., & Levenson, J. L. (2002). Psychological assessment and care of organ transplant patients. Journal of Consulting and Clinical Psychology, 70(3), 771-783.
- Stephens, K.A. & Ward, A. (2014). Patient selection for spinal cord stimulators: Mental health perspective. Current Pain and Headache Reports, 18, 398.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Fellowship CV and Cover Letter Working Seminar

Presented by: Alan Silverman, Ph.D.
Date/Time: 11/25/2026, 8:00-10:00am
Abstract: Securing a postdoctoral fellowship in health psychology requires clear, compelling, and strategic communication of a candidate's qualifications, experiences, and professional goals. This session provides an overview of best practices for writing a competitive curriculum vitae (CV) and letter of application tailored to postdoctoral opportunities in health psychology. Participants will learn how to effectively highlight research experiences, clinical competencies, leadership roles, and scholarly productivity in a structured CV format. The session will also address how to craft a persuasive letter of application that aligns with the mission and training goals of fellowship programs. Emphasis will be placed on clarity, personalization, and professional tone, with examples from successful applications. By the end of the session, attendees will be better prepared to present themselves as strong candidates for health psychology postdoctoral training.

Objectives:

1. Identify the essential components of a well-organized and competitive CV for postdoctoral fellowships in health psychology.
2. Describe strategies for tailoring a letter of application to align with specific fellowship program values and training opportunities.
3. Apply principles of effective academic communication to create compelling, professional application materials that highlight research and clinical competencies.

References:

- Prinstein, M. J. (2013). The portable mentor: Expert guide to a successful career in psychology (2nd ed.). Springer. https://doi.org/10.1007/978-1-4614-3994-3
- American Psychological Association. (2017). Getting in: A step-by-step plan for gaining admission to graduate school in psychology (2nd ed.). APA.
- Rodolfa, E. R., Bent, R. J., Eisman, E. J., Nelson, P. D., Rehm, L. P., & Ritchie, P. (2005). A cube model for competency development: Implications for psychology educators and regulators. Professional Psychology: Research and Practice, 36(4), 347–354. https://doi.org/10.1037/0735-7028.36.4.347

Teaching Method: Interactive Group Discussions 120 minutes

Childhood Adversity, Abuse, and Migraines

Presented by: Kirti Thummala, PhD
Date/Time: 12/2/2026, 8:00-9:00 am

Abstract: Several studies have shown an association between childhood adversity and increased incidence of migraine headaches in adulthood. This didactic will review the evidence for this association and the differential impact of gender, type of adversity and co-morbid mental health disorders. The didactic will also explore theoretical neuro-psychological pathways by which early traumatic stress influences the development of chronic migraines. Lastly, we will discuss how these mechanisms may serve as targets for intervention.

Objectives:

1. Examine empirical literature linking childhood adversity to migraine disorder, including limitations of existing research.
2. Understand emotional, behavioral, physiological and social factors that mediate the relationship between childhood adversity and development of chronic headache pain.
3. Apply relevant research to clinical decision-making and tailoring therapy for headache patients with a history of traumatic stress.

References:

- Tietjen, G. E., & Peterlin, B. L. (2011). Childhood abuse and migraine: epidemiology, sex differences, and potential mechanisms. *Headache*, *51*(6), 869–879. https://doi.org/10.1111/j.1526-4610.2011.01906.x

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

What is Reproductive Justice?

Presented by: Allison Linton, MD
Date/Time: 12/2/2026, 9:00-10:00 am
Abstract: The framework for reproductive justice was developed by black women activists in 1994 and combines reproductive rights with social justice. Reproductive justice includes: the right to have children; the right to *not* have children; the right to parent children in safe and healthy environments. Examples of reproductive rights include: access to contraception, abortion, family planning services, and prenatal healthcare. Restricting access to reproductive healthcare harms women, particularly women from minoritized communities. For example, black women in the US are 3-4 times as likely to die from pregnancy or pregnancy related complications than white women. This talk will discuss how laws in Wisconsin after the Dobbs decision affect access to healthcare.
Objectives:

1. Define reproductive justice
2. Examine how current state and federal laws affect reproductive justice
3. Discuss disparities related to reproductive justice, including access to healthcare and maternal mortality

References:

- Loder, C. M., Minadeo, L., Jimenez, L., Luna, Z., Ross, L., Rosenbloom, N., ... & Harris, L. H. (2020). Bridging the expertise of advocates and academics to identify reproductive justice learning outcomes. *Teaching and Learning in Medicine*, *32*(1), 11-22.
- Morison, T. (2021). Reproductive justice: A radical framework for researching sexual and reproductive issues in psychology. *Social and Personality Psychology Compass*, *15*(6), e12605.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

When Two Worlds Collide: The Unique Impact of Cancer on Adolescents and Young Adults

Presented by: Kristen Bingen, PhD
Date/Time: 12/9/2026, 8:00-9:00am
Abstract: About 89,000 adolescents and young adults (AYAs; 15-39 years) are diagnosed with cancer in the US each year. Cancer is the leading cause of deaths for AYAs, next to homicides, suicides, and accidents. The National Cancer Institute has deemed AYAs as a vulnerable age group in oncology. Research indicates that some cancers in AYAs may have unique biological and genetic features.

Psychosocial issues unique to AYAs with cancer include reduced autonomy, body image issues, infertility and family planning costs, social isolation, medical adherence problems, low enrollment in clinical trials, financial toxicity, interruption in college, employment and/or career trajectory, dating and sexual health issues, and increased risk for depression, anxiety, post-traumatic stress symptoms, and distress. There are a growing number of AYA Cancer Programs and local and national organizations, programs, and resources that specifically address the supportive care needs of this age group.

Objectives:

1. Improve understanding of the unique physical, psychosocial, and economic challenges of cancer in adolescence and young adulthood.
2. Increase knowledge of the specialization of AYA Oncology in cancer care, including the evolution of clinical care approaches and research.
3. Promote awareness of local and national resources, programs, and organizations that support AYAs with cancer.

References:

- Smith, A. W., Seibel, N. L., Lewis, D. R., Albritton, K. H., Blair, D. F., Blanke, C. D., ... & Zebrack, B. J. (2016). Next steps for adolescent and young adult oncology workshop: an update on progress and recommendations for the future. *Cancer*, *122*(7), 988-999.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Next Steps: Transition to Survivorship for AYA Cancer Patients

Presented by: Kristin Bingen, PhD

Date/Time: 12/9/2026, 9:00-10:00am

Abstract: While the majority of cancer survivors are older adults, there are over 700,000 AYA cancer survivors in the US today. A growing body of evidence shows important differences in the survivorship needs of AYAs with cancer compared to older and younger survivors. These differences are likely due to the unique cancer epidemiology of this age group, challenges during cancer treatment that affect psychological, physiological, and social development, and other barriers to care, including lack of health insurance, financial hardship, competing responsibilities, and transitions from pediatric to adult care. Through organized efforts to increase research, clinical care, and advocacy for this vulnerable age group in cancer care, there is currently a growing number of AYA Cancer Programs and national/international programs, and resources focused on this age group.

Objectives:

1. Improve understanding of the challenges that adolescent and young adult cancer patients face as they transition to survivorship care.
2. Increase knowledge of psychosocial strategies and approaches that will help adolescent and young adult survivors adjust to life after cancer treatment.
3. Promote awareness of AYA survivorship initiatives and programs offered through the AYA Cancer Program at Children's Wisconsin and Froedtert & the Medical College of Wisconsin.

References:

- Janssen SHM, van der Graaf WTA, van der Meer DJ, Manten-Horst E, Husson O. Adolescent and Young Adult (AYA) Cancer Survivorship Practices: An Overview. *Cancers*. 2021; 13(19):4847. https://doi.org/10.3390/cancers13194847

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Pediatrics Specialty: IBD

Presented by: Brittany Gresl, PhD, ABPP
Date/Time: 12/9/2026, 11:00 am-12:00pm

Abstract: Pediatric inflammatory bowel disease (IBD), including Crohn's disease and ulcerative colitis, presents unique biopsychosocial challenges that significantly impact a child's development, functioning, and quality of life. Health psychologists play a critical role in multidisciplinary IBD care, addressing issues such as disease-related anxiety, treatment adherence, procedural distress, pain, and comorbid mood disorders. This presentation will provide an overview of pediatric IBD, highlight evidence-based psychological interventions, and offer practical strategies for integration into medical settings. Emphasis will be placed on screening, brief interventions, and collaboration with gastroenterology teams to promote resilience and improve outcomes across developmental stages.

Objectives:

1. Describe pediatric inflammatory bowel disease (IBD) and the biopsychosocial impact on children and families.
2. Identify common psychological challenges in pediatric IBD.
3. Apply evidence-based strategies for screening, brief intervention, and multidisciplinary collaboration to support pediatric IBD patients in medical settings

References:

- Mackner LM, Whitaker BN, Maddux MH, et al. Depression Screening in Pediatric Inflammatory Bowel Disease Clinics: Recommendations and a Toolkit for Implementation. *J Pediatr Gastroenterol Nutr*. 2020;70(1):42-47. doi:10.1097/MPG.0000000000002499
- Mackner LM, Greenley RN, Szigethy E, Herzer M, Deer K, Hommel KA. Psychosocial issues in pediatric inflammatory bowel disease: report of the North American Society for

Pediatric Gastroenterology, Hepatology, and Nutrition. *J Pediatr Gastroenterol Nutr*. 2013;56(4):449-458. doi:10.1097/MPG.0b013e3182841263
- Maddux MH, Drovetta M, Mackner LM, Plevinsky J, Whitaker BN. Practice Survey: Depression Screening in Pediatric Inflammatory Bowel Disease. *J Pediatr Gastroenterol Nutr*. 2023;76(6):e83-e87. doi:10.1097/MPG.0000000000003751

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Adult Specialty: Assessment in Health Psychology: Incorporating Personality Measures into Practice (Part 2)

Presented by: Nina Sathasivam-Rueckert, PhD
Date/Time: 12/9/2026, 11:00 am-12:00 pm
Abstract: Psychological testing can be incorporated into many areas of health psychology. Personality measures, in particular, provide information on a number of factors that impact health and health-related behaviors, which can inform diagnoses, treatment recommendations and ways to address barriers. This seminar will discuss the use of psychological testing in health psychology, provide an overview of two personality measures that can be utilized in health psychology settings, identify strengths and weaknesses of these measures and review sample testing profiles.

Objectives:

1. Discuss the importance of incorporating personality measures into health psychology assessments
2. Provide an overview of the MMPI-2-RF and MBMD
3. Review sample profiles and practice interpretation

References:

- Marek, R. J., Heinberg, L. J., Lavery, M., Rish, J. M., & Ashton, K. (2016). A review of psychological assessment instruments for use in bariatric surgery evaluations. Psychological Assessment, 28(9), 1142-1157.
- Olbrisch, M. E., Benedict, S. M., Ashe, K., & Levenson, J. L. (2002). Psychological assessment and care of organ transplant patients. Journal of Consulting and Clinical Psychology, 70(3), 771-783.
- Stephens, K.A. & Ward, A. (2014). Patient selection for spinal cord stimulators: Mental health perspective. Current Pain and Headache Reports, 18, 398.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Issues of Survivorship for Cancer Patients: "What Now?"

Presented by: Lyndsey Wallace, PsyD
Date/Time: 12/16/2026, 8:00-9:00am
Abstract: While cancer incidence trends are becoming more stable, improved, screening and early detection is resulting in an increased number of survivors. Navigating the aftermath of diagnosis and treatment can be disorienting and overwhelming. May survivors are faced with unique psychosocial consequences of treatment and the fear of recurrence. This presentation highlights the importance of psychological intervention in addressing a patient's transition from active treatment into a new normal

Objectives:

1. Review statistics of cancer survivorship and what it means for the future
2. Identify unique immediate and long-term challenges for survivors
3. Review the clinical interventions aimed at improving adjustments to survivorship and quality of life

References:

- Alfano, C.M. & Rowland, J.H. (2006). Recovery issues in cancer survivorship: a new challenge for supportive care. The Cancer Journal, 432-443

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Addressing Patient Discriminatory Behavior in the Patient-Provider Relationship

Presented by: Amber Craig, PhD

Date/Time: 12/16/2026, 9:00-10:00am

Abstract: Much attention has been given to issues of multicultural competence in the areas of case conceptualization, assessment and intervention, and supervision, while guidance around how to address therapists' own experiences of discrimination within the treatment relationship remains scant. Common therapist responses range from ignoring the behavior, to therapist self-disclosure of the offense, to directly challenging racist beliefs. This didactic will assist learners in critically examining sources of guidance, including the APA ethical code, empirical literature, theoretical perspectives, opinion pieces, and case examples, to determine if, when, and how to respond to discriminatory patient behavior.

Objectives:

1. Learn about the frequency, quality of, and common therapist reactions to patient discriminatory behaviors.
2. Review the APA ethics code and identify principles that may guide psychologists' responses to discrimination.
3. Critically examine empirical research and theoretical perspectives in this area.

References:

- https://doi.org/10.1002/j.2161-1912.2013.00035.x

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Post Doc Interview Strategy Workshop

Presented by: Alan Silverman, PhD

Date/Time: 12/23/2026 8:00-10:00 am

Abstract

Securing a competitive postdoctoral fellowship in Health Psychology or Pediatric Psychology requires candidates to effectively communicate their clinical experiences, research accomplishments, professional goals, and fit with a training program. This interactive workshop is designed to help trainees prepare for the unique demands of fellowship interviews by reviewing common interview formats, identifying strategies for presenting strengths and experiences, and developing responses to frequently asked questions. Participants will learn practical approaches for discussing clinical competencies, research interests, diversity and inclusion experiences, career goals, and challenging interview scenarios. Through guided discussion, mock interview exercises, and feedback from peers and faculty, attendees will have the opportunity to practice interviewing skills in a supportive environment and increase their confidence in navigating the fellowship selection process.

Learning Objectives

Upon completion of this workshop, participants will be able to:

1. Identify key components of successful interviews for Health Psychology and Pediatric Psychology postdoctoral fellowship positions.
2. Apply strategies for effectively communicating clinical, research, and professional experiences during fellowship interviews.
3. Develop and practice responses to common interview questions, including questions related to professional goals, diversity, interdisciplinary collaboration, and challenging clinical situations.
4. Demonstrate increased confidence and preparedness through participation in mock interview exercises and structured feedback.

Teaching Methods: Lecture, Interactive Group Discussion, Mock Interviews, Skills Practice, PowerPoint Presentation

Duration: 120 minutes

References

- American Psychological Association. (Current APPIC and postdoctoral fellowship interview guidance materials).
- Kaslow, N. J., et al. Professional development resources for psychology trainees and early career psychologists.

Wellness/Self Care for Psychology Resident 3: Reconnecting with Our Values

Presented by: Patricia Marik, PsyD
Date/Time: 12/30/2026, 9:00-10:00am

Abstract: The following presentation will focus on learners understanding the connection between personal and work values and burnout/job engagement. The role of tenants of Acceptance and Commitment Therapy in preventing/addressing burnout will be explored. Residents will explore their own unique values and consider how their current and future work as mental health professionals may be in service of or incongruent with these values. Residents will review their self-care roadmap and update as appropriate in light of their experiences during their first half of their Psychology Residency.

Objectives:

1. Understand how Acceptance and Commitment Therapy could apply to self-care
2. Identify 3 personal and professional values
3. Identify how incongruences between personal and work values can lead to burnout

References:

- Posluns, K. & Gall, T.L. Dear Mental Health Practitioners, Take Care of Yourselves: a Literature Review on Self Care. International Journal for the Advancement of Counseling, 2020; 42, 1-20.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Gender in Youth: Development, Evidence Based Assessment and Treatment

Presented by: Jacqui Smith, Ph.D.
Date/Time: 1/6/2027, 8:00-9:00am

Abstract: Numerous medical and psychological associations reject conversion therapy and support the provision of affirmative care for gender diverse youth. But what does affirming care look like? This didactic session will focus on the risk factors and comorbid behavioral health diagnoses often experienced by gender diverse youth as a framework for creating affirming psychological and medical healthcare practices. Participants will learn about the Gender Health Program at Children's Wisconsin, including the timing and decisional models for medical interventions, as well as how this program compares to other US Gender Programs. Care guidelines from the World Professional Association for Transgender Health and the American Psychological Association will also be discussed. Discussion around the role(s) of behavioral health providers in care for gender diverse youth will occur.

Objectives:

1. Develop an understanding of risk factors and common comorbid conditions that impact gender diverse youth and how these influence the provision of gender affirming care.
2. Be able to identify key gender affirming healthcare practices as well as relevant resources for gender diverse youth.
3. Learn about medical interventions that aid the physical transition of gender diverse youth as well as the role of behavioral health providers in current decision-making models practiced in gender affirming medical care.

References:

- Coleman, E., Bockting, W., Botzer, M., Cohen-Kettenis, P., DeCuypere, G., Feldman, J., Fraser, L., Green, J., Knudson, G., Meyer, W. J., Monstrey, S., Adler, R. K., Brown, G. R., Devor, A. H., Ehrbar, R., Ettner, R., Eyler, E., Garofalo, R., Karasic, D. H., . . . Zucker, K. (2012).

Standards of care for the health of transsexual, transgender, and gender-nonconforming people, version 7. *International Journal of Transgenderism, 13*(4), 165–232. https://doi.org/10.1080/15532739.2011.700873

- Coleman, E., Bockting, W., Botzer, M., Cohen-Kettenis, P., DeCuypere, G., Feldman, J., Fraser, L., Green, J., Knudson, G., Meyer, W. J., Monstrey, S., Adler, R. K., Brown, G. R., Devor, A. H., Ehrbar, R., Ettner, R., Eyler, E., Garofalo, R., Karasic, D. H., ... Zucker, K. (2012). Standards of care for the health of transsexual, transgender, and gender-nonconforming people, version 7. *International Journal of Transgenderism, 13*(4), 165–232. https://doi.org/10.1080/15532739.2011.700873
- National LGBT Health Education Center. *Providing inclusive services and care for LGBT people: A guide for healthcare staff.* 2016 (https://www.lgbthealtheducation.org/lgbt-education/publications/)

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Intersectionality

Presented by: Camdin Gray, MD
Date/Time: 1/6/2027, 9:00-10:00am
Abstract: In this session we will discuss the foundations of intersectionality as a theoretical and practice framework. We will review the basic tenants of intersectionality, the growth of intersectionality in public health and mental health research, and how clinical practice can be informed and strengthened by intersectionality.

Objectives:

1. Discuss the history and basics of intersectionality
2. Describe how intersectionality has been used in research and the challenges in application
3. Discuss how clinical mental health practice can be informed and strengthened by intersectionality.

References:

- Bowleg, L. (2012). The problem with the phrase women and minorities: intersectionality—an important theoretical framework for public health. *American journal of public health*, *102*(7), 1267-1273.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Mindfulness Based Stress Reduction "Wherever You Go There You Are: Applying Mindfulness to Clinical Practice"

Presented by: Lyndsey Wallace, PsyD, ABPP
Date/Time: 1/13/2027, 8:00-9:00am
Abstract: It is one thing to read about mindfulness and have an intention of slowing down in life, it's another to actually slow down and increase your awareness into your thoughts, emotions and sensations. With mindfulness-based stress reduction interventions becoming a staple in healthcare, it becomes important to understand the power of acceptance in the setting of change. As health psychologists, our practice is built around fostering acceptance in patients who are facing much uncertainty. This presentation is meant to highlight techniques patients can apply to their circumstances so that they can gain awareness and facilitate new relationships between the mind and body that promotes harmony vs conflict.

Objectives:

1. Introduction to the revolution of Mindfulness in healthcare
2. How to gain awareness with the mind and body
    - Breathing
    - Body Scan
    - STOP Technique
3. Clinical application
    - Pain management
    - Food stress
    - Chronic disease

References:

- Reading: Rosenzweig, S., Greeson, J. M., Reibel, D. K., Green, J. S., Jasser, S. A., & Beasley, D. (2010). Mindfulness-based stress reduction for chronic pain conditions: variation in treatment outcomes and role of home meditation practice. *Journal of psychosomatic research*, *68*(1), 29-36.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Meaning Centered Therapy

Presented by: Lyndsey Wallace, PsyD, ABPP

Date/Time: 1/13/2027, 9:00-10:00am
Abstract: Meaning-Centered Psychotherapy (MCP) is a powerful approach that helps people reconnect with what gives their life purpose—especially during times of serious illness, grief, or major life changes. Inspired by Viktor Frankl's experiences and his development of logotherapy, MCP focuses on the idea that even in the face of suffering, people can find meaning, and that this sense of meaning can be a major source of strength and resilience.
In this session, we'll explore how MCP is used in clinical settings, particularly in health psychology, to support patients dealing with existential distress. We'll look at practical tools and techniques that help patients reflect on their values, life stories, and sources of meaning. The goal is to equip residents with a deeper understanding of how to use MCP to enhance emotional well-being and quality of life for the patients they serve.
Objectives:

1. Describe the Theoretical Foundations of Meaning-Centered Psychotherapy
2. Demonstrate Competency in Applying MCP Techniques in Clinical Practice
3. Evaluate the Role of Meaning in Psychological Resilience and Patient Outcomes

References:

- Frankl, V. E. (1946). *Man's Search for Meaning*. Beacon Press.
- Breitbart, W. (2017). *Meaning-Centered Psychotherapy in the Cancer Setting: Finding Meaning and Hope in the Face of Suffering*. Oxford University Press.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Pediatrics Specialty: Psychological Considerations in Cystic Fibrosis Care

Presented by: Jennifer LeNoble, PhD
Date/Time: 1/14/2026, 11:00 am-12:00pm
Abstract: Cystic Fibrosis (CF) is a progressive, genetic condition that typically requires patients and families to spend a lot of time and energy on medical management. This presentation will discuss psychological considerations for pediatric patients with CF and their families, including appropriate interventions to address mood and adherence concerns. The presentation will also include a discussion about the role of a psychology provider on a multidisciplinary team.

Objectives:

1. Identify factors that can impact treatment adherence for individuals with cystic fibrosis (CF) and intervention options
2. Discuss psychological considerations for children/teens with CF
3. Discuss role of pediatric psychology provider in a multidisciplinary CF team
4.

References:

- Quittner AL, Goldbeck L, Abbott J, Duff A, Lambrecht, P, Sole A, et al (2014). Prevalence of depression and anxiety in patients with cystic fibrosis and parental caregivers: results of The International Depression Epidemiological Study across nine countries. *Thorax,* 69(12), 1090-1097.
- Oates, GR, Stepanikova I, Gamble S, Gutierrez, HH, & Harris, WT (2015). Adherence to airway clearance therapy in pediatric cystic fibrosis: socioeconomic factors and respiratory outcomes. *Pediatric Pulmonology*, 50(12), 1244-125
- Darukhanavala, A., Merjaneh, L. Mason, K., & Le, T. (2021). Eating disorders and body image in cystic fibrosis. *Journal of Clinical & Translational Endocrinology, 26.*

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Adult Specialty: Neurocognitive Decline in Addiction

Presented by: Mark Fischer, PhD & Margaret Abraham, PhD
Date/Time: 1/14/2026, 11:00 am-12:00pm
Abstract: Presentation will include overview of neuroanatomical models implicated in addiction/reward pathways. Neuropsychological profiles related to addiction will be summarized. Discussion will also cover acute/subacute/chronic cognitive effects from alcohol and marijuana, including recommendations for cessation and recovery of cognitive functioning.
Objectives:

1. Review basic overview of neuroanatomy of addiction/reward
2. Overview of neuropsychological models of addiction
3. Learn acute/subacute/chronic cognitive effects of alcohol and expected recovery course with cessation.
4. Learn acute/subacute/chronic cognitive effects of marijuana and expected recovery course with cessation.

References:

- Gooden, James R., et al. "Characterisation of presentations to a community-based specialist addiction neuropsychology service: Cognitive profiles, diagnoses and comorbidities." Drug and Alcohol Review 40.1 (2021): 83-92.
- Ceceli, Ahmet O., Charles W. Bradberry, and Rita Z. Goldstein. "The neurobiology of drug addiction: cross-species insights into the dysfunction and recovery of the prefrontal cortex." Neuropsychopharmacology 47.1 (2022): 276-291.
- Willford, J.A., Goldschmidt, L., De Genna N.M., Day, N.L., & Richardson, G.A. (2021). A longitudinal study of the impact of marijuana on adult memory function: Prenatal, adolescent, and young adult exposures. *Neurotoxicology Teratology, 84.*
- Bjork and Gilman (2014). The effect of acute alcohol administration on the human brain: Insights from neuroimaging. *Neuropharmacology, 0;* 101-100.
- Li, Shanshan, et al. "Exercise-based interventions for internet addiction: neurobiological and neuropsychological evidence." Frontiers in psychology 11 (2020): 1296.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Psychological Factors Impacting Outcomes in Bariatric Surgery

Presented by: Alex Buhk, PhD & Amy Fraire, PhD
Date/Time: 1/20/2027, 8:00-9:00am
Abstract: The ability to predict a patient's ability to successfully comply with medical recommendations and requirements pre- and post-bariatric surgery is imperative for minimizing risk and maximizing benefits of surgery. Despite a lengthy history of bariatric surgeries, there is a lack of abundant, non-conflicting research to suggest which factors clearly predict weight loss, maintenance, and compliance post-bariatric surgery. However, research indicates several complex factors that interplay to suggest guidelines for health psychologists, and interventions that may minimize psychological factors' adverse impact on a successful weight loss surgery. Understanding the unique relation between psychological factors and bariatric surgery, as well as applying appropriate interventions and support can lead to improved physical (weight loss, maintenance, pain) and emotional (reduced depression, anxiety, etc.) health.

Objectives:

1. Describe the role of health psychologist on the bariatric surgery team.
2. Name at least three (3) components that should be addressed in a pre-bariatric surgery psychological evaluation.
3. Identify factors that can both positively and negatively impact surgical outcomes

References:

1. Sogg, S., Lauretti, J., & West-Smith, L. (2016). Recommendations for the presurgical psychosocial evaluation of bariatric surgery patients. *Surgery for Obesity and Related Diseases, 12*(4), 731-749. https://pubmed.ncbi.nlm.nih.gov/27179400/

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Metabolic and Psychological Weight Loss Interventions

Presented by: Alex Buhk, PhD & Amy Fraire, PhD
Date/Time: 1/20/2026, 9:00-10:00am
Abstract: Health psychologists play an integral role in both bariatric and non-surgical weight management clinics. There are a variety of treatment interventions available to assist patients in their weight loss journey. Practical application of treatment interventions and skills for eating disordered behaviors and weight management will be discussed.
Objectives:

1. Discuss implications to healthcare disparities
2. Be able to differentiate various types of hunger and strategies to cope with "head" hunger

3. Identify tools for weight loss management using an acceptance-based behavioral approach
4. Identify tools for weight loss management using a more traditional cognitive-behavioral approach

References:

- O'Reilly, G., Cook, L., Spruijt-Metz, D. & Black, D. (2014). Mindfulness-based interventions for obesity-related eating behaviors: A literature review. Obesity Review, 15(6), 453-461. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4046117
- Kristeller, J., & Wolever, R. (2011). Mindfulness-based eating awareness training for treating binge eating disorder: The conceptual foundation. Eating Disorders, 19(1), 49-61. https://www.mb-eat.com/wp-content/uploads/2018/08/kristeller-wolever-bed-mb-eat-conceptual-paper.pdf
- Lillis, J., & Kendra, K. E. (2014). Acceptance and commitment therapy for weight control: Model, evidence, and future directions. Journal of contextual behavioral science, 3(1), 1-7. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4238039/
- Castelnuovo, G., Pietrabissa, G., Manzoni, G. M., Cattivelli, R., Rossi, A., Novelli, M., Varallo, G., & Molinari, E. (2017). Cognitive behavioral therapy to aid weight loss in obese patients: Current perspectives. Psychology research and behavior management, 10, 165-173. httprFT^Fs://www.ncbi.nlm.nih.gov/pmc/articles/PMC5476722/

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Pediatrics Specialty: Parent Child Interaction Therapy

Presented by: Jacqueline Kawa, PhD
Date/Time: 1/21/2026, 11:00 am-12:00pm

Abstract: Parent-Child Interaction Therapy is a widely available, empirically supported treatment for youth ages 2-7 with disruptive behaviors, ADHD, aggression, and non-compliance. PCIT is a unique intervention in that it provides live coaching to parents while they are interacting with their children, supporting long lasting behavior change for both parent and child. At the conclusion of this presentation, clinicians will possess a basic understanding of PCIT, how it works and why, what problem behaviors PCIT can help treat, and where to obtain training and consultation to inform adaptations for other problems (anxiety, selective mutism, etc.) if needed.

Objectives:

1. Learners will be taught about the origins of PCIT as an evidence-based intervention, the research supporting PCIT and its adaptations for youth with ADHD and disruptive behaviors, oppositionality, anxiety, and emotional dysregulation
2. Overview of the treatment and appropriate referrals for treatment will be discussed

3. Learners will be taught specific intervention techniques (CDI and PDI skills) that are used in conjunction with shaping and strategic attention to increase compliance and decrease aggression

References:

- Valero-Aguayo, L., Rodríguez-Bocanegra, M., Ferro-García2, R., & Ascanio-Velasco, L. (2021). Meta-analysis of the Efficacy and Effectiveness of Parent Child Interaction Therapy (PCIT) for Child Behaviour Problems, Psichothema, 33, 544-555.
- Thomas, R, Abell, B, Webb, H.J., Avdagic, E., Zimmer-Gembeck, M.J. (2017) Parent-Child Interaction Therapy: A Meta-analysis, Pediatrics, 140.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Adult Specialty: Psychogenic Non-Epileptic Events

Presented by: Chad Carlson, MD
Date/Time: 1/20/2027, 11:00 am-12:00pm

Abstract: Psychogenic non-epileptic events (formerly called pseudo seizures) are often mis-diagnosed as epileptic seizures.

Objectives:

1. Discuss some of the key challenges in recognizing psychogenic non-epileptic events
2. Discuss some of the theories around psychogenic non-epileptic events
3. Identify treatment approaches for patients with psychogenic non-epileptic events

References:

- Drane DL, LaRoche SM, Ganesh GA, Teagarden D, Loring DW. A standardized diagnostic approach and ongoing feedback improves outcome in psychogenic nonepileptic seizures. Epilepsy Behav 2016;54:34-39.
- Dworetzky BA. What Are We Communicating When We Present the Diagnosis of PNES? Epilepsy Curr 2015;15:353-357.
- Gazzola DM, Carlson C, Rugino A, Hirsch S, Starner K, Devinsky O. Psychogenic nonepileptic seizures and chronic pain: a retrospective case-controlled study. Epilepsy Behav 2012;25:662-665.
- Goldstein LH, Mellers JD, Landau S, et al. COgnitive behavioural therapy vs standardised medical care for adults with Dissociative non-Epileptic Seizures (CODES): a multicentre randomised controlled trial protocol. BMC Neurol 2015;15:98.
- Goldstein LH, Robinson EJ, Mellers JDC, et al. Cognitive behavioural therapy for adults with dissociative seizures (CODES): a pragmatic, multicentre, randomised controlled trial. Lancet Psychiatry 2020;7:491-505.
- Goldstein LH, Robinson EJ, Pilecka I, et al. Cognitive-behavioural therapy compared with standardised medical care for adults with dissociative non-epileptic seizures: the CODES RCT. Health Technol Assess 2021;25:1-144.

- Nimnuan C, Hotopf M, Wessely S. Medically unexplained symptoms: an epidemiological study in seven specialities. J Psychosom Res 2001;51:361-367.
- Perez DL. The CODES trial for dissociative seizures: a landmark study and inflection point. Lancet Psychiatry 2020;7:464-465.
- Russell LA, Abbass AA, Allder SJ, Kisely S, Pohlmann-Eden B, Town JM. A pilot study of reduction in healthcare costs following the application of intensive short-term dynamic psychotherapy for psychogenic nonepileptic seizures. Epilepsy Behav 2016;63:17-19.
- Steinbrecher N, Koerber S, Frieser D, Hiller W. The prevalence of medically unexplained symptoms in primary care. Psychosomatics 2011;52:263-271.
- Voon V, Cavanna AE, Coburn K, Sampson S, Reeve A, LaFrance WC, Jr. Functional Neuroanatomy and Neurophysiology of Functional Neurological Disorders (Conversion Disorder). J Neuropsychiatry Clin Neurosci 2016;28:168-190.
- Wiseman H, Mousa S, Howlett S, Reuber M. A multicenter evaluation of a brief manualized psychoeducation intervention for psychogenic nonepileptic seizures delivered by health professionals with limited experience in psychological treatment. Epilepsy Behav 2016;63:50-56.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Medical Transition for Individuals with Gender Incongruence: Assessment and Ethics

Presented by: Amber Craig, PhD
Date/Time: 1/27/2027, 8:00-9:00am

Abstract: Individuals meeting criteria for gender incongruence (ICD-9) or gender dysphoria (DSM-V) who are seeking medical transition services often require letters of support from their mental health providers. This training will educate providers on the relevant information required to assess readiness and provide recommendations to the treatment team.

Objectives:

1. Educate providers about professional standards of care, including ethical and legal guidelines, for working with individuals with gender incongruence and assessing readiness for medical interventions.
2. Establish DSM-V criteria for diagnosing Gender Dysphoria in adolescents and adults.
3. Discuss recommended content of mental health assessment, including assessment and management of comorbid diagnoses.
4. Provide an overview of various types of medical transition services, including their physical effects, potential risks, and mental health outcomes.

References:

- World Professional Association for Transgender Health (WPATH) Standards of Care, v. 8: https://wpath.org/publications/soc8/

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Biopsychosocial Case Conceptualization with LGBTQ+ Patients

Presented by: Amber Craig, PhD
Date/Time: 1/27/2027, 9:00-10:00am
Abstract: The LGBTQ+ community often faces unique challenges personally, societally, and when interacting with healthcare services. Various factors contribute to this and are relevant to mental health assessment and the therapeutic environment. The goal of this presentation is to prepare providers for comprehensive biopsychosocial case conceptualization that aids in treatment planning and intervention when working with this population.
Objectives:

1. Develop skills in history taking centered on the unique experiences of the patient.
2. Understand topics and life experiences common among LGBTQ+ individuals that may inform identification of predisposing and perpetuating factors within a biopsychosocial framework.
3. Provide an overview of the distinct role that psychologists may play in the assessment and management of common concerns amongst LGBTQ+ patients.

References:

- APA Division 44: https://www.apa.org/about/division/div44
- Trevor Project research briefs: https://www.thetrevorproject.org/research-briefs/

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Pediatrics Specialty: Sickle Cell Disease: A Model of Healthcare Disparities

Presented by: Jeffrey Karst, PhD

Date/Time: 1/27/2026, 11:00 am-12:00 pm
Abstract: Approximately 100,000 individuals in the United States are diagnosed with Sickle Cell Disease (SCD), a genetic blood disorder. Individuals with SCD are at risk for painful vaso-occlusive crises, cerebral infarct, serious infection, acute chest syndrome, and early death. Because most individuals in the US with SCD are black, many patients also face additional barriers including structural racism, inequitable access to resources, and greater difficulty navigating the healthcare system. This presentation will teach about SCD, focusing on the psychological and neurocognitive impact of the disease, while also exploring how racial bias and discrimination have negatively impacted those living with the disease. The discussant and didactic attendees will discuss strategies that can be used to help address these disparities from research, clinical, and advocacy perspectives.

Objectives:

1. Understand the primary medical, neurological, and psychosocial complications associated with SCD
2. Describe the ways in which historical barriers including racial bias and discrimination have negatively impacted the lives of those with SCD
3. Discuss strategies that psychologists can use to help address disparities in a practical setting

References:

- Power-Hays, A., & McGann, P. T. (2020). When actions speak louder than words—racism and sickle cell disease. *New England Journal of Medicine*, *383*(20), 1902-1903.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Adult Specialty: Cognitive Processing Therapy for PTSD

Presented by: Timothy Geier, PhD
Date/Time: 1/27/2027, 11:00 am-12:00 pm
Abstract: Cognitive Processing Therapy (CPT) is one of few treatments with a strong body of evidence supporting its effectiveness for treating PTSD across diverse populations. This didactic will explore the evidence base for this therapy, including limitations of existing research. CPT is based on social cognitive theory of PTSD, which gives a different rationale for treatment than other empirically supported treatments. This didactic will explore the basic framework and an outline of sessions in CPT to establish a solid knowledge of how this therapy is conducted and which patients it may be most helpful for.

Objectives:

1. Critique evidence base for the use of Cognitive Processing Therapy for PTSD
2. Understand theoretical rationale underpinning CPT
3. Describe techniques involved in CPT and how to apply to diverse populations

References:

- Reading: Resick, P. A., Galovski, T. E., Uhlmansiek, M. O., Scher, C. D., Clum, G. A., & Young-Xu, Y. (2008). A randomized clinical trial to dismantle components of Cognitive Processing Therapy for Posttraumatic Stress Disorder in female victims of interpersonal violence. *Journal of Consulting and Clinical Psychology, 76*, 243-258.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Health Psychology and Ethics (Part 1 & 2)

Presented by: Karen Kersting, PhD
Date/Time: 2/3/2027, 8:00-10:00am

Abstract: Psychologists' increasing participation in multidisciplinary treatment teams in traditional health settings demonstrates great benefits for patients, systems, and interdisciplinary care teams. With this increased role, psychologists must be particularly cautious about information sharing due to their profession's ethical standards regarding patient confidentiality. Psychologists' ethical obligations require them to achieve a delicate balance between contributing to the treatment team and protecting patient confidentiality. This session will educate participants about some of the unique ethical challenges of working in health psychology, how to apply the APA ethics code to these problems, and how to avoid problems through careful use of electronic health records and informed consent.

Objectives:

1. Participants will be able to describe some of the unique ethical questions likely to arise in when psychologists practice in traditional health settings and systems
2. Participants will be able to apply the APA ethics code to ethical questions likely to arise in traditional health settings and systems
3. Participants will be able to describe how they might avoid ethical problems through appropriate use of electronic medical records and informed consent procedures

References:

- American Psychological Association. (2013). Guidelines for psychological practice in health care delivery systems. *The American Psychologist*, *68*(1), 1. (http://www.apa.org/practice/guidelines/delivery-systems.aspx)
- Van Liew, J. R. (2012). Balancing confidentiality and collaboration within multidisciplinary health care teams. *Journal of clinical psychology in medical settings*, *19*(4), 411-417.

Teaching Method: Lecture, Interactive Group Discussions, PPT 120 Minutes

mTBI and Concussions

Presented by: Jennifer Apps, PhD
Date/Time: 2/10/2027, 8:00-9:00am
Abstract: Mild traumatic brain injury or concussion is one of the most prevalent injuries, with frequencies of occurrence increasing significantly over the past decade. Appropriate recovery from mTBI relies on adequate recognition, diagnosis and treatment. While many individuals recover without complication, some develop long-term symptoms. Adolescents in particular are at risk for complicated recovery trajectories. It is important for mental health clinicians to have a strong understanding of the complexities of mTBI recovery and when to refer for specialized intervention.

Objectives:

1. Understand how to recognize signs and symptoms of mTBI
2. Understand the psychological complexities of recovery from mTBI
3. Understand the treatment options available for mTBI

References:

- Patricios JS, Schneider KJ, Dvorak J, et al. Consensus statement on concussion in sport: the 6th International Conference on Concussion in Sport – Amsterdam, October 2022. Br J Sports Med. 2023;57:695–711. (See Attached)

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Neurobiology of PTSD

Presented by: Sydney Timmer-Murillo, PhD & Carissa Tomas, PhD
Date/Time: 2/10/2027, 9:00-10:00am
Abstract: There is significant evidence for the neurobiological underpinnings of PTSD that complement psychosocial risk factors to provide complex a complex understanding of this disorder. This presentation will focus on the theory of fear conditioning as the etiology for PTSD and how fear conditioning translates to symptoms. Next, the sympathetic nervous system and HPA axis role in fear and emotional processing will be presented. This will include a review of the fMRI evidence for emotion regulation in individuals with PTSD and how the endocannabinoid signaling system plays a role in stress buffering after trauma. Finally, an interactive discussion will be lead about what mechanisms should be targeted for intervention in the acute and chronic periods after trauma
Objectives:

1. Become familiar with the fear conditioning model of PTSD
2. Introduce neurobiological mechanisms underlying fear conditioning and safety learning
3. Understand potential neurobiological targets for intervention and prevention of PTSD

References:

- [PDF] Neurobiology of posttraumatic stress disorder C Heim, CB Nemeroff - CNS Spectr, 2009 - xa.yimg.com

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Pediatrics Specialty: Pediatric Diabetes

Presented by: Jacquelyn Smith, PhD
Date/Time: 2/10/2027, 11:00 am-12:00pm
Abstract: The psychosocial impact of diabetes may reach further than the child who is diagnosed – their caregivers and family members, friends, and school staff may also be affected. Psychosocial risk increases with the complexity of the medical care regimen (an overview of common diabetes management regimens for youth with diabetes will be provided). Examples of how diabetes may impact children at different developmental stages will be discussed. The discussant will share research findings related to the influence of individual factors, comorbidities, family interactions, caregiver stress on diabetes. Attendees will also develop an understanding of the interplay between social determinants of health and diabetes prevalence, care, and outcomes. Finally, discussant and didactic attendees will talk about the various evidence-based treatments and how they may be applied to working with children and families impacted by diabetes.
Objectives:

1. Develop an understanding for the individual, familial, and social factors that impact diabetes, including social determinants of health and health disparities.
2. Learn how diabetes is medically managed in children and how diabetes may impact children at different developmental/emotional milestones.
3. Discuss evidence based psychological interventions for use with children and families impacted by diabetes.

References:

- Wysocki, T., Buckloh, L.M., & Pierce, J. (2017). The psychological context of diabetes in youth. In M.C. Roberts & R.G. Steele (Eds.) Handbook of pediatric psychology (5th edition). New York: Guilford Publications, Inc., pp. 256-268.
- Diana W. Guthrie, Christos Bartsocas, Przemyslawa Jarosz-Chabot, Maia Konstantinova; Psychosocial Issues for Children and Adolescents With Diabetes: Overview and Recommendations. Diabetes Spectr 1 January 2003; 16 (1): 7–12.
- Felicia Hill-Briggs, Nancy E. Adler, Seth A. Berkowitz, Marshall H. Chin, Tiffany L. Gary-Webb, Ana Navas-Acien, Pamela L. Thornton, Debra Haire-Joshu; Social Determinants of Health and Diabetes: A Scientific Review. Diabetes Care 1 January 2021; 44 (1): 258–279.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Adult Specialty: Caregiving in Chronic Illness

Presented by: Amy Houston, PsyD, ABPP
Date/Time: 2/10/2027, 11:00 am-12:00pm
Abstract: Provide an introduction to the role of caregivers including tasks, costs/benefits, caregiver supports and interventions, and how to facilitate difficulty conversations.

Objectives:

1. Identify at least 3 different tasks that caregivers may assist with.
2. Identify at least 1 psychological impact the caregiving role has on caregivers.
3. Identify at least one intervention strategy to help caregivers cope with their role.

References:

- 2021 Alzheimer's disease facts and figures. (2021). *Alzheimer's & dementia : the journal of the Alzheimer's Association*, *17*(3), 327–406.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Current Topic in Health Psychology: TBD

Presented by: Jacob Gustaveson, PhD
Date/Time: 2/17/2026, 8:00-9:00am
Abstract: TBD
Objectives:

1.
2.

3.

References:

- TBD

Teaching Method: Lecture, Interactive Group Discussion, PPT 60 minutes

Medical Mistrust Among LGBTQI+ Communities

Presented by: Julia Cameron, PhD
Date/Time: 2/17/2027, 9:00-10:00am
Abstract: During this session, I will discuss the roots of medical mistrust, particularly among LGBTQI+ communities. We will discuss the history of medical abuses and mistreatments among LGBTQI+ individuals, the state of the research in this area, and the consequences of medical mistrust for LGBTQI+ communities. We will pay particular attention to LGBTQI+ individuals of color and explore how medical can manifest.

Objectives:

1. Describe medical mistrust including factors that contribute to medical mistrust and consequences of medical mistrust
2. Describe history of LGBTQI+ engagement and mistreatment by healthcare communities and how this may contribute to mistrust
3. Discuss the implications for mental health including what it means for our patients and work.

References:

- Brenick, A., Romano, K., Kegler, C., & Eaton, L. A. (2017). Understanding the influence of stigma and medical mistrust on engagement in routine healthcare among black women who have sex with women. *LGBT health*, *4*(1), 4-10.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Pediatrics Specialty: Family Systems

Presented by: Matthew Jandrisevits, Ph.D.
Date/Time: 2/17/2027, 11:00 am-12:00pm
Abstract: Although typically associated with general clinical psychotherapy, family systems approaches have been emphasized for decades within pediatric psychology. While pediatric psychologists have long understood the importance of addressing family factors in their work, it has been only more recently that systematic, empirically supported interventions have been established. This seminar will discuss how family systems approaches are integrated within pediatric psychology assessment and interventions. The ethics and efficacy of family focused care will be identified. Discussion will share observations and ideas

for how to build and maintain positive, strength-based attention to family factors when interfacing with young medical patients, their families, and multidisciplinary care teams. Finally, participants will share how they incorporate family systems approaches into their clinical practice with pediatric psychology cases.

Objectives:

1. Understand how family systems approaches have been integral to the practice of pediatric psychology throughout its history.
2. Critically evaluate the literature examining the efficacy of family systems interventions within pediatric psychology.
3. Discuss clinical applications of family systems work within pediatric psychology, related to direct service as well as collaboration with care teams.

References:

- Kazak, A. E., Simms, S., & Rourke, M. T. (2002). Family systems practice in pediatric psychology. *Journal of pediatric psychology*, *27*, 133-143.
- Benuto, L., Casas, J., & O'Donohue, W. (2018). Training culturally competent psychologists: A systematic review of the training outcome literature. *Training and Education in Professional Psychology*, *12*, 125-134.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Adult Specialty: Consultation-Liaison Health Psychology

Presented by: Alexandra Scholz, PsyD

Date/Time: 2/17/2027, 11:00 am-12:00pm

Abstract: Consultation and Interprofessional/Interdisciplinary Skills; Interventions; Individual and Cultural Diversity. One to two-thirds of all medically admitted patients have comorbid psychiatric concerns. To address the cognitive, behavioral, and emotional factors that affect medical hospitalization, psychological or psychiatric consultation-liaison (CL) services are consulted. We will discuss the growing presence role and function of CL Psychologist in inpatient medical settings.

Objectives:

1. Understand the basic role and function of CL Health Psychology services within an inpatient medical/hospital setting.

2. Identify effective communication strategies with multidisciplinary healthcare teams to promote patient care that is within the scope of CL Health Psychology.
3. Identify evidence-based treatments to assist patients understanding of the interaction between their psychological functioning and medical illness.

References:

- LaGrotte, C.A., Bullock, A., Doremus, C. et al. Understanding the Landscape of Consultation Liaison Psychologists in Academic Medical Centers. J Clin Psychol Med Settings (2024). https://doi.org/10.1007/s10880-024-10018-4
- Patient Satisfaction with a Psychology Consultation-Liaison Service at an Academic Medical Center (2021). https://link.springer.com/article/10.1007/s10880-021-09829-6

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Perinatal Mood Disorders

Presented by: Kristin Dowe, PhD
Date/Time: 2/24/2027, 8:00-9:00am

Abstract: Perinatal mood disorders are mood or anxiety symptoms that occur during pregnancy or up to one year postpartum. Postpartum depression is the number one complication of childbirth and estimates range from 1 in 5 to 1 in 8 women. There is a high rate of co-morbidity with anxiety disorders, substance use, and disordered eating. Mood disorders in perinatal period are not unique disorders; etiology and symptoms are similar to psychiatric disorders outside reproductive periods. Untreated mental health issues have a negative impact on women, infant, and family. Physiological, psychological, and social factors play a role. Treatment interventions include both non-pharmacological and pharmacological options.

Objectives:

1. Demonstrate knowledge of clinical presentations of perinatal mood disorders.
2. Identify risk factors for development of perinatal mood disorders.
3. Understand how to screen for symptoms and the available treatment options.

References:

- Meltzer-Brody S, Jones I (2015). Optimizing the treatment of mood disorders in the perinatal period. *Dialogues in Clinical Neuroscience*, 17(2), 207-218.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Translational Behavioral Research

Presented by: Kelly Rentscher, PhD
Date/Time: 2/24/2027, 9:00-10:00am
Abstract: Translational research includes two areas of translation. One is the process of applying discoveries generated during research in the laboratory, and in preclinical studies, to the development of trials and studies in humans. The second area of translation concerns research aimed at enhancing the adoption of best practices in the community. The current presentation will explore this scope of research from an angle of understanding the biological mechanisms relating the human psyche to health and disease outcomes, with an emphasis on oncology populations.

Objectives:

1. Understand the framework of translational research.
2. Evaluate empirical literature to conceptualize how one might evaluate biobehavioral mechanisms and outcomes of patients.
3. Critically evaluate the integrity of translational biobehavioral research.

References:

- Rubio et al. 2011, Academic Medicine

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Career Landscape: Past & Present Psychology Workforce

Presented by: Lawrence Miller, PsyD, Matt Jandrisevits, PhD, & Amy Fraire, PhD
Date/Time: 3/3/2027, 8:00-9:00am
Abstract: Advances in healthcare technologies and changes in healthcare policies have created shifts in health care service delivery and career opportunities for psychologists. Through a three-faculty member panel including an early, mid, and late career psychologist, we will discuss the history of training and the workforce in clinical health psychology, current training and employment issues facing the profession, and opportunities for career development in an ever-changing landscape.

Objectives:

1. Identify factors that affect the clinical health/pediatric psychology career landscape.
2. Name emerging job opportunities for clinical health/pediatric psychologists.

3. Recognize the ways clinical health/pediatric psychologists can position themselves for employment opportunities.

References:

- APA Monitor on Psychology: Emerging Trends to Watch in 2026
- Center for Workforce Studies (CWS)

Teaching Method: Panel Discussion 60 Minutes

Professional Boundaries on Multidisciplinary Teams

Presented by: Samantha Everhart, PhD
Date/Time: 3/3/2027, 9:00-10:00am
Abstract: Psychologists often function within multidisciplinary teams. High-performing and collaborative teams are known to support well-being of team members and have positive impacts on patient care. Psychologists can support the improvement of team communication and collaboration with an understanding of team dynamics and helpful strategies.

Objectives:

1. Identify potential roles than a psychologist can play on multidisciplinary teams
2. Describe barriers to effective communication and functioning of a multidisciplinary team
3. Describe supports to effective team functioning.

References:

- Schwarz, R. Eight behaviors for smarter teams. Retrieved on 5/30/24 from schwarzassociates.com
- Tuckman, B. (1965). Developmental sequence in small groups, Psychological Bulletin, 63, 384-399.
- Liberati, E., Gorli, M., & Scaratti, G. (2016). Invisible walls within multidisciplinary teams: Disciplinary boundaries and their effects on integrated care, Social Science and Medicine, 150, 31-39.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

414Life – A Public Health Approach to Gun Violence Prevention

Presented by: Dorian Tellis, BBA, Mark Briggs, BA, & Terri deRoon-Cassini, PhD
Date/Time: 3/10/2027, 8:00-9:00am
Abstract: Each year, thousands of Americans are injured due to gun violence, resulting in non-fatal injuries and homicide. Many of these survivors are in need of treatment at Level 1 trauma centers. Level 1 trauma centers and community organizations are dedicated to gun violence prevention. Locally, in Milwaukee, the Office of Violence Prevention and Froedtert Hospital/Medical College of Wisconsin Partnered to create a community and hospital-based violence prevention program, called 414LIFE. The purpose of this presentation is to describe the public health approach to gun violence prevention, discuss the tactics used, and the integration within the medical model to provide multidisciplinary holistic care.

Objectives:

1. Develop knowledge regarding violence as a disease
2. Describe the different public health levels of prevention
3. Be able to discuss comprehensive multidisciplinary integrative models of care for violence survivors

References:

- https://journals.lww.com/jtrauma/FullText/2019/08000/American_Association_for_the_Surgery_of_Trauma.26.aspx?casa_token=-dk073pPMGMAAAAA:pdS4gT0N7EeNzORlgF4JMOWGQLodvQGB2n-2ILt7U20zybK2NKdyGEY3Dk7CJ1teAnVIoo503nkgIDHWxnIwj7o

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Post Traumatic Growth: Integration in Cognitive Behavioral Therapy

Presented by: Heidi Christianson, PhD
Date/Time: 3/10/2027, 9:00-10:00am
Abstract: Changing one's belief system, meaning, or interpretation related to a traumatic event has been found to foster posttraumatic growth with regard to those who have experienced a traumatic event. The following presentation will review the cognitions and cognitive styles that have been found to be fostering of post traumatic growth and compare and contrast those with the cognitions and cognitive styles associated with depression, anxiety, and PTSD. An application of CBT to a posttraumatic growth case with the goal of fostering adjustment and posttraumatic growth will be presented. Discussant and didactic attendees will discuss the role of cognitions and use of a cognitive behavioral therapy paradigm within the context of the case. Limitations for CBT to fostering posttraumatic growth will also be discussed.

Objectives:

1. Define cognitions associated with posttraumatic stress, posttraumatic growth, depression, and anxiety.
2. Apply cognitive behavioral methods to restructure beliefs and cognitive strategies to foster growth and minimize PTSD, depression, and anxiety.
3. Discuss limitations of CBT related to fostering PTG.

References:

- Kaye-Tzadok, A., & Davidson-Arad, B. (2016). Posttraumatic growth among women survivors of childhood sexual abuse: Its relation to cognitive strategies, posttraumatic symptoms, and resilience. *Psychological Trauma: Theory, Research, Practice, and Policy, 8, 5*, 550-558.
- Yeung, N.C.Y., Lu, Q., Wong, C.C.Y., Huynh, H. C. (2016). The roles of needs satisfaction, cognitive appraisals, and coping strategies in promoting posttraumatic growth: A stress and coping perspective. *Psychological Trauma: Theory, Research, Practice, and Policy, 8, 3* 284-292.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Pediatrics Specialty: Pediatric Pain

Presented by: Kimberly Anderson-Khan, PsyD
Date/Time: 3/10/2027, 11:00 am-12:00pm

Abstract: Pediatric Chronic Pain affects 1 in 4 children and teenagers throughout their youth. Chronic pain can impact youth across domains of physical, social, academic, psychological functioning. It is important to consider a biopsychosocial approach to pain that addresses all of the aforementioned components. Key targets of intervention include interdisciplinary assessment, pain education, cognitive behavioral therapy interventions, a focus on functioning in age appropriate activities, and education and support to parents/families. This talk will also cover the multiple arms of treatment that CW provides including interdisciplinary pain and headache clinic, Comfort Ability Workshop for teens and parents, and the Integrated Healing Program-an intensive integrated pain treatment program.

Objectives:

1. Understand biopsychosocial model of pain
2. Understand the importance of pain education to support treatment approach
3. Learn empirically supported treatments of pain
4. Learn arms of treatment for youth at CW

References:

- Burns, M., Hale, A., Riley, B., Donado, C., Burjoreanu, S., Coakley, R. (2023). Parent training through the comfort ability program for pediatric chronic pain management: Self-reported expectations and outcomes. *Clinical Practice in Pediatric Psychology, 11 (1), 17-27.*

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Adult Specialty: Neuropsychological Assessment: Cortical vs. Subcortical Profiles in Neuropsychological Assessment

Presented by: Angela Gleason, PhD, ABPP
Date/Time: 3/10/2027, 11:00 am-12:00pm
Abstract: Neuropsychologists are experts in the evaluation of cognitive functioning and are often asked to assist with differential diagnosis of mild cognitive impairment vs dementia. Differentiating profiles of neuropsychological test patterns is important for differential diagnosis of different dementia etiologies (e.g., Alzheimer's disease, vascular dementia, Dementia with Lewy Bodies). Neuropsychological abilities such as attention, language comprehension, memory, and executive functions are critical to establish the test pattern, often described as cortical vs subcortical profiles. General principles of these evaluations along with example cases will be presented.

Objectives:

1. Discuss differences between normal aging, mild neurocognitive disorder (MCI), and major neurocognitive disorder (dementia) test profiles and associated functional impairment.
2. Understand key neuropsychological patterns underlying cortical vs subcortical neuropsychological test patterns
3. Increase knowledge of utilization of profile interpretation for differential diagnosis of dementia.

References:

- Parson, MW & Hammeke, HA (2014). Clinical Neuropsychology: A Pocket Handbook for Assessment.
- Schoenberg, MR & Scott, JG (2011). The Little Black Book of Neuropsychology: A Syndrome-Based Approach.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Let's talk about it: Discussing obesity and addressing obesity bias with providers and patients

Presented by: Alex Buhk, PhD & Amy Fraire, PhD
Date/Time: 3/17/2027, 8:00-9:00am

Abstract: Research shows that talking about weight and weight loss with patients rarely happens in medical visits, where both patients and providers find it challenging to initiate these conversations. While there are numerous factors that contribute to infrequent conversations, patients report communication around obesity to be stigmatizing and upsetting. Despite the body positivity movement, weight bias, stigma, and discrimination have increased over the years with rates comparable to those of racial discrimination. Individuals with obesity are more susceptible to experience inequity in a variety of contexts, including health care settings. In fact, provider weight bias can impair the quality of care to patients struggling with obesity and diabetes.

Objectives:

1. State the contributing factors that lead to minimal communication about obesity between providers and patients
2. Integrate strategies to effectively communicate with providers and patients about obesity
3. Discuss the impact that weight bias, stigma, and discrimination have on individuals with obesity
4. Identify strategies to reduce weight bias and effectively communicate with providers surrounding weight bias, stigma, and discrimination

References:

- Tremblett, M., Webb, H., Ziebland, S., Stokoe, E., Aveyard, P., & Albury, C. (2022). Talking delicately: Providing opportunistic weight loss advice to people living with obesity. *SSM – Qualitative Research in Health, 2*:100162. https://doi.org/10.1016/j.ssmqr.2022.100162
- Puhl, R. M., Phelan, S. M., Nadglowski, J., & Kyle, T. K. (2016). Overcoming weight bias in the management of patients with diabetes and obesity. *Clinical Diabetes, 34*(1), 44-50. https://doi.org/10.2337/diaclin.34.1.44

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Compassion Fatigue

Presented by: Amy Ridley-Meyers, PhD
Date/Time: 3/17/2027, 9:00-10:00am
Abstract: The physical, emotional, and psychological impact of helping others can lead to compassion fatigue. Compassion fatigue is a real condition that can lead to burnout, dissatisfaction, and skilled providers leaving the profession. In this lecture, we will explore what compassion fatigue is, how to identify signs and symptoms in yourself and others and discuss effective solutions. Topics such as resiliency, intentionality, self-awareness, and "quick fixes" to use throughout your day will be discussed.

Objectives:

1. Learn the definition, symptoms, and 5 stages of compassion fatigue
2. Complete their own Wellness Wheel and learn at least 3 "quick fixes" they can implement immediately
3. Learn how to employ resiliency, intentionality, and self-awareness into their daily work

References:

- Miller, B. *Reducing Secondary Traumatic Stress: Skills for Sustaining a Career in the Helping Professions.*. 1st Edition, ISBN-13: 978-0367494575

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Integrating Empirical Literature into Clinical Practice

Presented by: Amber Craig, PhD
Date/Time: 3/24/2027, 8:00-9:00am
Abstract: Participants will learn to critically assess the evidence base for treatments of psychological disorders. The focus of this didactic will be on integrating (1) relevant scientific evidence, while considering (2) the values, preferences, and unique characteristics of the patient, and (3) the clinician's experiences, judgements, and expertise. Participants will discuss and critique the debate in the literature regarding what constitutes an empirically supported treatment. The purpose of which is to encourage informed decision making in training and clinical decisions that truly reflect the state of science.
Objectives:

1. Participants will learn to critically assess and thus effectively integrate evidence based psychotherapeutic interventions into clinical practice
2. Discuss and critique the debate in the literature regarding the impact of allegiance effects on this body of research
3. Recognize the potential for bias in selection of treatments and ensure that patient needs and preferences dictate empirical integration

References:

- Please go to https://www.div12.org/psychological-treatments/treatments/ and explore this website.
- Shedler, J. (2015). Where is the Evidence for "Evidence-Based" Therapy?. *The Journal of Psychological Therapies in Primary Care*, *4*(1), 47-59.
- Wampold, B. E., Mondin, G. W., Moody, M., Stich, F., Benson, K., & Ahn, H. N. (1997). A meta-analysis of outcome studies comparing bona fide psychotherapies: Empirically," all must have prizes.".

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Impact of Stroke on Emotions and Behaviors

Presented by: Rebeccah Manson, PhD
Date/Time: 3/24/2027, 9:00-10:00am

Abstract: The impact of stroke on emotions and behavior is often one of the most challenging aspects of recovery for stroke survivors and caregivers. Stroke survivors have a significantly higher rate of depression and anxiety than the general population, with up to 33% of survivors experiencing depression and up to 24% experiencing anxiety. Another common mood disorder experienced by stroke survivors is pseudobulbar affect, which can be just as debilitating. The exact etiology of post-stroke mood disorders remains unclear. Much research has been conducted in an effort to identify associations between brain lesion location and mood disorder, but the results have been inconclusive thus far. Some research has suggested that the severity of the stroke may be associated with the development of post-stroke mood disorder. Behavioral changes that commonly occur after a stroke can also be problematic, both for stroke survivors and their loved ones. Many of the behavior changes that are observed result from impaired cognitive functioning. Psychologists in rehabilitation settings are frequently called upon to educate patients and families on the impact of stroke on emotions and behavior, as well as to help facilitate patients' and families' post-stroke adjustment.

Objectives:

1. List the symptoms of common mood disorders that occur after stroke.
2. Differentiate between the following types of aphasia: Broca's, Wernicke's, global, and anomic.
3. Identify at least three behavioral changes that may occur following a stroke.

References:

- Mark, V.M. (2016). Stroke and behavior. *Neurol Clin* (34), 205-234.
- Hackett, M.L., Kohler, S., O'Brien, J.T., & Mead, G.E. (2014). Neuropsychiatric outcomes of stroke. *Lancet Neurol (13),* 525-534.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Eating Disorders: A Silent Epidemic

Presented by: Amy Fraire, PhD
Date/Time: 3/31/2027, 8:00-9:00am
Abstract: This seminar explores the rising prevalence of eating disorders, a trend that has accelerated since the COVID-19 pandemic. It highlights the critical role health psychologists play in addressing this issue, despite limited formal training in many graduate programs. The session provides an overview of the biopsychosocial factors contributing to eating disorders, key behavioral indicators, and the health psychologist's role in treatment.

Objectives:

1. Review eating disorder prevalence rates and variable clinical presentations.
2. Biological, psychological, and sociocultural factors affecting eating disorders.
3. Describe the role of health psychologist in assessing for and treating eating disorders.

References:

- Mills, K. (Host). (2023, May). The 'silent epidemic' of eating disorders, with Cheri Levinson, PhD. (No. 237) [Audio podcast episode]. In Speaking of Psychology. American Psychological Association. https://podcasts.apple.com/us/podcast/the-silent-epidemic-of-eating-disorders-with/id705934263?i=1000611574187
- Can also listen at: https://www.apa.org/news/podcasts/speaking-of-psychology/eating-disorder
- Crone, C., Fochtmann, L.J., Attia, E., Boland, R., Escobar, J., Fornari, V., Golden, N., Guarda, A., Jackson-Triche,M. Manzo, L., Mascolo, M., Pierce, K., Riddle, M., Seritan, A., Uniacke, B., Zucker, N., Yager, J., Craig, T.J., Hong, S., & Medicus, J. (2023). The american psychiatric association practice guideline for the treatment of patients with eating disorders. American Journal of Psychiatry, 180(2), 167–171. https://doi.org/10.1176/appi.ajp.23180001

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Tinnitus: Neuroplastic Symptoms

Presented by: Marcia Dewey, AudD, CCC/A
Date/Time: 3/31/2027, 9:00-10:00 am
Abstract:
Objectives:
References

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Climate Justice and Health Equity

Presented by: Kirsten Beyer, PhD
Date/Time: 4/7/2027 9:00-10:00am
Abstract: Global climate change represents one of the most challenging and important public health challenges of our time. The impact of climate change on human health is expected to vary significantly across the world at global and local scales for key issues including heat, air quality, flooding, migration, food security, conflict and mental health and wellbeing. Notably, while the world's highest income countries and populations contribute the most to *causing* climate change, primarily through carbon emissions, the world's lowest income countries and populations, emitting far less carbon, will see the most severe climate change *effects*. Further, climate change causes and effects cross national, state, and local boundaries as well as decades and generations, complicating the achievement of policy solutions. In this session, we will discuss the problem of global climate change, anticipated health effects, and related issues of environmental justice and health equity.

Objectives:

1. Describe the causes and consequences of global climate change, with a focus on health impacts.
2. Discuss the idea of environmental justice and understand how it relates to climate change related health impacts.
3. Discuss policy and practice solutions for climate change mitigation and adaptation and the potential for co-benefits of these efforts for physical and mental health.

References:

- Levy BS, Patz JA. Climate Change, Human Rights, and Social Justice. Annals of Global Health. Volume 81, Issue 3, May–June 2015, Pages 310-322.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Pediatrics Specialty: School Avoidance

Presented by: Chasity Brimeyer, PhD
Date/Time: 4/7/2027, 11:00 am-12:00pm

Abstract: A key aspect in the job of a pediatric psychologist is helping children and adolescents function well within their daily environments, such as school. Youth with chronic health concerns can experience reluctance to attend school, ranging from mild distress to anxiety and refusal to attend. This presentation will review characteristics of School Avoidance (including definitions, symptoms, prevalence, etc.) and discuss the role of pediatric psychologists in treating School Avoidance, including consulting with school staff, developing return to school plans, and current evidence-based treatments to use in therapy.

Objectives:

1. Define the etiology, symptoms, and prevalence of school avoidance and refusal.
2. Describe strategies used by pediatric psychologists when collaborating with school staff and conducting therapy to treat school avoidance/refusal.
3. Discuss a case example illustrating assessment and treatment of school avoidance/refusal.

References:

- Elliott, J.G. and Place, M. (2019), Practitioner Review: School refusal: developments in conceptualisation and treatment since 2000. J Child Psychol Psychiatr, 60: 4-15. https://doi.org/10.1111/jcpp.12848
- Li, Anne MD; Guessoum, Sélim Benjamin MD; Ibrahim, Nour MD; Lefèvre, Hervé MD, PhD; Moro, Marie Rose MD, PhD; Benoit, Laelia MD, PhD. A Systematic Review of Somatic Symptoms in School Refusal. Psychosomatic Medicine 83(7):p 715-723, September 2021. | DOI: 10.1097/PSY.0000000000000956

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Adult Specialty: Applying DBT in Medically Complicated Populations

Presented by: Beth Shaw, PhD
Date/Time: 4/7/2027, 11:00 am-12:00pm
Abstract: The presentation will focus on the application of DBT principals and strategies to working with individuals with complex medical presentations.

Objectives:

1. Describe the concept of dialectics.
2. Describe how physical symptoms interact with emotional vulnerability.
3. Describe various DBT skills that may facilitate greater quality of life in patients with complex medical presentations.

References:

- Linehan, M.M. (1993). *Cognitive-Behavioral Treatment of Borderline Personality Disorder*. New York: Guilford Press.
- Linehan, M.M. (2015). *DBT Skills Training Manual, 2nd Ed.* New York: Guilford Press.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Career and Promotion Paths in Academic Medicine

Presented by: Jennifer Apps, PhD
Date/Time: 4/14/2027, 8:00-9:00am
Abstract: Academic medicine offers unique opportunities and challenges, and our discussion will explore how the roles within this path have evolved for faculty over time. We will explore what careers within academic medicine can look like, how to evaluate if your personal goals and values align with the expectations of a career in academic medicine, and how to prepare to pursue a career within this field.

Objectives:

1. Discuss the history and current state of the definitely of a faculty role in academic medicine
2. Explore benefits and characteristics of academic medicine positions and how they may or may not fit with personal values

3. Clarify steps to prepare for a job in academic medicine

References:

- AAMC, GWIMS Toolkit, "A Guide to Prepare for your First Job in Academic Medicine" https://www.aamc.org/media/23616/download

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Antiracism in Supervision

Presented by: Katelyn Donisch, PhD
Date/Time: 4/14/2027, 9:00-10:00am

Abstract: In 2021, the American Psychological Association (APA) acknowledged the role of the APA and the discipline of psychology in promoting, perpetuating, and failing to challenge racism. In a formal apology, the APA encouraged psychologists to decenter White Western-oriented clinical and supervisory practices. This didactic will briefly review the limitations of traditional supervisory models in health service psychology, and introduce two models of supervision that dismantle oppressive and racist practices in supervisory relationships and settings, as well as promote social justice: 1) Legha's (2023) antiracist approach to mental health supervision and training, and 2) Dollarhide et al.'s (2021) model for social justice supervision. Model stages and sample activities will be discussed, with trainees applying antiracist and social justice supervision approaches in a case vignette.

Objectives:

1. Identify traditional clinical supervisory practices shaped by Whiteness and White supremacy.
2. Describe two models of supervision that promote antiracism and social justice in the supervisor-supervisee-client relationship.
3. Apply antiracist and social justice supervision approaches to a case vignette.

References:

- American Psychological Association. (2021, October). *Apology to people of color for APA's role in promoting, perpetuating, and failing to challenge racism, racial discrimination, and human hierarchy in U.S.: Resolution adopted by the APA Council of Representatives on October 29, 2021*. https://www.apa.org/about/policy/racism-apology.
- Dollarhide, C. T., Hale, S. C., & Stone-Sabali, S. (2021). A new model for social justice supervision. *Journal of Counseling & Development*, *99*(1), 104-113.
- Legha, R. K. (2023). Getting off the racist sidelines: An antiracist approach to mental health supervision and training. *The Clinical Supervisor*, *42*(2), 213-236.
- Williams, M. T., McWilliams, J., & Abdulrehman, R. Y. (2023). Antiracist supervision and training: Bringing change to mental health care. *The Clinical Supervisor*, *42*(2), 237-247.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Pediatrics Specialty: Transitioning from Child to Adult: The Psychologist's Role in Assessment of Children with Special Needs

Presented by: Megan Teed, APNP & Amanda Schlosser, BA, MSW, APSW
Date/Time: 4/14/2027, 11:00 am-12:00pm
Abstract: As children with special needs approach the age of majority, questions often arise as to the nature and quality of their support systems moving forward. This workshop will address issues related to the unique questions a psychologist may be asked to address with these youth, the legal context and requirements involved in such assessments, and the conceptual framework needed to formulate an effective assessment strategy.

Objectives:

1. Participants will recognize three specific levels of support available to youth with special needs transitioning to adulthood.
2. Participants will become familiar with the legal requirements and timelines surrounding assessments of children with special needs who are transitioning to adulthood.
3. Participants will learn a strategy for the assessment of support needs for children with special needs who are transitioning to adulthood.

References:

- Debra Stewart, Carrie Stavness, Gillian King, Beverley Antle & Mary Law (2006) A Critical Appraisal of Literature Reviews About the Transition to Adulthood for Youth with Disabilities, Physical & Occupational Therapy In Pediatrics, 26:4, 5-24, DOI: 10.1080/J006v26n04_02

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Adult Specialty: Cognition in Healthy Aging and Dementia (part 1)

Presented by: Eric Larson, PhD
Date/Time: 4/14/2027, 11:00 am-12:00pm
Abstract: Various cognitive changes can accompany healthy aging, but such changes do not affect a person's ability to care for him/herself. However, in patients with dementia, a common neurological condition of aging, the person loses the ability for self-care. Alzheimer's disease is the most prevalent form of dementia, but there are a number of other types, and it is important for psychologists to be able to recognize the early stages of these conditions.

Objectives:

1. Know the presenting symptoms of common forms of dementia
2. Understand how cognitive testing is used to identify and classify dementia.
3. Understand approaches to treatment of dementia.

References:

- Po, H. and Lee, G.J. (2017). The role of neuropsychology in the assessment of the cognitively impaired elderly. Neurologic Clinics, 35(2): 191-206.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Applying and Interviewing for Jobs in Academic Medicine (Part 1 &2)

Presented by: Heidi Christianson, PhD. Panel Discussants: Vanessa Aguilera, PhD, Jeff Karst, PhD, Mackenzie Goertz, PhD, Julia Cameron, PhD
Date/Time: 4/11/2027, 8:00-10:00am

Abstract: This 2-part workshop will discuss strategies for applying and interviewing for jobs in academic medicine. Part one will be a lecture that will review how to identify positions, tips for writing a cover letter, how to create a job talk, and what to expect in the interview process. Part 2 will be a panel discussion with newly hired pediatric and adult psychologists who will share their experiences with the job search.

Objectives:

1. Describe 2 ways to look for a psychology position in academic medicine
2. Describe 2 tactics to create a persuasive cover letter
3. Describe 2 components to include in a job talk

References:

- Sanders KA, Breland-Noble AM, King CA, Cubic BA. Pathways to success for psychologists in academic health centers: from early career to emeritus. J Clin Psychol Med Settings. 2010 Dec;17(4):315-25. doi: 10.1007/s10880-010-9219-y. PMID: 21132456; PMCID: PMC5731462.

Teaching Method: Lecture, PPT Part 1 / 60 min, Part 2, Panel Discussion / 60 min

Pediatrics Specialty: Assessment of Developmental Disorders

Presented by: Adiona Mustafaraj, PsyD
Date/Time: 4/21/2027, 11:00 am-12:00pm
Abstract: Developmental disorders (DD) encompass a number of conditions that present in childhood and typically persist throughout an individual's life. Developmental differences can produce impairments in different areas of functioning (i.e., interpersonal, academic, or occupational). Although not comprehensive, this didactic will address different types of developmental disorders, including intellectual disabilities, communication disorders, autism spectrum disorder, attention-deficit/hyperactivity disorder, specific learning disorders, and motor disorders. Developmental disorders frequently co-occur, and an evaluation can support an appropriate diagnosis. This didactic will outline the developmental, behavioral, and interpersonal presentation of various developmental disorders; approaches to assessment, diagnosis, differential diagnosis, and identification of comorbidities; and recommendations and resources needed to support individuals with a developmental disorder.
Objectives:

1. Develop an understanding of the clinical presentation of developmental disorders
2. Develop an understanding of comorbidities across various developmental disorders and commonly associated mental health comorbidities.
3. Develop an understanding of the evaluation process for diagnosis a developmental disorder.
4. Develop an appreciation for the interdisciplinary management of individuals with developmental disabilities.

References:

- American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders-Fifth Edition*, Arlington, VA, American Psychiatric Publishing.
- Barnhill, JB & McNelis, D (2012). Overview of intellectual/developmental disabilities. *The Journal of Lifelong Learning in Psychiatry*, 10 (3), 300-307.
- Grigorenko, E.L., Fuchs, L.S, Wilcutt, E.G, Compton, D.L., Wagner, R.L., Fletcher, J.M. (2019). Understanding, educating and supporting children with specific learning disabilities: 50 years of science and practice. *American Psychologist*, 75 (1), 37-51.
- Lervag, A, Hulme, C. & Melby-Lervag, M. (2018). Unpicking the developmental relationship between oral language skills and reading comprehension: It's simple, but complex. *Child Development*, 89 (5), 1821-1838
- Rosen, N.E, Lord, C. & Volkman, F.R. (2021). The diagnosis of autism: From Kanner to dsm-iii to dsm-5 and beyond. *Journal of Autism and Developmental Disorders*, 51, 4253-4270

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Adult Specialty: Integrative Mental Health and Pain Management

Presented by: Sarah Trost, PhD

Date/Time: 4/21/2027, 11:00 am-12:00pm
Abstract: This presentation will discuss types of pain and commonly seen pain conditions. CBT modalities will be discussed as they relate to treatment of chronic pain patients. Integrative medicine approaches, including HRV biofeedback, to the overall management of chronic pain patient will be discussed. Discussion cases will be provided.

Objectives:

1. The learner will be exposed to an overview of empirically supported treatments of chronic pain, primarily CBT-Chronic Pain.
2. The learner will be able to define pain terminology.
3. The learner will gain an understanding of the use of biofeedback to support individuals with chronic pain.

References:

- [PDF] https://jennifermurphyphd.com/wp-content/uploads/Murphy-Cordova-Dedert-2020_CBT-CP-Outcomes.pdf

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

How to Grow a Behavioral Health Service

Presented by: Thomas Heinrich, MD
Date/Time: 4/28/2027, 8:00-9:00am
Abstract: This conversation will begin to provide learners with the knowledge to aide in the identification of opportunities to demonstrate the value of psychiatry and psychology in medicine. We will review the literature to explore various models of value-based care. Specific case examples of clinical initiatives at F&MCW that demonstrate the "real world" application of some of the techniques will be discussed in the seminar.

Objectives:

1. Recognize the importance of demonstrating the psychiatry and psychology to the academic medical center
2. Review value-based behavioral health care models
3. Understand the need to incorporate established institutional strategic priorities

References:

- Borden WB, et al. Acad Med. 2015;90(5):569-73.
- Davydow DS et al. BMJ Open. 2015;5(12):e009878.
- Kathol RG, et al. Psychosomatics. 2009;50(2):93-107.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Clinic Development in Integrated Primary Care

Presented by: Aaron Grace, PsyD
Date/Time: 4/28/2027, 9:00-10:00am
Abstract: Integrated Primary Care is an increasingly common form of healthcare delivery. Over 70% of primary care visits include a behavioral health complaint, but only around half of patients referred to specialty mental health treatment keep the first appointment (Vogel et al., 2014). Providing quality, competent care in this modality requires a unique set of clinical, interpersonal, and professional skills (Cubic & Tinajero, 2026). This lecture will provide an overview of the necessary skills to develop an integrated primary care service.

Objectives:

1. After attending this session, participants will be able to articulate the distinctive characteristics of the integrated primary care model of healthcare delivery
2. After attending this session, participants will be able to describe the process of interprofessional collaboration necessary to develop an integrated primary care clinic
3. After attending this session, participants will be able to generalize one learning point to their next professional position.

References:

- Vogel, M., Malcore, S., Illes, R.C., Kirkpatrick, H. Integrated primary care: Why you should care and how to get started. Journal of Mental Health Counseling. 2014; 36(2):130-144.
- Cubic, B. A., & Tinajero, R. (2026). *Integrated primary care*. Hogrefe Publishing.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Professional Psychology Billing/Documentation

Presented by: Jeff Karst, PhD, and Lawrence Miller, PsyD

Date/Time: 5/5/2027, 8:00-9:00am

Abstract: Accurate, comprehensive billing and documentation practices are essential both for demonstrating the value of health psychology practice as well as obtaining appropriate reimbursement for services provided. Health psychologists face unique complexities in this regard, as billing codes and clinical practices include an intersection of medical, cognitive/developmental, and mental health

conditions. In addition, providers are often working with patients and families along with larger multi-disciplinary teams. Adult and pediatric health psychologists should be proficient in 1) providing thorough documentation that represents the services they have provided accurately, 2) understanding the use of appropriate diagnoses and billing codes to represent this work, 3) incorporating ethical practices in their billing to ensure that patients have informed consent prior to receiving billable services, and 4) understanding how their specific billing practices fit into the broader landscape of their healthcare organization and/or academic institution.

Objectives:

1. Recognize how documentation and billing fit within our professional role, and its impact on patients/patient families and the organizations we work within.
2. Understand the health care revenue cycle.
3. Differentiate the nuances between different diagnostic codes.
4. Recognize documentation and billing dilemmas and identify how to manage those.

References:

- CPT 2026 Professional Edition
- https://www.cms.gov/medicare-coverage-database/view/article.aspx?articleId=57480

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Establishing a Clinical and Translational Research Agenda

Presented by: Michael Gaffrey, PhD
Date/Time: 5/5/2027, 9:00-10:00am

Abstract: Establishing a research agenda early in one's career can be challenging; particularly as junior faculty are also establishing clinical practice. This lecture will provide information on the different levels of clinical and translational research focus. Included in this will be a discussion about identifying a viable and efficient research question. The final part of this presentation will be focused on the vital role that collaboration plays in clinical and translational research.

Objectives:

1. Kathol RG, et al. Psychosomatics. 2009;50(2):93-107.
2. Become familiar with how to define a research agenda
3. Identifying where to start with a research agenda
4. Understand the role that collaboration has in clinical and translational research

References:

- [PDF] Translational research is defined as - CTSI
- https://ctsi.mcw.edu/images/CTSI-Translational-Continuum1.pdf

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Job Interviewing / Talks for a Career in Academic Medicine

Presented by: Sydney Timmer-Murillo, PhD
Date/Time: 5/19/2027, 9:00-10:00 am
Abstract: Navigating the professional job search can be complicated and stressful. This seminar will focus on practical tips and strategies for job searches, talks, interviews, and negotiations by early career faculty.

Objectives:

1. Discuss important considerations for job interviewing.
2. Discuss important considerations for job talks.
3. Discuss important considerations for job offer negotiations.

References:

- Keys to a Successful Job Talk (sagepub.com)

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Pediatrics Specialty: Pediatric Empirically Supported Treatments

Presented by: Andrea Begotka, PhD
Date/Time: 5/12/2027, 11:00 am-12:00pm
Abstract: Increasingly, mental health stakeholders are looking for greater access to empirically supported treatments. Yet, the term itself is often poorly understood leading to confusion about what constitutes such a threshold. This lecture is designed to help attendees understand what empirically supported interventions are, how science is used to develop supported treatments, and to provide an overview on how empirically supported care may be developed and implemented within your own clinical practice.

Objectives:

1. Understand why it is important to use empirically supported interventions.
2. How to translate research to implementation in patient care
3. Identify at least one empirically supported intervention that can be used in pediatrics

References:

- Kerwin, M. E. (1999). Empirically supported treatments in pediatric psychology: severe feeding problems. *Journal of Pediatric Psychology*, *24*(3), 193-214.
- Lemanek, K. L., Kamps, J., & Chung, N. B. (2001). Empirically supported treatments in pediatric psychology: Regimen adherence. *Journal of Pediatric Psychology*, *26*(5), 253-275.
- McGrath, M. L., Mellon, M. W., & Murphy, L. (2000). Empirically supported treatments in pediatric psychology: Constipation and encopresis. *Journal of Pediatric Psychology*, *25*(4), 225-254.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Adult Specialty: Cognition in Healthy Aging and Dementia (part 2)

Presented by: Eric Larson, PhD
Date/Time: 5/12/2027, 11:00 am-12:00pm
Abstract: Various cognitive changes can accompany healthy aging, but such changes do not affect a person's ability to care for him/herself. However, in patients with dementia, a common neurological condition of aging, the person loses the ability for self-care. Alzheimer's disease is the most prevalent form of dementia, but there are a number of other types, and it is important for psychologists to be able to recognize the early stages of these conditions.

Objectives:

1. Know the presenting symptoms of common forms of dementia
2. Understand how cognitive testing is used to identify and classify dementia.
3. Understand approaches to treatment of dementia.

References:

- Po, H. and Lee, G.J. (2017). The role of neuropsychology in the assessment of the cognitively impaired elderly. Neurologic Clinics, 35(2): 191-206.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Psychological Considerations to End of Life Care

Presented by: Mackenzie Goertz, PhD
Date/Time: 5/19/2027, 8:00-9:00am

Abstract: While psychological distress is inherent to end-of-life, research indicates most patients and families can achieve a state of equanimity in the dying process. Loss of dignity and feelings of demoralization may compound physical symptoms to increase suffering and a desire for hastened death for terminally ill patients. This presentation will explore psychological interventions for end-of-life that aim to alleviate suffering by fostering dignity, meaning-making, and cultural values.

Objectives:

1. Describe at least 3 evidenced based interventions to alleviate psychological suffering at end of life
2. Discuss the role of culture and meaning making in end of life care
3. Distinguish desire for hastened death from suicidal ideation

References:

- McCann, C. J., & Adames, H. Y. (2013). Dying other, dying self: creating culture and meaning in palliative healthcare. Palliative & supportive care, 11(4), 289–293. https://doi.org/10.1017/S1478951512000557
- Ancy, K. M., Azhar, A., Guzman Gutierrez, D., & Bruera, E. (2023). "I'm Done": A patient's wish and will to die. Palliative and Supportive Care, 1–4. doi:10.1017/S1478951523001931
- Chochinov, H. & Smith, A. (2023). Dignity at the end of life. [Audio podcast episode]. In A Geriatrics and Palliative Care Podcast for Every Healthcare Professional. GeriPal. https://geripal.org/dignity-at-the-end-of-life-a-podcast-with-harvey-chochinov/
- Saracino, R. M., Rosenfeld, B., Breitbart, W., & Chochinov, H. M. (2019). Psychotherapy at the End of Life. The American Journal of Bioethics, 19(12), Article 12. https://doi.org/10.1080/15265161.2019.1674552

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Working with your IRB

Presented by: Alan Silverman, PhD
Date/Time: 5/19/2027, 9:00-10:00am
Abstract: An important component of conducting research that involves human subjects is obtaining approval from the Institutional Review Board (IRB). The role of the IRB is to ensure that studies that involve human subjects are both safe and ethical. Many new investigators have limited (if any) experience working with the IRB often resulting in pre submission anxiety and/or avoidance of conducting human subject research. This seminar is intended to inform investigators about the role of the IRB, the process of submitting research proposals, and provide a framework that helps new investigators successfully navigate the submission process.

Objectives:

1. Understand the roles and responsibilities of the IRB
2. Develop familiarity with the IRB submission process
3. Learn how to find tools and/or seek help from the IRB to ensure that submissions are complete so that they can be reviewed in a timely manner

References:

- Zink S, Kimberly L, Wertlieb S. The institutional review board and protecting human subjects: 10 frequently asked questions. Prog Transplant. 2005 Sep;15(3):291-5. PMID: 16252638.
- Schwenzer KJ. Practical tips for working effectively with your institutional review board. Respir Care. 2008 Oct;53(10):1354-61. PMID: 18812000.
- Working with your institutional review board. J Oncol Pract. 2009 Sep;5(5):256-8. doi: 10.1200/JOP.091021. PMID: 20856739; PMCID: PMC2790667.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Pediatrics Specialty: Pediatric Asthma and Social Determinants of Health

Presented by: Patricia Marik, PsyD
Date/Time: 5/19/2207, 11:00 am-12:00pm
Abstract: The following presentation will focus on learners understanding the impact of Social Determinants of Health on Pediatric Asthma management. This will include developing an understanding of the elements of Pediatric Asthma relevant for Pediatric Psychology including basic physiology and asthma management regimens as well as the impact of asthma on psychosocial functioning. An overview of Social Determinants of Health will be provided. This presentation will then apply Social Determinants of Health to asthma management, with a focus on understanding factors that may contribute to poor asthma control in the pediatric population. This presentation will review interventions Pediatric Psychologists can support to address adherence concerns through the lens of Social Determinants of Health.
Objectives:

1. Identify at least 3 Social Determinants of Health that impact asthma control in a pediatric population.
2. Identify at least 3 interventions Pediatric Psychologists can discuss with patients, families and providers to address adherence concerns in the context of Social Determinants of Health.
3. Gain an understanding of Pediatric Asthma, asthma management regimens and impact of asthma on psychosocial functioning.

References:

- Federica, M.J, McFarlane, A.E., Szefler, S.J., & Abrams, E.M. The impact of social determinants of health on children with asthma. Journal of Allergy and Clinical Immunology in Practice. 2022; 8(6), 1808 – 1812.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Adult Specialty: Behavioral Interventions for Chronic Pain Part 1

Presented by: Kirti Thummala, PhD
Date/Time: 5/19/2027, 11:00 am-12:00pm

Abstract: With an estimated 100 million adults in the United States struggling with chronic pain, it is one of the leading causes of disability and is associated with high economic costs to health systems. Over the past three decades, behavioral interventions have come to be recognized as an important part of multidisciplinary treatment of chronic pain. The first of this two-part didactic will review the role of psychologists within integrated care settings in treating pain-related somatic complaints and psychological distress. Using the biopsychosocial framework, we will explore the impact of day-to-day stress, negative affective states, cognitions, trauma and psychiatric co-morbidities on the development and exacerbation of chronic pain.

Objectives:

1. Using evidence-based Pain Neuroscience Education (PNE), learn how to educate patients about how psychological factors impact the brain, the central nervous system and the chronic pain disease process.
2. Understand the role of affective, cognitive, and social factors in the development and maintenance of pain-related disability
3. Apply principles of the biopsychosocial model to the assessment and behavioral management of chronic pain.

References:

- Edwards, R. R., Dworkin, R. H., Sullivan, M. D., Turk, D. C., & Wasan, A. D. (2016). The Role of Psychosocial Processes in the Development and Maintenance of Chronic Pain. *The journal of pain*, *17*(9 Suppl), T70–T92. https://doi.org/10.1016/j.jpain.2016.01.001

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Clinically Based Research: Scientist Practitioner in Action

Presented by: Alan Silverman, PhD
Date/Time: 5/26/2027, 8:00-9:00am
Abstract: Clinical research is the cornerstone of many psychologists working in academic medical centers. Clinical research advances science through translational methods which move science from theory to practice. Clinical research also grants clinicians the opportunity to study the efficacy of the work they do clinically. Yet, many clinicians have little time or experience in conducting clinical research studies. This seminar is designed to promote strategies that clinicians can use to develop, maintain, and make use of clinical databases.
Objectives:

1. Learn how to design and effectively manage a clinical database
2. Understand limitations to studies that rely on clinical databases and how to best overcome these inherent design problems
3. Consider strategies to go beyond data collection which will maximize clinical research productivity

References:

- Palermo T. M. (2013). New guidelines for publishing review articles in JPP: systematic reviews and topical reviews. Journal of pediatric psychology, 38(1), 5–9. https://doi.org/10.1093/jpepsy/jss124
- Christophersen E. R. (2022). Helpful factors for publishing research in pediatric psychology. Journal of pediatric psychology, e-journal accessed May 19, 2022
- Drotar, D. (2009). How to write effective reviews for the Journal of Pediatric Psychology. Journal of Pediatric Psychology, 34(2), 113-117.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Evaluating Clinical Research Through PRISMA and Cochrane Lenses

Presented by: Alan Silverman, PhD
Date/Time: 5/26/2026, 9:00-10:00am
Abstract: The Cochrane risk of bias tool for randomized clinical trials was introduced in 2008 and has frequently been commented on and used in systematic reviews. In addition, the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) Statement has become one of the most cited reporting guidelines in biomedical literature. Yet, many studies continue to be poorly conducted and reported and it is common to see articles that inappropriately use Cochrane and PRISMA guidelines. This seminar is intended to familiarize participants with these methods and help them understand how these tools can be effectively employed to promote excellence in clinical research.

Objectives:

1. Understand the roles and responsibilities of the IRB
2. Understand the theory and framework of Cochrane and PRISMA
3. Understand advantages and limitations of these methods

4. Develop familiarity with method needed to employ these strategies in one's own research.

References:

- Sarkis-Onofre, R., Catalá-López, F., Aromataris, E. et al. How to properly use the PRISMA Statement. Syst Rev 10, 117 (2021). https://doi.org/10.1186/s13643-021-01671-z
- Law E, Fisher E, Eccleston C, Palermo TM. Psychological interventions for parents of children and adolescents with chronic illness. Cochrane Database of Systematic Reviews 2019, Issue 3. Art. No.: CD009660. DOI: 10.1002/14651858.CD009660.pub4. Accessed 19 May 2022.
- Colleen Taylor Lukens, PhD, Alan H. Silverman, PhD, Systematic Review of Psychological Interventions for Pediatric Feeding Problems, Journal of Pediatric Psychology, Volume 39, Issue 8, September 2014, Pages 903–917, https://doi.org/10.1093/jpepsy/jsu040

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Writing Your First Grant

Presented by: Keri Hainsworth, PhD

Date/Time: 6/2/2027, 8:00-9:00am

Abstract: No matter how many grants one has written, taking on the task of writing a grant is a daunting process! You do not have control over the reviewer's response, but you do have control over multiple aspects of your grant submission. The bottom line is that it is possible to position yourself in such a way as to optimize your chances of success. This discussion will provide a simplified overview of all the major components of a grant application, as well as some ways to avoid common pitfalls.

Objectives:

1. Review common components of a grant
2. Ways to avoid common pitfalls

References:

- CRI timeline for a CRI MIR and a CTSI grant
- Demonstration of NIH Reporter
- Demonstration of Clinicaltrials.gov

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Transition to Faculty: Common Pitfalls and Strategies to Manage the Transition

Presented by: Heidi Christianson, PhD & Alan Silverman, PhD

Date/Time: 6/2/2027, 9:00-10:00am

Abstract

The transition from graduate student, intern, or postdoctoral fellow to faculty member is a pivotal developmental milestone in the career of health service psychologists. Early-career faculty are often required to simultaneously establish clinical, teaching, research, administrative, and professional identities while navigating new institutional cultures and expectations. This seminar will examine common challenges encountered during the transition to faculty, including role ambiguity, time management, productivity expectations, mentorship needs, work-life integration, and professional identity development. Through case vignettes, interactive discussion, and practical examples, participants will explore evidence-informed strategies that promote successful adaptation, career satisfaction, and long-term professional growth. Emphasis will be placed on lessons learned from academic medicine and health psychology settings and on developing skills that support resilience, effective mentorship relationships, and career advancement.

Objectives

1. Describe the developmental process and professional challenges associated with transitioning from trainee to faculty roles in health service psychology.
2. Identify common pitfalls that can impede early-career success, including role overload, unclear expectations, and difficulties establishing professional identity.
3. Apply evidence-based strategies, illustrated through case vignettes and discussion, to enhance effectiveness, satisfaction, and career development as an early-career faculty member.

References

Mullins, L. L., Gillaspy, S. R., Hanson, C. L., & the Society of Pediatric Psychology Task Force. (2015). The evolution of pediatric psychology: Workforce development, training, and career advancement. *Journal of Pediatric Psychology, 40*(9), 930–940.

Johnson, S. B., Gans, D., Kerr, S., & La Greca, A. M. (2014). Health service psychology education and training: Preparing psychologists for careers in integrated health care. *American Psychologist, 69*(4), 345–356.

Teaching Method: Lecture, Interactive Group Discussion, Case Vignettes, PowerPoint Presentation (60 minutes)

Strategies for Taking (and passing) the EPPP

Presented by: Nina Linneman, PhD
Date/Time: 6/9/2027, 9:00-10:00am
Abstract: The Examination for Professional Practice in Psychology (EPPP) is a capstone measure of proficiency for doctoral level psychologists. Because of the breadth of topics covered by the EPPP, it can be an intimidating and overwhelming exam for individuals already busy with their internship or post-doctoral training. This presentation will discuss the primary domains covered on the EPPP, discuss evidence-based approaches for optimal preparation, and provide guidance on timing and practical considerations related to the EPPP and professional licensure. Specific emphasis will be placed on the updated EPPP and both the Knowledge (Part 1) and Skills (Part 2) aspects of the exam. Participants will have the opportunity to talk about specific concerns they might have, and the discussant will solicit feedback from other psychologists to offer a broad scope of perspective on possible solutions.

Objectives:

1. Describe the domains assessed by the EPPP and what essential information is expected to be understood within each domain, with an emphasis on changes to the EPPP (i.e., the change to a focus on Knowledge in Part 1 and Skills in Part 2).
2. Discuss evidence-based approaches to studying and preparing for the EPPP.
3. Understand the wide array of potential strategies for managing practical concerns associated with the time and effort needed to study for and take the EPPP.

References:

- Macura, Z., & Ameen, E. J. (2021). Factors associated with passing the EPPP on first attempt: Findings from a mixed methods survey of recent test takers. *Training and Education in Professional Psychology*, *15*(1), 23.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Pediatrics Specialty: Death and Dying in Chronically Ill Children

Presented by: Jennifer Hoag, PhD
Date/Time: 6/9/2027, 11:00 am-12:00pm

Abstract: Approximately 20,000 children and adolescents die in the U.S. annually from chronic disease. Pediatric psychologists are frequently part of the multidisciplinary team providing end-of-life care to children. This presentation will provide information about children's understanding of death and highlight how psychologists can support difficult conversations about death and dying. Additional topics covered will include anticipatory grief, advanced care planning, the role of palliative and hospice care, and common ethical issues that arise in end-of-life care. Finally, we will discuss the role of self-care to mitigate the effects of compassion fatigue.

Objectives:

1. Define the developmental concepts of death and provide examples of how to adapt discussions about death with children.
2. Describe how an advanced care planning tool can be used to help children and adolescents communicate their wishes.
3. Develop a self-care plan.

References:

- Pao, M. & Mahoney, M.R. (2018). "Will you remember me?": Talking with adolescents about death and dying. Child and Adolescent Psychiatric Clinics of North America, 27(4), 511-526.
- Kreicbergs, U., Valdimarsdo´ttir, U., Onelo¨v, E., et al. (2004). Talking about death with children who have severe malignant disease. New England Journal of Medice, 351(12), 1175–1186.
- Stilos, K. & Wynnychuk, L. (2021). Self-care is a MUST for health care providers caring for the dying. The Canadian Oncology Nursing Journal, 31(2), 239-241.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Adult Specialty: Behavioral Interventions for Chronic Pain Part 2

Presented by: Kirti Thummala, PhD
Date/Time: 6/9/2027, 11:00 am-12:00pm
Abstract: The second part of this two-part didactic series will build on the pain psychoeducation introduced in the previous lecture by introducing behavioral approaches to treating chronic pain. This presentation will explore evidence-based psychotherapeutic approaches to treating pain, including CBT for Chronic Pain (CBT-CP), Pain Reprocessing Therapy (PRT), and acceptance- and mindfulness-based techniques.
Objectives:

1. Discuss the role of psychologists in managing pain-related somatic and psychological symptoms

2. Explore key evidence-based behavioral pain interventions, including their efficacy, treatment components and techniques
3. Learn behavioral pain treatment techniques that focus on graded exposure/systematic desensitization, cognitive reframing, distress tolerance and non-judgmental awareness.

References:

- Ashar, Y. K., Gordon, A., Schubiner, H., Uipi, C., Knight, K., Anderson, Z., Carlisle, J., Polisky, L., Geuter, S., Flood, T. F., Kragel, P. A., Dimidjian, S., Lumley, M. A., & Wager, T. D. (2022). Effect of Pain Reprocessing Therapy vs Placebo and Usual Care for Patients With Chronic Back Pain: A Randomized Clinical Trial. *JAMA psychiatry*, *79*(1), 13–23. https://doi.org/10.1001/jamapsychiatry.2021.2669

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 minutes

Publishing as New Faculty Member: Dissertation and Beyond

Presented by: Keri Hainsworth, PhD
Date/Time: 6/16/2026, 8:00-9:00am

Abstract: Publishing in academic medicine is as much an art, as it is a technical endeavor. Knowing certain facts will allow early stage investigators to steer clear of ethical dilemmas and roadblocks to publishing. In this presentation, we'll cover some of the most important things to know, which include authorship decisions, special considerations for publication, and practical tips. Examples will be used to illustrate points.

Objectives:

1. Explain special considerations in publishing: RCTs & Clinicaltrials.gov; Checklists (CONSORT, STROBE, PRISM, COREQ)
2. Describe authorship criteria and Research Ethics
3. Discuss examples of research to illustrate points in #1 and #2 above.

References:

- DeTora. Mapping author taxonomies and author criteria: good practices for thinking through complex authorship situations. Current Medical Research and Opinion, In Press.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Wellness/Self Care for Psychology Residents 4: Self-Compassion

Presented by: Patricia Marik, PsyD

Date/Time: 6/17/2026, 9:00-10:00am
Abstract: The following presentation will focus on learners understanding the components of self-compassion and how self-compassion can help prevent/reduce burnout and increase career engagement and fulfillment, especially for mental health providers. Residents will reflect on their growth during residency using a self-compassion lens. Residents will review their self-care roadmap one final time and will spend time considering how to implement self-care strategies as they transition to the next phase of their training/career.

Objectives:

1. Understand the components of self-compassion
2. Identify the benefits of self-compassion
3. Start to incorporate compassion towards self and others

References:

- Posluns, K. & Gall, T.L. Dear Mental Health Practitioners, Take Care of Yourselves: a Literature Review on Self Care. International Journal for the Advancement of Counseling, 2020; 42, 1-20.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Applying for Licensure

Presented by: Vanessa Aguilera Snyder, PsyD
Date/Time: 6/23/2027, 8:00-9:00am
Abstract: This didactic will focus on preparing residents to apply for licensure. General information regarding the recommended timeline to begin this process will be discussed. Specific emphasis will be placed on the licensure process for the state of Wisconsin. Students will have the opportunity to engage in a Q & A once initial information has been presented.

Objectives:

1. Residents will be able to describe the general timeline for initiating the licensure process
2. Residents will be able to list the various components/documents needed to apply for licensure
3. Residents will be able to apply the information obtained during this lecture to their own career goals

References:

- State of Wisconsin Department of Safety and Professional Services. (2023). Psychology. Wisconsin.Gov. https://dsps.wi.gov/pages/Professions/Psychologist/Default.aspx
- American Psychological Association. (2009). State Licensure Information. American Psychological Association Services, Inc. https://www.apa.org/

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes

Weight Stigma in Healthcare

Presented by: Monica Gremillion, PhD
Date/Time: 6/23/2027, 9:00-10:00am
Abstract: Weight stigma in healthcare is ubiquitous, with bias coming from healthcare providers, family members, and peers. Negative weight-based stereotypes, such as labeling those with obesity as lazy affects access to and quality of healthcare. Providers spend less time in appointments and provide less health education with patients with obesity compared to thinner patients. Patients with obesity report feeling disrespected by providers, report that their weight is blamed for all their medical problems, perceive that they will not be taken seriously because of their weight, and therefore are reluctant to even address weight concerns with providers. Often experiences of weight stigma more so than excess weight are what negatively impacts quality of life.

Objectives:

1. Provide an overview of the historical background on obesity, BMI, and weight stigma.
2. Discuss healthcare disparities related to weight stigma.
3. Learn strategies to talk to patients about weight and advocate for patients with other healthcare providers.

References:

- Puhl, R.M. and J.D. Latner, *Stigma, obesity, and the health of the nation's children.* Psychol Bull, 2007. 133(4): p. 557-80.

Teaching Method: Lecture, Interactive Group Discussions, PPT 60 Minutes