Didactic Abstracts and Training Objectives

Appalachian Culture (2 Hours)
Presenter: Marianna Linz, Ph.D.
Location: Woodland Centers, Inc., Gallipolis, OH
Date/Time: August 17, 2016 from 9:00 a.m. – 11:00 a.m.

Abstract:
The purpose of this didactic is to discuss various aspects of Appalachian culture that will help clinicians better understand the clientele that they serve in the local area. Participants will learn about various characteristics of Appalachian culture that are relevant to understanding differences and identifying theories and techniques that are effective when working with people of Appalachia culture.

Learning Objectives:
- Learn about economic, geographic, and social trends in the Appalachian region that have impacted the people of Appalachia.
- Identify various characteristics of Appalachian culture that are important to the region e.g. family, patriotism, gender roles, substance use, career aspirations, educational goals, etc.
- Learn about the dialect and language of Appalachia people.

Trauma Informed Care Part 1 (2 Hours)
Presenter: Joe Bianco, Ph.D.
Location: Woodland Centers, Inc., Gallipolis, OH
Date/Time: August 24, 2016 from 9:00 a.m. – 11:00 a.m.

Abstract:
This didactic will serve to provide a multi-disciplinary perspective on the association between childhood trauma and adult health. Special emphasis will be on the Adverse Childhood Experiences Study (The “ACE” Study). Participants will also learn about the relevance to rural primary care and the health issues prevalent in southeastern Ohio.

Learning Objectives:
- Learn the evidence-based association between childhood stress/adversity and adult health outcomes.
- Expand understanding of psychological trauma and how it affects clinical practice.
- Define trauma-informed care and identify how to implement trauma-informed care in clinical practice.

Clinical Supervision: Models and Relationships (2 Hours)
Presenter: Bradford Meyers, M.A.
Location: Woodland Centers, Inc., Gallipolis, OH
Date/Time: August 31st, 2016 from 9:00 a.m. – 11:00 a.m.

Abstract:
This didactic aims to explore factors to be considered concerning the provision of supervision. Specific professional issues to be discussed include models of supervision, ethical considerations, professional guidelines in providing supervision, and multicultural considerations. Participants will participate by reading articles ahead of time and participate in discussion of identified issues.

Learning Objectives:
- Learn professional guidelines concerning the provision of supervision.
- Increase knowledge and awareness of models of supervision.
- Develop awareness of ethical considerations in providing supervision.
- Explore multicultural considerations in supervisory relationships.

**Trauma Informed Care Part 2 (2 Hours)**
Presenter: Joe Bianco, Ph.D.
Location: Woodland Centers, Inc., Gallipolis, OH
Date/Time: September 7, 2016 from 9:00 a.m. – 11:00 a.m.

Abstract:
This didactic will serve to further explore implications of the ACE study by discussing how nature changes nurture in childhood. Participants will discuss the origins of temperament, particularly central nervous system development from ages 0 to 3. Special emphasis is placed on how traumatic stress during periods of key brain and CNS development impacts adulthood.

Learning Objectives:
- Explore neuropsychological aspects of brain development.
- Understand how environmental events can alter brain development in early childhood.
- Identify and discuss how adult patients (and the types of problems and presentations they have) may relate to childhood trauma.

**Annual Tri-State Conference on Diversity & Inclusion (7½ Hours)**
Presenter: Numerous Presenters
Location: Marshall University Student Center, Huntington, WV
Date/Time: September 9, 2016 from 8:00 a.m. – 3:30 p.m.

Abstract:
This seminar will allow students the opportunity to enhance their knowledge of how to network, link, and identify resources to help integrate diversity into programs, policies, and practices for creating community well-being.

Learning Objectives:
- Learn ways to integrate diversity into practice by discussing equity, opportunity and diversity.
- Identify tools and resources to transform diversity awareness into actionable results.
- Discuss innovative practices that encourage individuals and organizations to “build a productive and collaborative work environment in which all people are included.”
Risk Assessment (2 Hours)
Presenter: Russell Fox, Ph.D.
Location: Woodland Centers, Inc., Gallipolis, OH
Date/Time: September 14, 2016 from 9:00 a.m. – 11:00 a.m.

Abstract:
This seminar will provide information on completing full risk assessment for suicide. Special emphasis will be placed on risk assessment issues particular to rural culture, such as geographical and social isolation, access to firearms, and aging populations in rural areas.

Learning Objectives:
- Identify multiple risk factors, protective factors, and the impact these factors have in identifying a person at risk for suicide.
- Describe factors in safety plan development when identifying a person at risk for suicide.

Disability: Cultural Implications, Advocacy, and Ethical Practice (2 Hours)
Presenter: Amanda Adams-Mock, Psy.D.
Location: Woodland Centers, Inc., Gallipolis, OH
Date/Time: September 21, 2016 from 9:00 a.m. – 11:00 a.m.

Abstract:
Ableism refers to social attitudes, rehabilitation and treatment practices, and policies that favor individuals who have or are perceived as having full physical and mental health abilities. Conversely, individuals perceived as having physical and mental health limitations (i.e., disabilities) have limited access to the same services and resources and less social power compared to those without health limitations (Hays & Erford, 2014). This didactic will discuss the concepts of disability and ableism and will provide the interns with awareness, advocacy, and activities to help build knowledge and skills. Additionally, the presenter will discuss definitions and types of disability. Implications for ethical practice will also be provided.

Learning Objectives:
- Identify how ableism and disability impacts clients.
- Discuss how to increase awareness and advocate for clients with disability.
- Discuss implications for psychotherapy, including ethical issues.

Dialectical Behavior Therapy-I (2 Hours)
Presenter: Marty Fernandez, Psy.D.
Location: Marshall University Psychiatry, Huntington, WV
Date/Time: September 28, 2016 from 9:00-11:00 am

Abstract:
Dialectical Behavior Therapy is a cognitive behavioral therapy developed for the treatment of chronic suicidality and pervasive emotional dysregulation. It was the first evidence based treatment for Borderline Personality Disorder validated by randomized controlled trials. In this introductory lesson, we will discuss the historical background and development of DBT, its conceptual framework, the etiological model of the development of borderline personality
disorder upon which this treatment rests.

Learning Objectives:
- Identify features of appropriate candidates for DBT by gaining an understanding of the populations for which the treatment was developed.
- Learn the 5 features of a comprehensive treatment and the 4 stages of DBT treatment.
- Learn the Biosocial Model explaining the genesis of Borderline behaviors and will increase competence in explaining this to clients.

Dialectical Behavior Therapy-II (2 Hours)
Presenter: Marty Fernandez, Psy.D.
Location: Marshall University Psychiatry, Huntington, WV
Date/Time: October 5, 2016 from 9:00-11:00 am

Abstract:
In this lesson, we will incorporate knowledge from DBT I regarding the underpinnings of BPD, in order to recognize common dialectical dilemmas of those with pervasive emotion dysregulation disorders and their typical behavioral expressions. DBT has a strong emphasis on behavioral therapy, and a solid understanding of the behavioral principles that support and maintain problem behaviors and contribute to difficulties in changing them is critical to effective DBT treatment. Facility with these principles contributes to effectiveness in implementing change strategies that are hallmarks of DBT, including behavioral chain analysis.

Learning Objectives:
- Learn to identify the common dialectical dilemmas and recognize when dialectical dilemmas emerge in regular life and in the challenges presented by patients.
- Ensure a basic understanding of the principles of reinforcement, punishment, extinction, and other relevant behavioral change strategies, and practice their application.
- Learn the process of behavioral chain analysis and complete between lesson tasks to increase skills acquisition and rehearsal.

Dialectical Behavior Therapy-III (2 Hours)
Presenter: Marty Fernandez, Psy.D.
Location: Marshall University Psychiatry, Huntington, WV
Date/Time: October 12, 2016 from 9:00-11:00 am

Abstract: The practice of DBT has several important core components. It cannot be said that DBT is being implemented if any of the four components is missing: These include individual psychotherapy, skills training, skills coaching, and consultation team. The purposes and implementation of these components will be discussed.

Learning Objectives:
- Learn the rationale conducting for separate skills training sessions and the format of skills group.
- Learn the rationale, common challenges with, and benefits of phone coaching, along with
a basic understanding of the aims and format of this component of treatment.

- Learn basic stylistic and commitment strategies used in individual psychotherapy, which are hallmarks of DBT.
- Learn the rationale for consultation team and a basic familiarity with the structure and format of the meetings.

**Mindfulness (2 Hours)**
Presenter: Marty Fernandez, Psy.D.
Location: Marshall University Psychiatry, Huntington, WV
Date/Time: October 19, 2016 from 9:00-11:00

Abstract:
In the past 3 decades, mindfulness—a practice for improving full awareness of present experience with acceptance—has been increasingly incorporated into American and Western psychology practice. Research studies continue to produce an ever-growing body of data demonstrating the effectiveness of mindfulness in the treatment of anxiety, depression, addictive and chronic pain disorders, and other conditions. In this lecture, participants will learn the origins of mindfulness treatment strategies and its neurobiological mechanisms, along with demonstrated effects, clinical applications, and methods for practice.

Learning Objectives:
- Learn fundamental principles underpinning mindfulness practices—what it is and what it is not.
- Learn about neurobiological mechanisms of action of mindfulness and pathologies underlying those conditions impacted, such as experiential avoidance and its symptomatic manifestations.
- Gain basic familiarity with key components of focusing versus open monitoring practices, their aims, and contraindications for certain populations.

**Hearing Voices (2 Hours)**
Presenter: Tracy L. LeGrow, Psy.D.
Location: Marshall University Psychiatry, Huntington, WV
Date/Time: October 26, 2016 from 9:00-11:00

Abstract:
During this simulated experience of hearing voices, participants undertake a series of tasks including social interaction in the community, a psychiatric interview, cognitive testing, and an activities group in a mock day treatment program. The simulation experience is followed by a debriefing and discussion period.

Learning Objectives:
- Increase understanding of the prevalence of voice hearing in people with and without diagnosed psychiatric illness.
- Improve awareness of the challenges faced by those who hear voices as they undertake simple tasks of daily living.
Develop greater empathy for patients who experience hearing voices as part of their symptom profile.

**Duty To Warn (2 Hours)**
Presenter: Bruce Clay, Psy.D.
Location: Marshall University Psychiatry, Huntington, WV
Date/Time: November 2, 2016 from 9:00-11:00

Abstract:
The Tarasoff decisions regarding the duties to third parties were profoundly significant to the practice of psychology. Despite this, knowledge of Tarasoff related court cases and judicial imperatives and their impact on the professional code of ethics remains low. Participants will review relevant Tarasoff decisions and discuss these in terms of risk management, supervision and consultation.

**Learning Objectives:**
- Review original Tarasoff decisions and relevant current case law.
- Identify fundamental impact of judicial decisions on application of the professional code of ethics.
- Increase understanding of how to apply Tarasoff and ethical guidelines in terms of risk management, supervision and consultation.

**SITCAP Two-Part (4 Hours)**
Presenter: Amy Sisson, LPC
Location: Woodland Centers, Inc., Gallipolis, OH
Date/Time: November 9 & 16, 2016 from 9:00 a.m. – 11:00 a.m.

Abstract:
This didactic will focus on Structured Sensory Interventions for Traumatized Children, Adolescents and Parents (SITCAP). The focus of this therapy, and the focus of this didactic, is to help children and adolescents understand the physiological responses to trauma and grief. Participants will learn about the development of this strength-based therapy and how to apply techniques with children and adolescents who have a history of trauma and grief.

**Learning Objectives:**
- Learn about the theory behind SITCAP.
- Understand the research behind this method.
- Practice and apply sensory based interventions for children and adolescents with a history of trauma and grief.

**Eating Disorders Assessment/Theory (2 Hours)**
Presenter: Laura Meyers, Psy.D.
Location: Woodland Centers, Inc., Gallipolis, OH
Date/Time: September 16, 2015 from 9:00 a.m. – 11:00 a.m.

Abstract:
This didactic will serve to provide information regarding the assessment and DSM-5 criteria for eating disorders. Theory behind the development of eating disorders and focus on treating underlying struggles will be reviewed.

Learning Objectives:
- Identify assessment tools used to evaluate eating disorder risk and eating behaviors.
- Learn effective therapeutic treatment modalities that are commonly used to treat eating disorders.

**Play Therapy 101 (2 hours)**
Presenter: Tarin Mink, LSW  
Location: Woodland Centers, Inc., Gallipolis, OH  
Date: November 30, 2016 from 9:00 a.m. – 11:00 a.m.

Abstract:
Through a combination of lecture and experiential exploration be introduced to nondirective and directive play therapy. This training will enable early childhood mental health providers to work more effectively with families and children by introducing them to play therapy. Research highlighting the use of play therapy as an appropriate treatment modality with a variety of mental health issues will be discussed. Participants will be briefly introduced to the history of play therapy and learn the process of becoming a Registered Play Therapist (RPT).

Learning Objectives:
- Define play therapy.
- Explain the similarities and differences in directive and nondirective theories of play therapy.
- Recognize client populations appropriate for play therapy interventions.
- Identify appropriate toys and materials for their therapeutic value in the playroom.

**Wisconsin Card Sort (WCST) Two-Part (4 Hours)**
Presenter: Adrienne Fitzsimmons, Psy.D.  
Location: Woodland Centers, Inc., Gallipolis, OH  
Dates/Times: December 7 & 14, 2016 from 9:00 a.m. – 11:00 a.m.

Abstract:
The purpose of this didactic to understand the utility, administration and scoring of the WCST. The presenter will provide in-depth instruction, by reviewing the assessment materials, protocols, and manual, allowing interns to gain hands on experience with the WCST.

Learning Objectives:
- Discuss the purpose of the WCST in assessing executive functioning.
- Understand how to administer, score, and interpret the WCST.

**Answering the Question: Developing Appropriate Assessment Batteries (2 Hours)**
Presenter: Tracy L. LeGrow, Psy.D.
Abstract:
Psychological assessment can sometimes be seen as a “one size fits all” process where the same assessment tools are given to all regardless of what the referral question is. The purpose of this session is to learn how to refine the referral question and to appropriately select measures that will answer the question(s) in the most efficient and effective way.

Learning Objectives:
- Understand ways to clarify and refine referral questions
- Develop a more flexible approach to assessment including use of historical data and clinical interview
- Develop greater understanding for how to work with insurance companies to provide assessment services

Assessment of Autism Spectrum Disorders and Common Differentials (2 Hours)
Presenter: Tracy L. LeGrow, Psy.D.
Location: Marshall University Psychiatry, Huntington, WV
Dates/Times: December 28, 2016 from 9:00 a.m. – 11:00 a.m.

Abstract:
Diagnosis of individuals with Autism Spectrum Disorders is in high demand. The purpose of this session is to identify appropriate assessment strategies when making a diagnosis of an autism spectrum disorder and how to differentiate those individuals with ASD from those with language disorders and intellectual disabilities.

Learning Objectives:
- Identify the clinical characteristics of individuals on the autism spectrum.
- Understand the components of an assessment battery for ASD.
- Become familiar with assessment strategies useful in differentiating between ASD, ISD and Language Disorders

Adult ADHD (2 Hours)
Presenter: Louis Nieuwenhuizen, Psy.D.
Location: Marshall University Psychiatry, Huntington, WV
Date/Time: January 4, 2017 from 9:00-11:00

Abstract:
Recent trials provide convincing evidence of the efficacy of individual and group psychotherapy in the treatment of adult Attention Deficit/Hyperactivity Disorder (ADHD). The European consensus statement on the treatment of ADHD, NICE guidelines, the American Association of Family Physicians (2014) and the U.S. Department of Health and Human Resources (2014) all recommend combining pharmacotherapy and Cognitive Behavioral Therapy (CBT) as best practice in the treatment of adult ADHD.
Learning Objectives:
- Identifying neurological, clinical and functional components of ADHD
- Identifying cognitive and behavioral aspects of ADHD as therapeutic targets
- Reviewing evidence based treatment approaches

**Depression Versus Dementia Versus Delirium (2 Hours)**
Presenter: Michelle C. Hudson, Psy.D.
Location: Marshall University Psychiatry, Huntington, WV
Date/Time: January 11, 2017 from 9:00 a.m. – 11:00 a.m.

Abstract:
This presentation will cover one of the most common geriatric neuropsychological referral questions: Is reported memory loss associated with dementia or depression?

Learning Objectives:
- Define delirium and understand relevant risk factors
- Become familiar with common characteristics of 3 primary types of progressive dementia
- Understand the importance of gathering historical timeline to assist with differential diagnosis

**Assessment of Malingering/Suboptimal Effort (2 Hours)**
Presenter: Michelle C. Hudson, Psy.D.
Location: Marshall University Psychiatry, Huntington, WV
Date/Time: January 18, 2017 from 9:00 a.m. – 11:00 a.m.

Abstract:
Psychologists and psychological trainees must consider the possibility of suboptimal effort during testing. This presentation will provide foundation regarding assessing for effort and determining what to attribute suboptimal performance to (e.g.; malingering vs somatoform vs fatigue).

Learning Objectives:
- Understand the difference between primary and secondary gains
- Differentiate malingering from suboptimal effort and somatoform disorder
- Learn common embedded measures that can be used to assess effort

**Gender Identify and Dysphoria in Childhood (2 Hours)**
Presenter: Michael Stinnett, Psy.D.
Location: Marshall Psychiatry, Huntington, WV
Date/Time: January 25, 2017 from 9:00-11:00

Abstract:
Issues from the political, social, and cultural arenas are oftentimes present in psychotherapists’ offices. With recent focus on gender and sexual identify in the mainstream, psychologists and other mental health practitioners require familiarity with best practices for the treatment of individuals who are sexual minorities. In response to the call by the American Psychological
Association (2008) to support “the provision of adequate and medically necessary mental and medical health care treatment for transgender and gender variant individuals”, this didactic aims to explore historical and modern treatments for children who present as gender dysphoric.

Learning Objectives:
- Distinguish between the biology of sexual traits, the social construction of gender identity, and the behaviors of gendered roles
- Synthesize and evaluate specific mental and medical health needs of children presenting with varying gender identities.
- Assess the presence of and propose effective interventions for gender dysphoria in children

Multidisciplinary Consultation (2 Hours)
Presenter: Megan Austin, Ph.D.
Location: Woodland Centers, Inc., Gallipolis, OH
Date: February 1, 2017 from 9:00 a.m. – 11:00 a.m.

Abstract:
Rural areas provide unique opportunities for psychologists to function as consultants. This didactic will provide an overview of systems collaboration and multidisciplinary consultation by psychologists. Specific settings for consultation, such as schools and service coordination teams will be highlighted. Interns will have the opportunity to process consultation experience during the internship year.

Learning Objectives:
- Describe common settings for consultation
- Understand the role of a consultant and the importance of communication about expectations
- Describe the consultative process
- Describe the difference between family/child focused consultation models vs. programmatic consultation.

Appalachian Women and Violence (2 Hours)
Presenter: Bobbie Reker-Dickason, Ph.D.
Location: Woodland Centers, Inc. Jackson, OH
Date/Time: February 8, 2016 from 9:00-11:00 a.m.

Scholarly literature on rural Appalachian women is sparse, reflecting cultural distinctiveness in many domains, including gender roles. Traditionalism, fatalism, self-reliance, and religious fundamentalism are identified as homogenous characteristics of Appalachian culture. Gender roles are described as highly traditional with patriarchal structure, placing women in caretaking and subordinate roles. Specific focus will be given to the role of culture in relationships, child rearing practices, health care, education, and employment of rural Appalachian women. Characteristics of the cultural context and its impact on interpersonal violence will be reviewed.

Learning Objectives:
Participants will understand the role of culture in relationships, child rearing practices, health care, education, and employment of rural Appalachian women.

Interpersonal violence in the context of Appalachian culture will be reviewed.

**Seeking Safety (2 Hours)**
Presenter: Megan Austin, Ph.D.
Location: Woodland Centers, Inc., Gallipolis, OH
Date/Time: February 15, 2017 from 9:00 a.m. – 11:00 a.m.

Abstract:
Seeking Safety is an evidence-based therapy model to help people attain safety from trauma and/or substance abuse. It addresses both trauma and addiction, but without requiring clients to delve into the trauma narrative, thus making it relevant to a wide range of clients and practical to implement. This didactic will provide information on the Seeking Safety protocol for PTSD and co-morbid substance use disorders.

Learning Objectives:
- Describe the principles of Seeking Safety.
- Identify session topics and structure of Seeking Safety modality.

Recommended Reading/References:

**Paper Tigers – Trauma Informed Schools (2 Hours)**
Presenter: Tarin Mink, MSW, LSW
Location: Woodland Centers, Inc., Gallipolis, OH
Dates/Times: February 22, 2017 from 9:00 a.m. – 11:00 a.m.

Abstract:
Paper Tigers is an award winning documentary about applying the Adverse Childhood Experiences Study to a rural High School. The movie shows the application of trauma-informed care to a school setting and illustrates how powerful and beneficial providing such an environment can be for learning. This didactic will show and discuss the film.

Learning Objectives:
- Define trauma informed care.
- Apply trauma informed care to school setting.
- Understand the benefits for trauma informed schools for the overall well-being and the education of children and adolescents.

**Severe Psychopathology and Differential Diagnosis (2 Hours)**
Presenter: Russell Fox, Ph.D.
Location: Woodland Centers, Inc., Gallipolis, OH
Date/Time: March 1, 2017 from 9:00 a.m. – 11:00 a.m.

Abstract:
This seminar will provide information on symptomology and course of illness for severe psychopathology often seen in inpatient treatment settings. Diagnoses discussed will include Schizoaffective Disorder, Bipolar I Disorder, Borderline Personality Disorder, Antisocial Personality Disorder, Schizophrenia, and Major Depressive Disorder (with and without Psychosis). Special emphasis will be placed on differential diagnosis among these disorders and common courses of treatment.

Learning Objectives:
- Identify risk factors, symptoms, diagnostic characteristics that indicate an individual may be at risk for severe psychopathology.
- Describe factors that will contribute to stabilization and therapeutic recovery following a major psychiatric episode/hospitalization.

Theoretical Orientation Process Group/Case Conceptualization Review (2 Hours)
Presenter: Adrienne Fitzsimmons, Psy.D.
Location: Woodland Centers, Inc. Gallipolis, OH
Dates/Times: March 8, 2017 9:00 a.m.- 11:00 a.m.

Abstract:
The purpose of this didactic is to help interns explore their theoretical orientation and how to effectively, succinctly, and coherently present their theoretical orientation in a case conceptualization format. Interns will speak to their own orientation, and will process with one another how to integrate their orientation into case conceptualizations they conduct in supervision and more formally for the internship.

Learning Objectives:
- Succinctly describe theoretical orientation and how it relates to their therapeutic practices with clients.
- Increase ability to effectively communicate theoretical orientation in a formal case conceptualization process.

Recognizing Child Abuse (2 hours)
Presenter: Isabel Pino, M.D.
Location: Marshall Psychiatry, Huntington, WV
Date/Time: March 15, 2017 from 9:00-11:00

Abstract:
Child abuse has been present since the beginning of time, and, unfortunately, it haunts us to this day. It is not limited or particular to any one race, ethnicity, religion, nationality, or socioeconomic group. As health care professionals we need to understand the circumstances that lead to child abuse, and recognize the risk factors and signs of it. We also have to be aware of our legal responsibilities, and know the community resources.

Learning Objectives:
Introduction to Forensic Psychology and Forensic Mental Health Assessment (2 Hours)
Presenter: Jennifer Mills Price, Psy.D.
Location: Marshall Psychiatry, Huntington, WV
Date/Time: March 22, 2017 from 9:00-11:00

Abstract:
Forensic psychology lies at the intersection between psychology and the law. Although most mental health professionals in good standing meet the Court’s standard for being considered an expert in their respective fields, clinical psychologists typically lack knowledge and skills needed to interact with the legal system effectively. This gap in training adversely affects clients involved with the legal system and the way the psychology community is viewed by other professionals and laymen alike. This didactic will introduce participants to forensic psychology principles, offer ways of interacting with the legal system as a clinical psychologist, and provide resources for further training for individuals interested in forensic psychology. In addition, this didactic will provide an introduction to two areas of civil forensic mental health assessment, child abuse assessment and parental fitness evaluations.

Learning Objectives:
- Participants will be able to name at least three differences between forensic and clinical psychology.
- Participants will be able to verbalize steps for responding to a subpoena.
- Participants will be able to name at least three different resources for specializing in forensic psychology.
- Participants will be able to name two different types of civil forensic mental health assessment.

Trauma-Focused Cognitive Behavior Therapy (TF-CBT) for Children and Adolescents
Presenter: Danny Pettry, M.Ed., M.S., LPC., NCC., CTRS
Location: Marshall Psychiatry, Huntington, WV
Date/Time: March 29, 2017 from 9:00-11:00

Abstract:
Children and teens can suffer from Post-traumatic stress disorder. Soldiers coming back from a war with PTSD are often understood by the public. Sometimes children are not validated for having experienced trauma with a belief that “that kid just needs to behave.” Trauma-informed education is being provided for people who provide services for children to teach them the impact of trauma on children and how to approach children. This session will provide information on trauma-based treatment for children and adolescents.

Learning Objectives:
- Identify at least three types of trauma by end of session.
Identify at least three types of trauma by end of session.
Identify the components of the Trauma-Focused Cognitive Behavior Therapy Model

Childhood Trauma Treatment in a Nationally Accredited Children’s Advocacy Center (CAC) (2 Hours)
Presenters:  Amanda Justice, M.Ed., LPCC-S;  
            Erica Myers, M.Ed., LPCC-S, RPT-S &  
            Lisa Phelps, M.Ed., LPCC, NCC  
Location: Hope’s Place Child Advocacy Center, Ashland, KY  
Date/Time: April 5, 2017 from 9:00-11:00  

Abstract:
Child Advocacy Centers allow for the provision of comprehensive services for children and families who have experienced trauma. A tour of the center will be provided along with a history of CAC’s and the Child Advocacy model. Discussion of forensic interviewing and counseling using evidenced based treatments will take place.

Learning Objectives:
  - Understand the history of CAC’s, how the local center works for children and families including funding, services offered and career opportunities.
  - Understand counseling, advocacy and forensic services provided at CAC’s including screening procedures and clinical management.
  - Increase understanding of victim-focused forensic interviews (NCAC model) and how forensic interviews are used in investigations.
  - Increase understanding of career opportunities in forensic interviewing.

Identifying Interventions for Individual at Risk for Violence (2 Hours)
Presenter: Michelle Meese, M.A.  
Location: Marshall Psychiatry, Huntington, WV  
Date/Time: April 12, 2017  

Abstract:
Psychologists may be called on to evaluate individuals who may be at risk for violent behaviors, which can be done through use of assessment tools, clinical interview, and review of collateral information. After identifying that a risk is present recommendations need to be formulated regarding interventions. When completing this formulation it is important to consider: level of risk, what dynamic factors are present and need to be targeted, and what resources are available and appropriate for the individual. This didactic will focus on understanding these factors and will encourage consideration of recommendations to address victim safety, treatment concerns, need for restrictions/supervision, and strategies for monitoring for safety.

Learning Objectives:
  - Discuss risk, need, and responsivity factors that impact interventions for identified risk.
  - Identify recommendations for victim safety.
  - Identify recommendations for treatment
Identify recommendations for monitoring and supervision/restrictions.

**Evidence-based Therapies for Combat-Related PTSD and Trauma-Related Disorders (2 hours)**
Presenter: Billy Rutherford, Psy.D.
Location: Marshall Psychiatry, Huntington, WV
Date: April 19, 2017 from 9:00-11:00

Abstract:
The rate of PTSD in Veterans of the recent Iraq and Afghanistan conflicts is estimated from 8% to 20% (Tuerk et al., 2012). Veterans of other combat theatres are also known to carry a greater risk for trauma-related disorders than the non-military population. This presentation will review several evidence-based therapy options for addressing trauma-related symptoms of combat Veterans. Attention will be given to identifying important commonalities in the treatment rationales and interventions among these various models. Unique considerations in applying these commonalities to survivors of combat-related trauma in the context of military service and culture will be discussed.

Learning Objectives:
- Develop understanding of the clinical rationale for common, evidence-based therapy options for PTSD and Trauma-Related Disorders.
- Recognize the course of natural recovery v. development and maintenance of PTSD and related symptoms following trauma exposure.
- Differentiate the commonalities and differences in effective therapy models for PTSD and trauma-related disorders.

**Managing the Loss of a Client (2 Hours)**
Presenter: Adrienne Fitzsimmons, Psy.D.
Location: Woodland Centers, Inc., Gallipolis, OH
Date/Time: April 26, 2017 from 9:00 a.m. – 11:00 a.m

Abstract:
This didactic will focus on the difficulties of losing a client to death or illness. Students will be encouraged to engage in discussion on the subject and any professional experiences related to the subject. The ethical and legal implications of a client’s death will be reviewed, as will the process of keeping client records after death.

Learning Objectives:
- Review methods of coping with a loss of a client
- Recognize the needs of therapists after the loss of a client
- Identify ethical and legal implications of a client’s death

**Rural Ethics Roundtable (2 Hours)**
Presenter: Megan Austin, Ph.D.
Location: Woodland Centers, Inc., Gallipolis, OH
Date/Time: May 3, 2017 from 9:00 a.m. – 11:00 a.m
Abstract:
Designed to be a discussion, rather than a formal didactic, interns and the presenter will each be assigned a specific ethical issue relevant to rural practice (e.g., dual relationships, accessibility of services), and discuss how it relates to the APA Ethical Principles and Standards. Also, interns are encouraged to discuss specific cases and provide all attendees with literature on their assigned topic.

Learning Objectives:
- Participants will review current APA Ethical Principles and Standards in general and focus on standards with particular relevance to rural practice.
- Participants will discuss ethical decision making in the context of rural environments, through case discussion and literature review.

Intern’s Choice
Presenter: Jake VanHorn, M.A.
Location: Woodland Centers, Inc. Gallipolis, OH
Dates/Times: May 10, 2017 from 9:00 a.m. – 11:00 a.m.

Abstract:
The purpose of this didactic is to allow each intern to present on her/his research interests. Each intern will provide background on her/his research interests and present any data she/he may have gathered in accordance with her/his dissertation.

Learning Objectives:
- Prepare and present research.
- Increase comfort in public speaking and professional presentation.

Projective Assessment (2 hours)
Presenter: Brad Meyers, B.A.
Location: Woodland Centers, Inc., Gallipolis, OH
Date: May 17, 2017 from 9:00 a.m. – 11:00 a.m

Abstract:
This didactic will cover the common projective measures used in assessment including Rorschach, Thematic Apperception Test, Children’s Apperception Test, Incomplete Sentences, and Projective Drawings. Participants will learn how to administer each measure and how to score/interpret each measure. Research behind the use of each measure will be presented.

Learning Objectives:
- Learn about projective measures.
- Identify appropriate projective measures.
- Score, interpret, and explain results of projective measures.

Acceptance and Commitment Therapy (2 hours)
Presenter: Laura Meyers, Psy.D.
Location: Woodland Centers, Inc. Gallipolis, OH
Date/Time: May 24, 2017 from 9:00-11:00 a.m.

Abstract:
This didactic will focus on the Cognitive Behavioral Therapy of Acceptance and Commitment Therapy (ACT). The principles of this therapy, conceptualization in this model, and interventions will be discussed and practiced. A case example will be shared and interns will be asked to apply the concepts of ACT to the case.

Learning Objectives:
- Understand and implement the principles of Acceptance and Commitment Therapy.
- Conceptualize therapy cases in the model put forth by Acceptance and Commitment Therapy.

Intern’s Choice (2 Hours)
Presenter: Amy Scott, M.S.
Location: Woodland Centers, Inc. Gallipolis, OH
Dates/Times: May 31, 2017 from 9:00 a.m. – 11:00 a.m.

Abstract:
The purpose of this didactic is to allow each intern to present on her/his research interests. Each intern will provide background on her/his research interests and present any data she/he may have gathered in accordance with her/his dissertation.

Learning Objectives:
- Prepare and present research.
- Increase comfort in public speaking and professional presentation.

Psychopharmacology (2 Hours)
Presenter: Adam Schindzielorz, MD
Location: Marshall Psychiatry, Huntington, WV
Date/Time: June 7, 2017 from 9:00-11:00

Abstract:
Research published in the Journal of the American Medical Association indicates that 16.7% of Americans reported filling a prescription for a psychiatric medication in 2013. Other sources suggest that one in five adults are prescribed psychotropics and that antidepressants constitute the third most frequently taking medication in the United States. With the widespread and increasing use of these medications, clinical psychologists have a responsibility to develop basic understanding of the medications with which many of their patients may be treated. This session will cover commonly prescribed psychiatric medications and provide an opportunity to engage in a discussion with a prescribing psychiatrist.

Learning Objectives:
- Discuss the common, currently available psychotropic medications with regard to clinical indications and contraindications, presumed mechanism of action and relevant
pharmacodynamics, common and serious adverse effects, pharmacokinetics, evidence for efficacy, cost, risk of drug-drug interactions and drug-disease interactions, and issues relevant to use in special populations (e.g., pregnancy and lactation, childhood and adolescence, the elderly)

- Propose selected psychotropic pharmacotherapy for designated patients and provide clinical reasoning that includes discussion of factors influencing treatment selection (e.g., patient-specific and drug-specific variables, scientific evidence)
- Discuss the factors relevant to implementing, monitoring and discontinuing psychotropic pharmacotherapy including drug dosing, treatment duration, and adherence, and make management recommendations for dealing with an unsuccessful treatment trial (e.g., lack of efficacy, intolerability)

**The Intriguing Connections between Nutrition and Mental Health (2 Hours)**
Presenter: Denae Kuenzel, MA, RD, LD
Location: Marshall Psychiatry, Huntington, WV
Date/Time: June 14, 2017 from 9:00-11:00

Abstract:
This didactic will focus on the intriguing connections between nutrition and mental health. This session will look at: a) nutritional health and mental health in the 21st century, b) the Brain-Gut-Microbiota Axis and its implications for nutrition, mental health and chronic disease, c) the relationships between nutrient deficiencies, malnutrition, different mental health and substance use disorders and psychiatric medication use, and d) the role of a Dietitian in mental and behavioral healthcare settings.

Learning Objectives:
- Identify nutrients commonly associated with mental health.
- Understand and define the Brain-Gut-Microbiota Axis and its implications on mental health.
- Understand the impact of nutritional deficiencies on mental health disorders, as well as, the impact of substance abuse on nutritional health.
- Understand when referral to a Dietitian may be appropriate.

**Addiction (2 Hours)**
Presenter: Louis Nieuwenhuizen, PsyD
Location: Marshall Psychiatry, Huntington, WV
Date/Time: June 21, 2017 from 9:00-11:00

Abstract:
In 2015 the City of Huntington, WV incurred 944 overdoses of which 70 were fatalities. Huntington has seen an alarming increase in opiate use, necessitating urgent consideration of treatment options. Long term success in recovery from opiate addiction has been estimated at between 30-50%. Given the rising toll of this growing epidemic, the search for improved outcomes has become critical.
West Virginia has shown the largest increase in neonatal abstinence syndrome (NAS) cases in the nation since 2000. Babies who suffer from neonatal abstinence syndrome (NAS) have immediate and long term cognitive, affective, and behavioral difficulties posing increased parenting challenges to mothers who are simultaneously struggling with their own recovery. This challenges mothers’ ability to form secure attachments with their babies, which in turn makes it difficult for these children to develop effective emotion regulation skills and often results in long term behavioral problems. Early and effective intervention tempers the transfer of these destructive social and emotional patterns from one generation to the next.

In response to this crisis multiple local programs, organizations and facilities, recently started intensifying their efforts in coordinating care to achieve better outcomes in the treatment of substance abusing mothers and their infants. This presentation will highlight and describe the bio-psycho-social components of this treatment approach.

Learning Objectives:
- Understanding the biological and neurological features of addiction
- Understand the psychological deficits of addiction
- Understanding best practice treatment rationale and recommendations

The Assessment and Treatment of Eating Disorders (2 Hours)
Presenter: Denae Kuenzel, MA, RD, LD
Location: Marshall Psychiatry, Huntington, WV
Date/Time: June 28, 2017 from 9:00-11:00

Abstract:
This didactic will focus on the assessment and treatment of eating disorders in urban and rural communities. This session will look at: a) the diagnosis of the three primary eating disorders (Anorexia Nervosa, Bulimia Nervosa and Binge Eating Disorder), b) the most common co-morbid mental health conditions seen in patients with eating disorders, c) empirically validated assessment and outcome measures for eating disorders, d) how to determine the appropriate level of care needed for the patient with an eating disorder, e) effective therapeutic treatment modalities in the treatment of eating disorders and f) the critical members of the eating disorder treatment team.

Learning Objectives:
- Identify empirically validated assessment tools to evaluate eating disorder risk and identify disordered eating behaviors.
- Identify eating disorder outcome measures to track patient’s progress in therapy.
- Learn effective therapeutic treatment modalities that are commonly used in the treatment of eating disorders.
- Learn how to determine the appropriate level of care needed for the patient with an eating disorder.
- Identify the critical members in the eating disorder treatment team and each member’s role on the team.

The Bariatric Patient: Psychological Considerations (2 Hours)
Abstract:
The epidemic of obesity in the United States, and particularly in our region, is well documented. The CDC estimates that there are 78 million obese Americans, 24 million of which falling in the category of severe or morbid obesity. An Expert Panel of the National Institutes of Health has concluded that the ability to maintain weight loss is nearly impossible for many patients other than through bariatric surgery. It has been estimated that almost 200,000 weight loss surgeries were conducted in 2015 and continues to grow in popularity as new surgical methods are developed. Perhaps in recognition of the psychological factors involved the long term success of these surgeries, insurance companies now routinely require that patients complete a psychological evaluation as part of the process of clearance for surgery. This seminar will examine the literature as it pertains to psychological factors most commonly seen in the obese population and review the evaluation process for these patients.

Learning Objectives:
- Describe the purpose of the pre-operative bariatric surgery psychological evaluation and the key areas that are assessed
- Describe the psychological issues with which bariatric patients may present at evaluation
- Recognize the factors involved in success or lack thereof after bariatric surgery

The Gottman Method of Couples Therapy (2 Hours)
Abstract:
There is no question that distress about love relationships is a common compliant among the general and psychiatric population that can affect both the physical as well as emotional well-being of our patients. This session will introduce the history of couples therapy, with an emphasis on why past treatment strategies have not been effective, and introduce the research-based Gottman treatment approach for couples. Gottman’s theory of the Sound Relationship House will be described as a means of illustrating the various skills that couples can be taught that will enhance their relationships and the resolution of conflicts within a relationship. Interns will be encouraged to present their own cases so that the group can discuss ways in which the didactic content can be applied.

Learning Objectives:
- Describe the clinical treatment methods in Couples Therapy that preceded the research-based Gottman treatment approach.
- Describe the major components of the Sound Relationship House.
- List the Four Horsemen and their antidotes that may present in relationship conflicts.
- Differentiate the key skills that distinguish “Masters” from the “Disasters” in relationships.
Apply research-based couples therapy to clinical problems encountered in daily practice using actual couples in Gottman-informed therapy.

**Diversity Roundtable (2 Hours)**
Presenter: Laura Meyers, Psy.D.  
Location: Woodland Centers, Inc. Gallipolis, OH  
Dates/Times: July 19, 2017 from 9:00 a.m. – 11:00 a.m.

Abstract:
Designed to be a discussion, rather than a formal didactic, interns and the presenter will each be assigned a topic of diversity and discuss how understanding and respecting each individual aspect of diversity (i.e., racial identity, sexual identity, gender identity, religious identity, etc.) applies to ethical and professional care of clients. Also, interns are encouraged to discuss specific cases and provide all attendees with literature on their assigned topic.

Learning Objectives:
- Participants will review literature on diversity and identity development and identify the important of applying such understanding and acceptance to rural practice.
- Participants will discuss potential struggles that individuals of diverse background may face in a rural environment.
- Participants will identify appropriate interventions based on awareness and understanding of diversity.

**Recap/Farewell**
Presenter: TBD  
Location: Woodland Centers, Inc. Gallipolis, OH  
Dates/Times: July 26, 2017 from 9:00 a.m. – 11:00 a.m.